CHSPE

California High School Proficiency Examination

2016–17 CHSPE Annual Report

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Sacramento County Office of Education

Center for Student Assessment and Program Accountability

and

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Executive Summary

The California High School Proficiency Examination (CHSPE) is a voluntary examination 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 meets **one** or more of the following criterial:

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

The CDE is responsible for the CHSPE by developing standards of competency in basic skills taught in public high school and provides for the administration of the examinations to verify competency. The Sacramento County Office of Education (SCOE), with support from Educational Data Systems, Inc. (EDS[1]), administers the CHSPE under contract with 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 the *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,

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

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

This report summarizes the three CHSPE administrations carried out in 2016–17: fall (October 2016), spring (March 2017), and summer (June 2017). It describes the CHSPE, including its structure, content, administration, scoring, passing standards, and reporting of results to examinees. It also provides data about the examinees who took the CHSPE during that period and their performance on the test, both by administration and cumulatively for the year. Test-level data and revenue information for the year also are provided in this report.

Description of the Examinee Population

CHSPE examinee participation data presented in this report include the number and percentage of examinees who attempted (a) 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 for the year. Data are for all examinees (i.e., the total number of examinees who attempted any part of the CHSPE during 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, the spring 2004 administration is used as the starting point for defining first-time examinees and retesters.

Data on individual examinees who took one or more parts of the CHSPE in 2016–17 are also presented. Of those 5,718 examinees, 85.3 percent took both sections. Of all first-

time examinees, 98.5 percent took both sections. Retesters attempted the mathematics section more often than the ELA section.

Data for the three 2016–17 administrations, cumulatively, are as follows:

- The majority were sixteen years old (37.9 percent) or seventeen years old (37.1 percent).
- Nearly 53 percent of the examinees were males.
- The largest group of examinees (44.8 percent) reported that they were white.
- The next largest group (23.7 percent) indicated that they were Hispanic or Latino, and 18.4 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 (70.2 percent) reported that English was the only language they learned as children, and most (81.5 percent) reported that English is the language spoken most often by the adults at home.
- There is diversity among examinees in terms of parent/guardian education level.
    - The largest number of examinees (70.5 percent) reported that their most educated parent/guardian had some college education, had a college degree, or had attended graduate school or received postgraduate training.
- Most examinees (89.6 percent) were enrolled in grade twelve or below, and most of them (63.8 percent) were enrolled in a non-charter public school.
- Nearly 5 percent of the examinees were granted one or more testing accommodations, a slight increase from the previous year.
- There was very little difference demographically between all examinees and first-time examinees (who were 85.2 percent of all examinees).

Examinee Performance

Passing Rates

Data on CHSPE passing rates, by administration and cumulatively, are provided for 2016–17. The report provides passing rates on (a) the entire ELA section *and* the Mathematics section; (b) the ELA section (both subtests); (c) each ELA subtest; and (d) the Mathematics section. Further, passing rates are presented 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).

Of the 4,875 individual examinees who, in 2016–17, attempted the entire CHSPE at least once, 62.1 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the Mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the ELA Language subtest across all administrations. For all administrations, the passing rates of examinees making their first attempt were slightly higher than the passing rates of all examinees (which included 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. Totals are given for the number of Certificates of Proficiency awarded for each administration since 2010 as well as 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 a certificate (by passing both sections or by passing the ELA or Mathematics section, having previously passed the other section). Between 97 and 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 56.8 percent (spring 2016). A total of 25,411 Certificates of Proficiency have been awarded since 2010.

Performance by Examinee Subgroup

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

- **Age**. Age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees.
- **Gender**. Female examinees slightly outscored their male counterparts in cumulative passing rates—62.6 percent to 61.6 percent, respectively.
- **Race/Ethnicity**. Race/ethnicity is associated with relatively large differences in passing rates. On each of the three test parts, Asian examinees, Filipino examinees, and white examinees, generally had higher passing rates than other examinees. Note, however, that there were relatively small numbers of Native Hawaiian/Pacific Islander, American Indian or Alaska Native, and Filipino examinees.
- **First Language(s)**. Examinees whose first languages were English and another language(s) had a higher cumulative passing rate (62.5 percent) than examinees whose first language was English only (61.9 percent). The cumulative passing rate of examinees whose first language was other than English was lower, at 53.0 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 Korean passed the CHSPE at the highest rate, followed by examinees with a home language of Mandarin (Putonghua), 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 also is 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 4.7 percent of examinees who tested with one or more testing accommodations generally passed the test at a slightly lower rate than examinees without accommodations.

Administration and Revenue Information

Administration Information

Administration data for the 2016–17 CHSPE administrations includes the number of registrants, absentees, examinees, and others, overall and by test site; the number of accommodations provided; and the number of irregularities:

- The majority of candidates registered during the regular registration period.
- Approximately 7 percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees).
- A total of 75 test sites were used during the year, including two incarceration facilities.
- Six sites were used for alternate-date testing and eleven for emergency registration.
- Approximately 4.7 percent of the examinees at each administration were provided with 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 124 registrants were approved for alternate-date testing.
- There were 61 testing irregularities reported during the year.
  - Of those, 31 were late/not admitted and 16 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 $933,362.98 in CHSPE revenue was deposited in 2016–17 (after accounting for refunds), including $115.00 for the 2015–16 administration. Registration fees accounted for 93 percent of the total revenue; document request fees accounted for most of the remaining revenue.

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Section 1: Introduction

The California High School Proficiency Examination (CHSPE) is a voluntary examination 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). 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 recognize the Certificate of Proficiency as the equivalent of a high school diploma in applications for federal financial aid.

Any individual may take the CHSPE if, on the test date, the individual meets **one** or more of the following criterial:

- The individual is at least 16 years old.
- The individual has been enrolled in grade ten for one academic year or longer.
- The individual will complete one academic year of enrollment in grade ten at the end of the semester during which the next regular administration will be conducted. (“Regular” administrations are the fall and spring administrations during each school year. The examination also is 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, providing for the administration of examinations, prepared with the approval of the Department, to verify competency in basic skills taught in public high school. The Sacramento County Office of Education (SCOE), with support

from Educational Data Systems, Inc. (EDS[3]), administers the CHSPE under contract with 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 the *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 during the 2016–17 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. The appendices contain 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

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. 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 2007–09. As with the 2003 RFA, the 2006 RFP required bidders to propose the 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 through September 2014, using the same tests and test structure. The contract was later extended through June 2016 and again through June 2019.

Structure and Content

Starting with the spring 2004 administration, the CHSPE has consisted of two test sections: ELA and mathematics. An examinee must pass both sections to receive a Certificate of Proficiency.

ELA Section

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

Mathematics Section

The mathematics section consists of the *Stanford 10* Mathematics test (TASK 2). It has 50 multiple-choice questions that assess content in the following areas: number sense and operations; patterns, relationships, and algebra; data, statistics, and probability; and geometry and measurement. The questions also assess the mathematical processes of communication and representation, estimation, mathematical connections, and reasoning and problem solving. Examinees are provided a reference sheet that includes selected formulas for plane and solid figures. Beginning with the fall 2010 administration, examinees have been 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 nine through twelve. TASK 1 is recommended for grade nine, TASK 2 for grade ten, and TASK 3 for grades eleven and twelve. All levels are vertically equated.

[6] From 2004 through 2006, the CHSPE ELA 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 during the spring and summer 2007 administrations.

Administration

The CHSPE administered two or three times per year at the discretion of the CDE: in the spring, fall, and, usually, summer. The test is administered on Saturday mornings at test sites (typically high schools) throughout California. Examinees must preregister to take the test.

During a CHSPE administration, an examinee can 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. 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, the following:

- Presentation—braille, large print, sign-language interpreter, directions read aloud, questions read aloud on the Mathematics section
- Timing—extended time, supervised breaks
- Setting—testing in a small group or in a hospital
- Response—use of a scribe, marking responses in the test booklet
- Use of aids—use of a computer to type the writing task (with spelling and grammar tools disabled, may be an accommodation)

Beginning with the fall 2008 administration, English learners have been 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 2016–17 fiscal year, the CHSPE was administered on October 15, 2016 (fall); on March 18, 2017 (spring); and on June 17, 2017 (summer). Each administration had its own distinct testing task and form identification (see Table 2.1, below). Specific data for the cut-points for cluster scores for the ELA Section can be found in Table 2.3, on page 13; for mathematics, those data can be found in Table 2.4, on page 14.

Table 2.1 Test Task Form Identification, by Administration

Administration Dates	ELA Section	Mathematics Section
October 15, 2016	TASK 3, Form A	TASK 2, Form A
March 18, 2017	TASK 3, Form B	TASK 2, Form B
June 17, 2017	TASK 3, Form A	TASK 2, Form A

Scoring

The CHSPE includes both multiple-choice items, scored by a computer, and a writing task, scored by current and former California high school and university English teachers.

Test-Attempt 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

To score the multiple-choice items in the Mathematics section, the ELA Language subtest, and the ELA Reading subtest, the 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 consisting of current and former California high school and university English teachers. Among them is a Chief Reader, an Assistant Chief Reader, and several readers. In addition, there is an Operations Supervisor, who oversees the reliability and security of the scoring session. The scoring team's first step is to apply the CHSPE Writing Task Scoring Guide (Appendix A), designed to reflect the state standards and current writing skills and strategies taught in California high schools, to actual CHSPE examinee responses and create a "book" of sample responses for the specific writing task administered. The book of samples contains example essays for each score point, 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

[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 CDE.

of examinee responses, resulting in team members being calibrated to the scoring guide. On 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 10 percent of the essays scored by each reader in a process known as “read-behind.” On these read-behinds, readers are expected to maintain an exact agreement rate of at least 70 percent with the Chief or Assistant Chief Reader. Any reader falling below the expected agreement rate is retrained and carefully monitored with additional read-behinds until the reader demonstrates that he or she is scoring proficiently.

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

The writing task is scored on a 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.

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

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

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.

ELA Section

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

- *Language subtest.* As described earlier, 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, below.

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 also is 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 in 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 as follows:

  - Mathematics section
  - Number Sense and Operations
  - Patterns, Relationships, and Algebra
  - Data, Statistics, and Probability
  - Geometry and Measurement
- ELA section, Language subtest
  - Capitalization
  - Usage
  - Punctuation
  - Sentence Structure
  - Prewriting
  - Content and Organization
- ELA 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 described in the following discussion.

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), and 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, on page 13. The same information for the Mathematics section is provided in Table 2.4, on page 14. 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, ELA Section

			Minimum No. of Items Answered Correctly Required for a Cluster Score of:					
ELA Section	**Content Cluster**	**No. of Items**	**TASK 3, Form A[a] Below Adequate[d]**	**TASK 3, Form A[a] Adequate or Better[e]**	**TASK 3, Form B[b] Below Adequate**	**TASK 3, Form B[b] Adequate or Better**	**TASK 3, Form A[c] Below Adequate**	**TASK 3, Form A[c] Adequate or Better**
Reading Subtest: Reading Comprehension	Initial Understanding	10	5	7	5	7	5	7
	Interpretation	20	11	14	11	14	11	14
	Critical Analysis	14	7	10	7	10	7	10
	Strategies	10	5	7	5	7	5	7
Reading Subtest: Vocabulary	Synonyms	12	6	9	6	9	6	9
	Multiple-Meaning Words	6	4	5	4	5	4	5
	Context Clues	12	7	9	7	9	7	9
Language Subtest: Mechanics	Capitalization	8	4	5	4	5	4	5
	Usage	8	4	5	4	5	4	5
	Punctuation	8	4	5	4	5	4	5
Language Subtest: Expression	Sentence Structure	10	5	7	5	7	5	7
	Prewriting	5	2	4	2	4	2	4
	Content and Organization	9	4	6	4	6	4	6

[a] Administered fall 2016.

[b] Administered spring 2017.

[c] Administered summer 2017.

[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

		Minimum No. of Items Answered Correctly Required for a Cluster Score of:					
Content Cluster	**No. of Items**	**TASK 2, Form A[a] Below Adequate[d]**	**TASK 2, Form A[a] Adequate or Better[e]**	**TASK 2, Form B[b] Below Adequate[d]**	**TASK 2, Form B[b] Adequate or Better[e]**	**TASK 2, Form A[c] Below Adequate[d]**	**TASK 2, Form A[c] Adequate or Better[e]**
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 2016.

[b] Administered spring 2017.

[c] Administered summer 2017.

[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 2016–17 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) during an administration (i.e., examinees who met the test-attempt 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, on page 16, 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 during 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, the spring 2004 administration is used as the starting point for defining first-time examinees and retesters.

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

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

Table 3.1. CHSPE Examinee Participation, 2016–17

	Fall 2016 No.	Fall 2016 %	Spring 2017 No.	Spring 2017 %	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17%
All Examinees	1,951	100	2,497	100	2,391	100	5,718	100
All Examinees: Atmpt. both ELA and Mathematics	1,302	66.7	1,933	77.4	1,660	69.4	4,875	85.3
All Examinees: Atmpt. ELA (Lang. and Reading)	1,355	69.5	1,987	79.6	1,720	71.9	4,963	86.8
All Examinees: Atmpt. ELA Lang.	1,474	75.6	2,077	83.2	1,889	79.0	5,115	89.5
All Examinees: Atmpt. ELA Reading	1,420	72.8	2,063	82.6	1,795	75.1	5,048	88.3
All Examinees: Atmpt. Mathematics	1,806	92.6	2,377	95.2	2,218	92.8	5,526	96.6
First-Time Examinees	1,277	100	1,948	100	1,645	100	4,870	100
First-Time Examinees: Atmpt. both ELA and Mathematics	1,247	97.7	1,900	97.5	1,608	97.8	4,799	98.5
First-Time Examinees: Atmpt. ELA (Lang. and Reading)	1,269	99.4	1,931	99.1	1,638	99.6	4,853	99.7
First-Time Examinees: Atmpt. ELA Lang.	1,275	99.8	1,936	99.4	1,642	99.8	4,862	99.8
First-Time Examinees: Atmpt. ELA Reading	1,269	99.4	1,941	99.6	1,639	99.6	4,856	99.7
First-Time Examinees: Atmpt. Mathematics	12,54	98.2	1,917	98.4	1,615	98.2	4,815	98.9
Retesters	674	100	549	100	746	100	848	100
Retesters: Atmpt. both ELA and Mathematics	55	8.2	33	6.0	52	7.0	76	9.0
Retesters: Atmpt. ELA (Lang. and Reading)	86	12.8	56	10.2	82	11.0	110	13.0
Retesters: Atmpt. ELA Lang.	199	29.5	141	25.7	247	33.1	253	29.8
Retesters: Atmpt. ELA Reading	151	22.4	122	22.2	156	20.9	192	22.6
Retesters: Atmpt. Mathematics	552	81.9	460	83.8	603	80.8	711	83.8

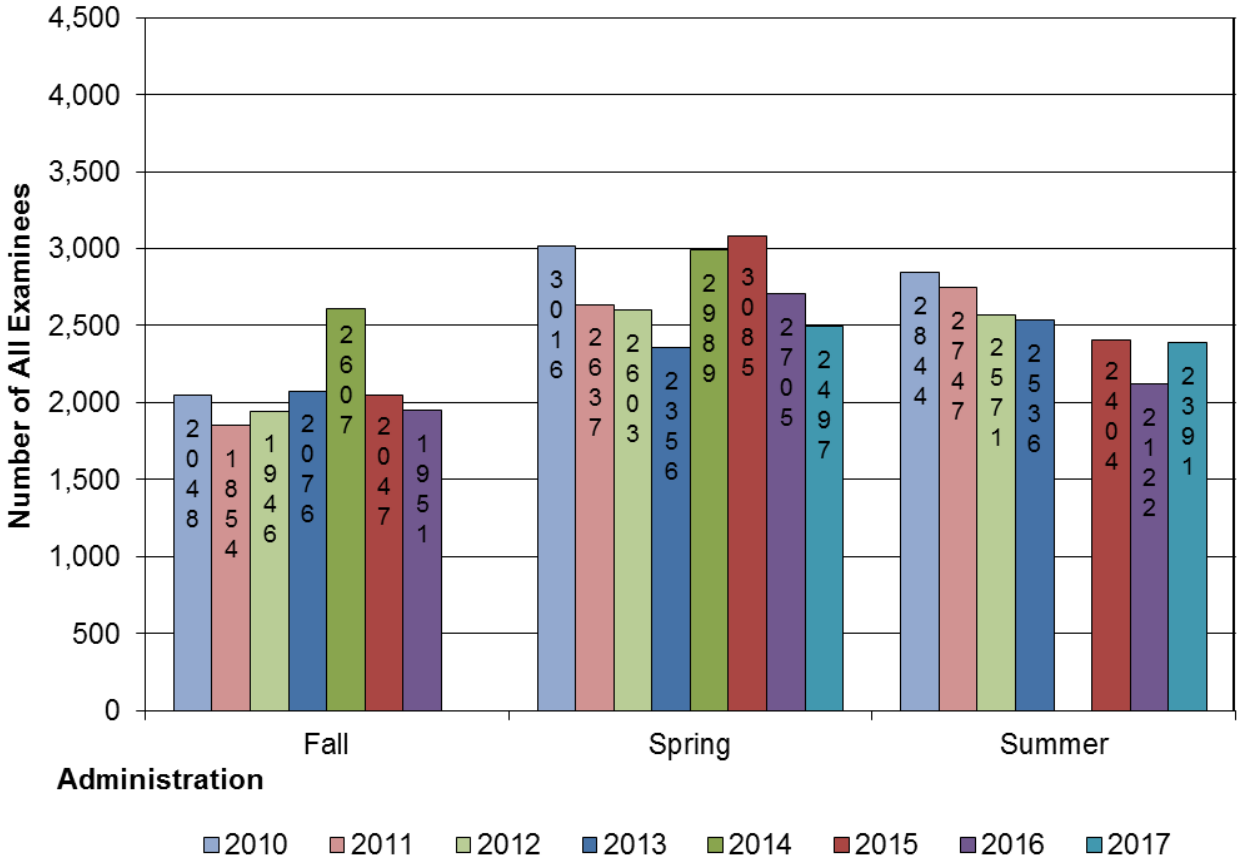
Note: The cumulative data are unduplicated totals (i.e., each examinee is counted only once per row regardless of the number of times the examinee participated in an administration). Attempted has been abbreviated as “Atmpt.” and Language has been abbreviated as “Lang.” in the row headers.

2. Among all examinees and retesters, the data do not equal the sum of the administration data because (a) an examinee who participated in more than one administration is counted only once (in each applicable row) in the data; and (b) the data show 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 (4,870) equals the sum of all first-time examinees at each administration because (a) each examinee is a first-time examinee only once regardless of which 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, although the examinee took mathematics for the first time, the examinee was no longer categorized as a first-time test taker because he or she 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 5,718 examinees took one or all parts of the CHSPE in 2016–17. Most of these examinees (4,875) took both sections. During each administration, between 97.5 and 98.5 percent of the first-time examinees took both sections, and the percentage of all 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, on page 18, uses data from Table 3.1 and the corresponding data from previous years to show the number of all examinees at each administration since 2010. For each year, except 2014, there were three administrations per fiscal year, and the fall administration had the lowest number of registrants.

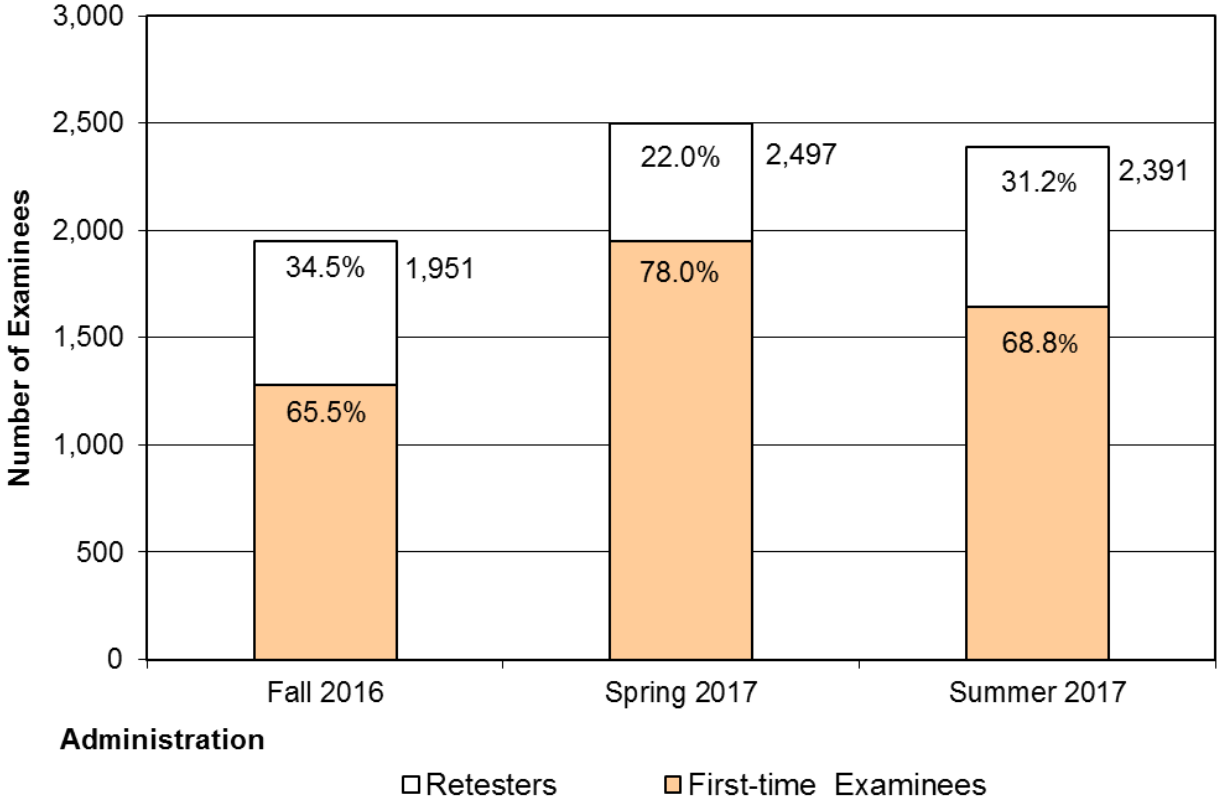
Figure 3.1. CHSPE Examinee Participation Since 2010



In 2010–11, there were 7,432 examinees. This was followed by a decline of 5 percent to 7,028 in 2011–12, and a further decline in 2012–13 to 6,838 (9 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 8 percent increase from the three administrations in 2012–13. Participation decreased for the three administrations in 2015–16 to 6,874 (15 percent). For the three administrations in 2016–17, participation dropped slightly to 6,839 (0.5 percent).

Figure 3.2, on page 19, is based on data from Table 3.1 and shows that the majority of examinees at each administration in 2016–17 were first-time examinees. The spring administration had the largest percentage of first-time examinees (78.0 percent).

Figure 3.2. CHSPE Examinee Participation, First-Time Examinees and Retesters, 2016–17



Demographic Data

Tables 3.2 through 3.5, on pages 21–28, present demographic information about the 2016–17 examinees. Data are provided separately by administration and cumulatively for the year. Figure 3.3, on page 29, 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. Those 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, enrollment in grade

twelve or below, and school type), the most recent background information available is used for each examinee for the cumulative data in Table 3.5, which are used in Figure 3.3.

As exhibited in Figure 3.3:

- The majority were sixteen years old (37.9 percent) or seventeen years old (37.1 percent).
- Just over 50 percent (52.7%) of the examinees were males.
- The largest group of examinees (44.8 percent) reported they were white.
- The next largest group (23.7 percent) indicated they were Hispanic or Latino. (See Appendix B for an explanation of how race/ethnicity data were collected and categorized.)
- The majority of examinees (70.2 percent) reported English was the only language they learned as children, and most (81.5 percent) reported English is the language spoken most often by the adults at home.
- There is diversity among examinees in terms of parent/guardian education level, with the majority of examinees (70.5 percent) reported that their most educated parent/guardian had some college education, had a college degree, or had graduate or postgraduate degrees.
- About 88.6 percent of examinees were enrolled in grade twelve or below, and most of them (63.8 percent) were enrolled in a non-charter public school.
- Of the examinees, 4.7 percent were granted accommodations.

As exhibited in Table 3.5, there was very little difference demographically between all examinees and first-time examinees (who constituted 85.2 percent of all examinees).

Table 3.2. Demographic Data for CHSPE Examinees, Fall 2016

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Total	**N/A**	1,951	100.0	1,277	100.0
Age (years)	**15 or younger**	87	4.5	55	4.3
	16	831	42.6	627	49.1
	17	724	37.1	454	35.6
	18	204	10.5	96	7.5
	19 or older	105	5.4	45	3.5
Gender	**Female**	934	47.9	599	46.9
	Male	1,017	52.1	678	53.1
	Did not respond	0	0.0	0	0.0
Race/Ethnicity[a]	**American Indian/Alaska Native**	10	0.5	7	0.5
	Asian	125	6.4	91	7.1
	Black or African American	69	3.5	38	3.0
	Filipino	19	1.0	11	0.9
	Hispanic or Latino	450	23.1	294	23.0
	Native Hawaiian/Pacific Islander	7	0.4	3	0.2
	White	927	47.5	613	48.0
	Two or more races	344	17.6	220	17.2
First Language(s)[b]	**English only**	1,430	73.3	919	72.0
	English and other language(s)	357	18.3	236	18.5
	Language(s) other than English	95	4.9	64	5.0
	Did not respond	69	3.5	58	4.5
Home Language[c]	**Cantonese**	5	0.3	3	0.2
	English	1,649	84.5	1,060	83.0
	Hmong	0	0.0	0	0.0
	Korean	19	1.0	14	1.1
	Mandarin (Putonghua)	13	0.7	12	0.9
	Pilipino (Tagalog)	3	0.2	1	0.1
	Spanish	74	3.8	45	3.5
	Vietnamese	8	0.4	6	0.5
	Other	109	5.6	75	5.9
	Did not respond	71	3.6	61	4.8
Parent/Guardian Education Level[d]	**Not a high school graduate**	158	8.1	111	8.7

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
	High school graduate	260	13.3	155	12.1
	Some college (incl. AA degree)	397	20.3	229	17.9
	College degree	559	28.7	358	28.0
	Graduate school/postgraduate	450	23.1	323	25.3
	Unknown/did not respond	127	6.5	101	7.9
Enrolled in Grade 12 or Below	**Yes**	1,690	86.6	1,145	89.7
	No	253	13.0	128	10.0
	Did not respond	8	0.4	4	0.3
School Type (if enrolled in grade 12 or below)	**Public**	1,040	61.5	715	62.4
	Private	283	16.7	180	15.7
	Charter	290	17.2	197	17.2
	Did not respond	77	4.6	53	4.6
Granted Testing Accommodation(s)	**Yes**	78	4.0	45	3.5
	No	1,872	96.0	1,232	96.5

Note: For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

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

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

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

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

Table 3.3. Demographic Data for CHSPE Examinees, Spring 2017

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Total	**N/A**	2,497	100.0	1,948	100.0
Age (years)	**15 or younger**	264	10.6	255	13.1
	16	972	38.9	818	42.0
	17	871	34.9	644	33.1
	18	257	10.3	163	8.4
	19 or older	133	5.3	68	3.5
Gender	**Female**	1,185	47.5	910	46.7
	Male	1,312	52.5	1,038	53.3
	Did not respond	0	0.0	0	0.0
Race/Ethnicity[a]	**American Indian/Alaska Native**	13	0.5	11	0.6
	Asian	199	8.0	172	8.8
	Black or African American	75	3.0	52	2.7
	Filipino	29	1.2	22	1.1
	Hispanic or Latino	611	24.5	482	24.7
	Native Hawaiian/Pacific Islander	5	0.2	5	0.3
	White	1,101	44.1	837	43.0
	Two or more races	464	18.6	367	18.8
First Language(s)[b]	**English only**	1,702	68.2	1,287	66.1
	English and other language(s)	501	20.1	411	21.1
	Language(s) other than English	124	5.0	94	4.8
	Did not respond	170	6.8	156	8.0
Home Language[c]	**Cantonese**	7	0.3	5	0.3
	English	1,996	79.9	1,524	78.2
	Hmong	1	0.0	1	0.1
	Korean	26	1.0	20	1.0
	Mandarin (Putonghua)	20	0.8	18	0.9
	Pilipino (Tagalog)	7	0.3	6	0.3
	Spanish	103	4.1	82	4.2
	Vietnamese	11	0.4	10	0.5
	Other	145	5.8	116	6.0
	Did not respond	181	7.2	166	8.5

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Parent/Guardian Education Level[d]	**Not a high school graduate**	198	7.9	160	8.2
	High school graduate	321	12.9	236	12.1
	Some college (incl. AA degree)	463	18.5	328	16.8
	College degree	694	27.8	535	27.5
	Graduate school/postgraduate	568	22.7	464	23.8
	Unknown/did not respond	253	10.1	225	11.6
Enrolled in Grade 12 or Below	**Yes**	2,264	90.7	1,811	93.0
	No	218	8.7	127	6.5
	Did not respond	15	0.6	10	0.5
School Type (if enrolled in grade 12 or below)	**Public**	1,421	62.8	1,177	65.0
	Private	376	16.6	287	15.8
	Charter	348	15.4	249	13.7
	Did not respond	119	5.3	98	5.4
Granted Testing Accommodation(s)	**Yes**	112	4.5	78	4.0
	No	2,385	95.5	1,870	96.0

Note: For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

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

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

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

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

Table 3.4. Demographic Data for CHSPE Examinees, Summer 2017

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Total	**N/A**	2,391	100.0	1,645	100.0
Age (years)	**15 or younger**	228	9.5	180	10.9
	16	842	35.2	640	38.9
	17	918	38.4	617	37.5
	18	255	10.7	142	8.6
	19 or older	148	6.2	66	4.0
Gender	**Female**	1,118	46.8	769	46.7
	Male	1,273	53.2	876	53.3
	Did not respond	0	0.0	0	0.0
Race/Ethnicity[a]	**American Indian/Alaska Native**	14	0.6	8	0.5
	Asian	174	7.3	135	8.2
	Black or African American	96	4.0	56	3.4
	Filipino	22	0.9	18	1.1
	Hispanic or Latino	576	24.1	378	23.0
	Native Hawaiian/Pacific Islander	10	0.4	7	0.4
	White	1,057	44.2	726	44.1
	Two or more races	442	18.5	317	19.3
First Language(s)[b]	**English only**	1,695	70.9	1,154	70.2
	English and other language(s)	489	20.5	340	20.7
	Language(s) other than English	100	4.2	58	3.5
	Did not respond	107	4.5	93	5.7
Home Language[c]	**Cantonese**	11	0.5	10	0.6
	English	1,956	81.8	1,318	80.1
	Hmong	0	0.0	0	0.0
	Korean	16	0.7	13	0.8
	Mandarin (Putonghua)	11	0.5	8	0.5
	Pilipino (Tagalog)	9	0.4	8	0.5
	Spanish	95	4.0	67	4.1
	Vietnamese	9	0.4	7	0.4
	Other	156	6.5	103	6.3
	Did not respond	128	5.4	111	6.7

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Parent/Guardian Education Level[d]	**Not a high school graduate**	214	9.0	139	8.4
	High school graduate	300	12.5	205	12.5
	Some college (incl. AA degree)	455	19.0	299	18.2
	College degree	672	28.1	470	28.6
	Graduate school/postgraduate	555	23.2	381	23.2
	Unknown/did not respond	195	8.2	151	9.2
Enrolled in Grade 12 or Below	**Yes**	2,152	90.0	1,513	92.0
	No	221	9.2	117	7.1
	Did not respond	18	0.8	15	0.9
School Type (if enrolled in grade 12 or below)	**Public**	1,382	64.2	1,001	66.2
	Private	352	16.4	237	15.7
	Charter	331	15.4	223	14.7
	Did not respond	87	4.0	52	3.4
Granted Testing Accommodation(s)	**Yes**	129	5.4	84	5.1
	No	2,262	94.6	1,561	94.9

Note: For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

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

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

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

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

Table 3.5. Demographic Data for CHSPE Examinees, Cumulative, 2016–17

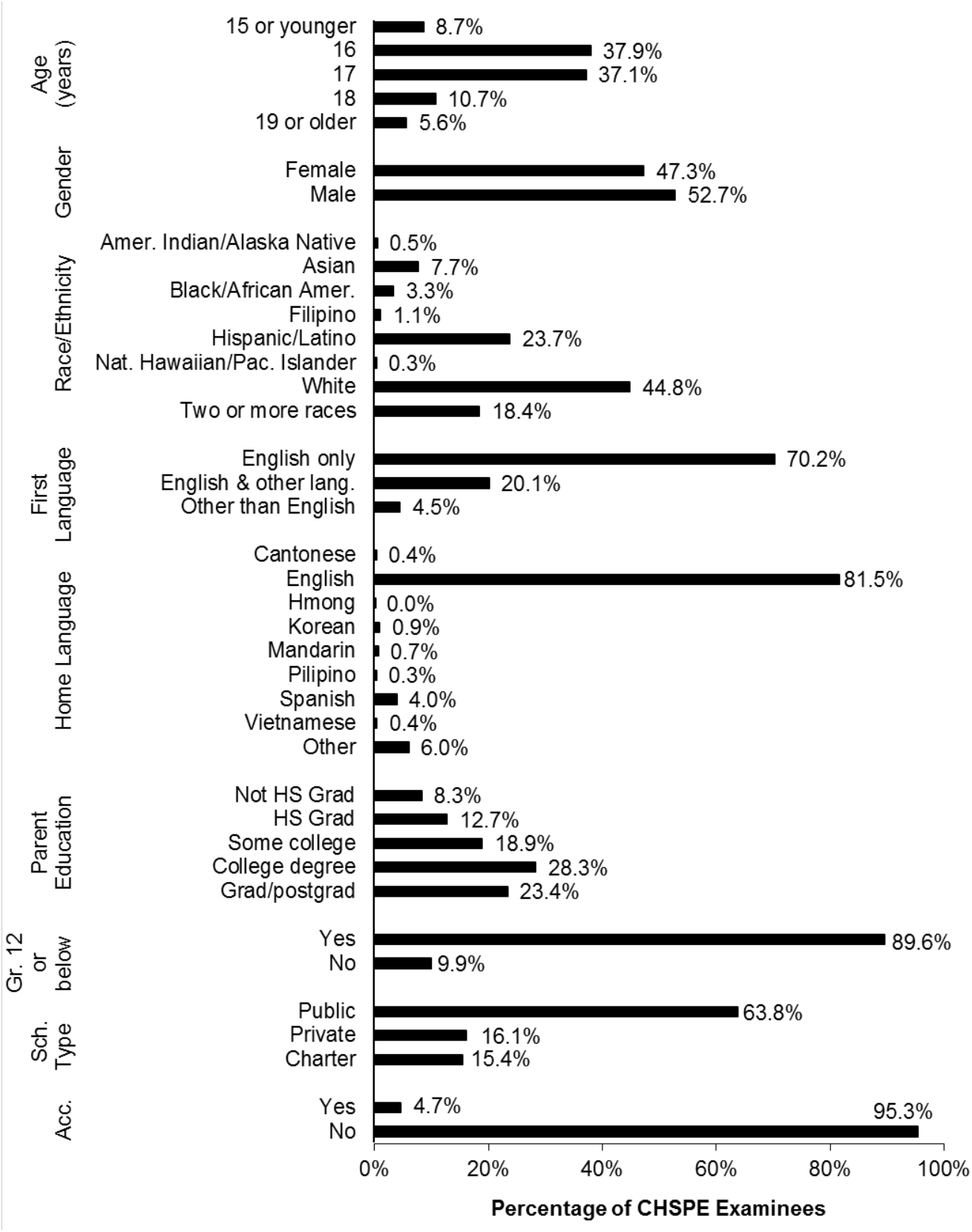
Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Total	**N/A**	5,718	100.0	4,870	100.0
Age (years)	**15 or younger**	495	8.7	466	9.6
	16	2,167	37.9	1,969	40.4
	17	2,124	37.1	1,785	36.7
	18	610	10.7	462	9.5
	19 or older	322	5.6	188	3.9
Gender	**Female**	2,703	47.3	2,278	46.8
	Male	3,015	52.7	2,592	53.2
	Did not respond	0	0.0	0	0.0
Race/Ethnicity[a]	**American Indian/Alaska Native**	31	0.5	28	0.6
	Asian	441	7.7	399	8.2
	Black or African American	191	3.3	149	3.1
	Filipino	62	1.1	52	1.1
	Hispanic or Latino	1,357	23.7	1,158	23.8
	Native Hawaiian/Pacific Islander	20	0.3	15	0.3
	White	2,564	44.8	2,175	44.7
	Two or more races	1,052	18.4	894	18.4
First Language(s)[b]	**English only**	4,013	70.2	3,376	69.3
	English and other language(s)	1,148	20.1	991	20.3
	Language(s) other than English	257	4.5	218	4.5
	Did not respond	300	5.2	285	5.9
Home Language[c]	**Cantonese**	21	0.4	18	0.4
	English	4,660	81.5	3,921	80.5
	Hmong	1	0.0	1	0.0
	Korean	52	0.9	47	1.0
	Mandarin (Putonghua)	39	0.7	38	0.8
	Pilipino (Tagalog)	18	0.3	15	0.3
	Spanish	226	4.0	193	4.0
	Vietnamese	25	0.4	23	0.5
	Other	344	6.0	297	6.1
	Did not respond	332	5.8	317	6.5

Subgroup	Response	No. of All Examinees	% of All Examines	No. of First-Time Examinees	% of First-Time Examinees
Total	**N/A**	5,718	100.0	4,870	100.0
Parent/Guardian Education Level[d]	**Not a high school graduate**	474	8.3	410	8.4
	High school graduate	725	12.7	604	12.4
	Some college (incl. AA degree)	1,079	18.9	861	17.7
	College degree	1,617	28.3	1,372	28.2
	Graduate school/postgraduate	1,336	23.4	1,175	24.1
	Unknown/did not respond	487	8.5	448	9.2
Enrolled in Grade 12 or Below	**Yes**	5,121	89.6	4,461	91.6
	No	565	9.9	384	7.9
	Did not respond	32	0.6	25	0.5
School Type (if enrolled in grade 12 or below)	**Public**	3,265	63.8	2,869	64.3
	Private	825	16.1	708	15.9
	Charter	790	15.4	675	15.1
	Did not respond	241	4.7	209	4.7
Granted Testing Accommodation(s)	**Yes**	266	4.7	218	4.5
	No	5,452	95.3	4,652	95.5

Note: For race/ethnicity data, the most recently provided information since 2009–10 is used (because the collection of this information changed that year). The registration form indicates that providing background information on race/ethnicity, first language(s), home language, and parent/guardian education level is optional.

[a] Examinees are first asked “Are you Hispanic or Latino?” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.
[b] Examinees are asked “Which language(s) did you first learn as a child?”
[c] Examinees are asked “What is the language most often spoken by the adults at home?”
[d] Examinees are asked “Which describes the education level of your most educated parent/guardian?”

Figure 3.3. Cumulative Demographic Data for 2016–17 CHSPE Examinees



Note. Data are from Table 3.5. See notes for that table. Nonrespondents 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 2016–17 by administration and cumulatively for the year. As in Section 3, the cumulative data are unduplicated totals. Additional data about examinee performance, specifically score distribution data, are provided in Appendix C.

Passing Rates

Table 4.1, on page 31, provides CHSPE passing rates by administration and cumulatively for 2016–17. 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, during that administration. For examinees making their first attempt, only those who took those parts of the test for the first time during 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 2016–17, 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, 2016–17

	Fall 2016 No.	Fall 2016 No. Pass	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 No. Pass	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 No. Pass	Summer 2017 % Pass	Cum. 2016–17 No.	Cum. 2016–17 No. Pass	Cum. 2016–17 % Pass
All Examinees: Both ELA and Mathematics	1,302	645	49.5	1,933	1,036	53.6	1,660	848	51.1	4,875	3,025	62.1
All Examinees: ELA (Language and Reading)	1,355	986	72.8	1,987	1,454	73.2	1,720	1,208	70.2	4,963	3,888	78.3
All Examinees: ELA Language	1,474	1,183	80.3	2,077	1,631	78.5	1,889	1,446	76.5	5,115	4,260	83.3
All Examinees: ELA Reading	1,420	1,178	83.0	2,063	1,766	85.6	1,795	1,458	81.2	5,048	4,402	87.2
All Examinees: Mathematics	1,806	1,011	56.0	2,377	1,440	60.6	2,218	1,259	56.8	5,526	3,710	67.1
Examinees making First Attempt: Both ELA and Mathematics	1,247	643	51.6	1,900	1,035	54.5	1,608	843	52.4	4,799	2,541	52.9
Examinees making First Attempt: ELA (Language and Reading)	1,269	948	74.7	1,931	1,434	74.3	1,639	1,183	72.2	4,853	3,575	73.7
Examinees making First Attempt: ELA Language	1,283	1,050	81.8	1,937	1,541	79.6	1,651	1,300	78.7	4,871	3,891	79.9
Examinees making First Attempt: ELA Reading	1,275	1,074	84.2	1,945	1,680	86.4	1,643	1,379	83.9	4,863	4,133	85.0
Examinees making First Attempt: Mathematics	1,263	731	57.9	1,927	1,209	62.7	1,638	993	60.6	4,828	2,933	60.7

Note: 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. To further clarify, the following is offered:

- 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 2016–17 administrations and represent the final pass/fail status of those examinees.
- Because a number of examinees took one or more parts of the CHSPE during more than one administration in that year (i.e., they were retesters) and because for the cumulative data each examinee is counted only once, the cumulative number for "All Examinees" in each row is less than the sum of all examinees at each administration.
- As shown in Table 3.1, the cumulative number 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 (4,755) because some examinees took one section for the first time during one administration and the other section for the first time during another administration. Such an examinee is not included in the “Both ELA and Mathematics” row for either administration but is included in the cumulative number of examinees making his or her first attempt who attempted both sections. For the same reason, the cumulative number of examinees making their first attempt who attempted the entire ELA section (4,853) is greater than the sum of those examinees at each administration.
- For examinees making their first attempt, the cumulative number 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.

Referring again to Table 4.1, of the 4,875 cumulative total of examinees who, in 2016–17, attempted the entire CHSPE at least once, 62.1 percent passed both sections and earned a Certificate of Proficiency. Passing rates on the ELA section were higher than passing rates on the mathematics section. Passing rates on the ELA Reading subtest were higher than passing rates on the 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, on the following page, 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 a certificate (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

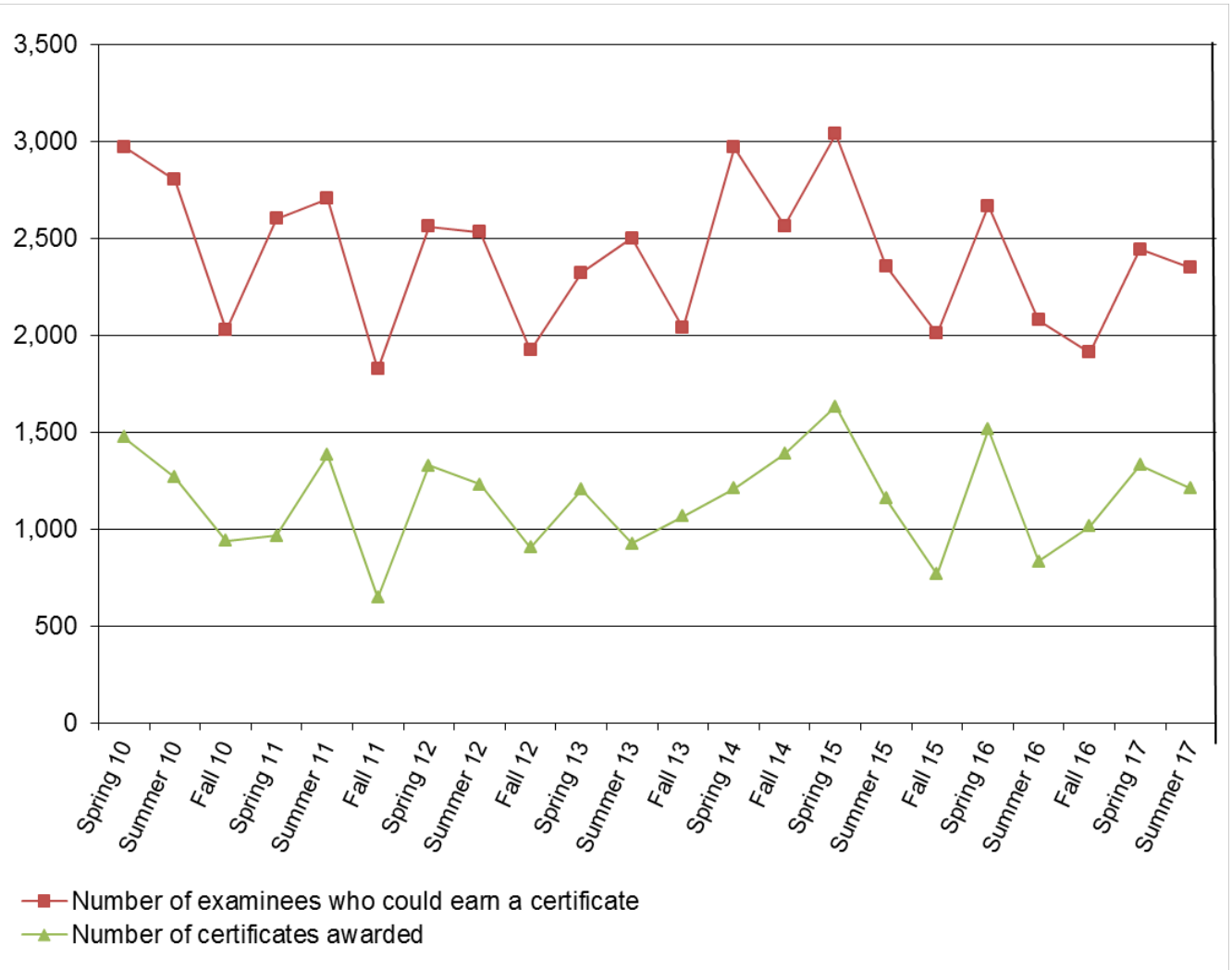
Administration	Total No. of Examinees	Examinees Who Could Earn Certificate[a]	Examinees Who Earned a Certificate by Passing Both Sections[b]	Examinees Who Earned a Certificate by Passing ELA (having previously passed Math)	Examinees Who Earned a Certificate by Passing Mathematics (having previously passed ELA)	Examinees Awarded Certificates	% Examinees Awarded Certificates of Those Who Could Earn One
Spring 2010	3,016	2,972	1,123	77	276	1,476	49.7
Summer 2010	2,844	2,804	909	131	228	1,268	45.2
Fall 2010	2,048	2,027	586	112	242	940	46.4
Spring 2011	2,637	2,602	786	55	125	966	37.1
Summer 2011	2,747	2,706	948	113	322	1,383	51.1
Fall 2011	1,854	1,827	421	82	144	647	35.4
Spring 2012	2,603	2,561	1,060	59	211	1,330	51.9
Summer 2012	2,571	2,532	891	94	245	1,230	48.6
Fall 2012	1,946	1,924	634	76	196	906	47.1
Spring 2013	2,356	2,322	972	46	187	1,205	51.9
Summer 2013	2,536	2,500	725	62	138	925	37.0
Fall 2013	2,076	2,039	672	80	314	1,066	52.3
Spring 2014	2,989	2,971	1,022	51	138	1,211	40.8
Fall 2014	2,607	2,566	1,053	73	264	1,390	54.2
Spring 2015	3,085	3,040	1,298	78	257	1,633	53.7
Summer 2015	2,404	2,357	803	115	241	1,159	49.2
Fall 2015	2,047	2,010	549	100	120	769	38.3
Spring 2016	2,705	2,669	1,189	78	248	1,515	56.8
Summer 2016	2,122	2,078	580	111	143	834	40.1
Fall 2016	1,951	1,911	675	100	240	1,015	53.1
Spring 2017	2,497	2,443	1,066	73	191	1,331	54.5
Summer 2017	2,391	2,348	875	114	223	1,212	51.6
					Total:	25,411	

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 must 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 ELA subtest and the Mathematics section. It is larger than the number of all examinees who passed both the ELA section and the Mathematics section reported in Table 2 because that number includes only examinees in the first group.

The number of examinees eligible to earn a certificate, and the number certificates awarded at each administration (from Table 4.2, on page 34), 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 a certificate 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 25,411 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

As noted earlier, that examinees may take each part of the CHSPE as many times as necessary to pass and 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, enrollment in grade twelve or below, and school type), the most recent background information available for each examinee is used for the cumulative data in Tables 4.3 through 4.7 and Figures 4.2 through 4.6.[11] The following discussions summarize the CHSPE 2016–17 passing rates for examinee subgroups presented in those tables and figures.

Age

As shown in Table 4.3, on pages 40–41, age is associated with relatively large differences in passing rates. Younger examinees outperformed older examinees. Among examinees who attempted the entire test, cumulatively 79.7 percent of the examinees who were fifteen years of age or younger passed the exam, while only 26.6 percent of examinees nineteen years of age and older passed. This pattern of younger examinees passing at a higher rate than older examinees is true for all three tests, the subtests, and the sections for all three administrations. The differences in passing rates among age groups are smallest on the Reading subtest and largest on the mathematics section (which had the lowest passing rates of the three test parts).

Gender

Among all examinees who took both CHSPE sections, females slightly outscored their male counterparts in cumulative passing rates 62.6 percent to 61.6 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 for all three administrations and cumulatively.

Race/Ethnicity

[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 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 (77.5 percent), followed by Filipino examinees (66.7 percent), white examinees (66.2 percent), and examinees categorized by two or more races (63.4 percent). Hispanic or Latino and black or African American examinees passed at lower rates (50.6 percent, and 42.0 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 languages were English and another language(s) had a higher cumulative passing rate on the total CHSPE (62.5 percent) than examinees whose first language was English only (61.9 percent) or a language other than English (53.0 percent). Examinees taking the Mathematics section whose first languages were English and another language(s) showed the highest passing rates (68.3 percent). The highest passing rates for the ELA section were in the English-only speaking group. On the Reading subtest, where the largest differences were observed, examinees whose first language was English only passed at a higher rate (89.3 percent) than examinees whose first languages were English and another language(s) (83.4 percent) and examinees whose first language(s) were other than English (72.1 percent). For the ELA section (both subtests) examinees whose first language was other than English passed at a lower rate than the other examinees.

Home Language

Like race/ethnicity, age, and parent/guardian education level, home language is associated with relatively large differences in passing rates. It is difficult to draw many conclusions from the home language data. Of the 9 home language subgroups (Cantonese, Hmong, Pilipino [Tagalog], and Vietnamese) 3 of them each had 25 or fewer examinees during the fiscal year. The next smallest home language groups were Mandarin (Putonghua), at 38, and Korean, at 48. Cumulatively, the home languages with the largest testing numbers were English at, 3,918, “other,” at 302, and Spanish, at 192. Cumulatively, examinees whose home language is Korean passed the CHSPE at the highest rate (89.6 percent), followed by examinees whose home language is Mandarin (Putonghua) (78.9 percent), English (62.3 percent),

Cantonese (61.1 percent), “other” (57.6 percent), and Spanish (42.2 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 Korean had the highest passing rate) and smallest on the Language subtest (where examinees whose home language is Korean had the highest passing rate).

Parent/Guardian Education Level

This variable also is 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 77.0 percent of the examinees whose parent/guardian education level was graduate school or postgraduate work passed the examination, while only 45.1 percent of the examinees whose parent/guardian education level was less than high school graduation passed. This pattern is consistent for all three test parts and for all three 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, 63.8 percent of examinees enrolled in grade twelve or below passed the examination, and 44.2 percent of the examinees not enrolled passed. This relationship also occurred in all administrations and on all three test parts.

School Type (if enrolled in grade twelve or below)

Cumulatively, on the total CHSPE and each test part, examinees who were enrolled in private schools passed the CHSPE at a higher rate than examinees who were enrolled in non-charter public schools or charter public schools. Cumulatively, among all examinees who attempted both test sections, the passing rate for private school students was 68.4 percent, while the passing rates for non-charter public school students and charter public school students were 64.3 percent and 56.5 percent, respectively.

Examinees Granted One or More Testing Accommodations

Cumulatively, on the total CHSPE, the 4.7 percent of examinees who tested with one or more testing accommodations passed the test at a lower rate than examinees without accommodations (60.4 percent vs. 62.1 percent, respectively).

Table 4.3. CHSPE Passing Rates, by Examinee Subgroup, 2016–17

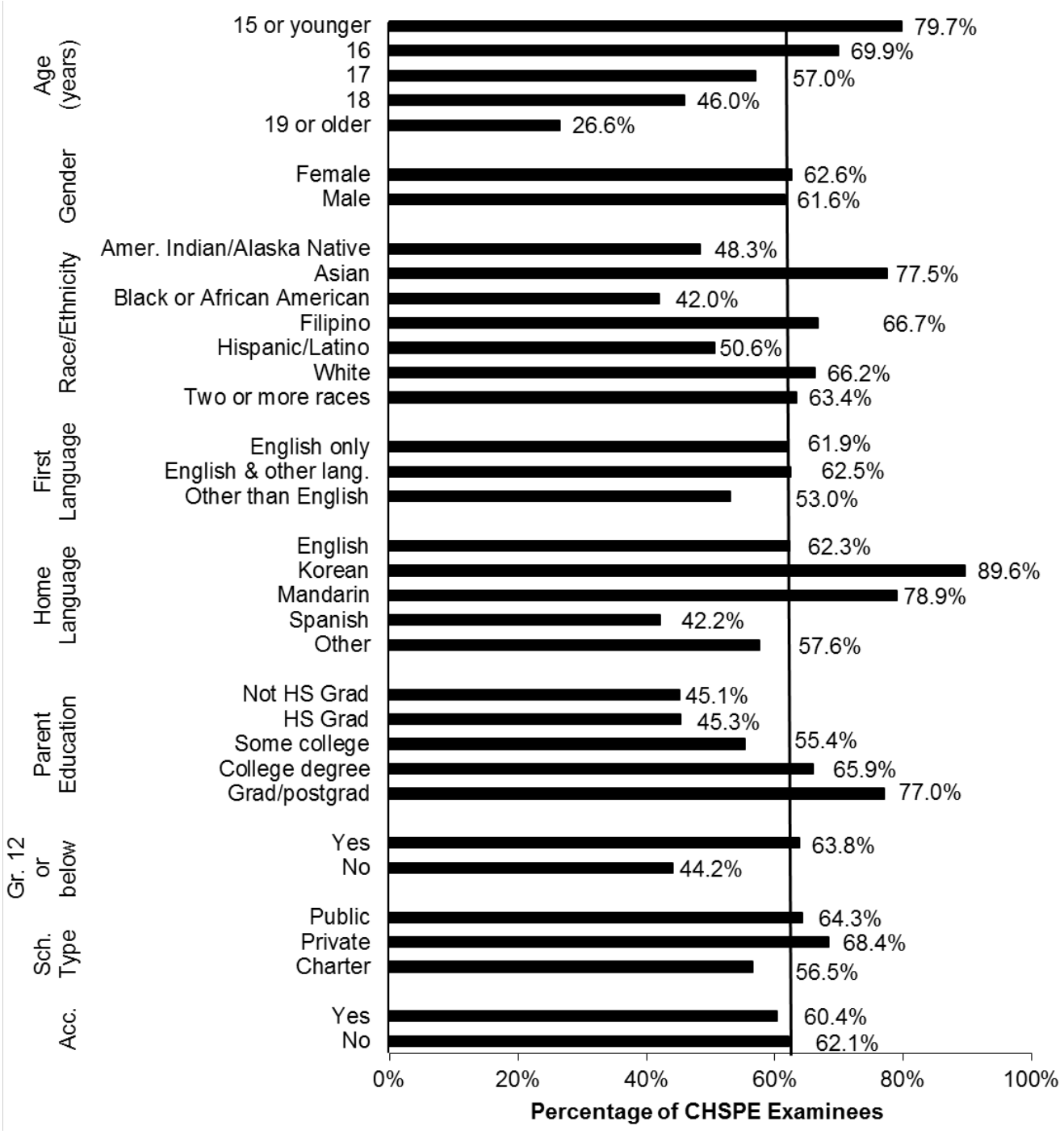
Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 % Pass	Cum. 2016–17 No.	Cum. 2016–17 % Pass
All Examinees Who Attempted Entire Test	N/A	1,302	49.5	1,933	53.6	1,660	51.1	4,875	62.1
Age (years)	15 or younger	57	63.2	247	69.6	180	69.4	463	79.7
	16	632	54.4	810	61.7	646	56.0	1,964	69.9
	17	464	46.6	643	45.1	621	49.0	1,784	57.0
	18	103	37.9	165	38.8	146	31.5	472	46.0
	19 or older	46	21.7	68	14.7	67	16.4	192	26.6
Gender	Female	606	50.2	898	56.3	772	51.6	2,278	62.6
	Male	696	49.0	1,035	51.2	888	50.7	2,597	61.6
Race/Ethnicity[a]	American Indian/Alaska Native	8	NR	11	NR	8	NR	29	48.3
	Asian	96	65.6	171	75.4	139	66.9	404	77.5
	Black or African American	40	30.0	51	33.3	55	34.5	150	42.0
	Filipino	12	NR	23	NR	19	NR	54	66.7
	Hispanic or Latino	299	40.5	473	43.6	386	39.9	1,159	50.6
	Native Hawaiian/Pacific Islander	3	NR	5	NR	6	NR	14	NR
	White	619	53.8	836	53.6	728	53.7	2,164	66.2
	Two or more races	225	47.6	363	58.4	319	55.5	901	63.4
First Language(s)[b]	English only	929	49.8	1,276	52.3	1155	51.5	3,372	61.9
	English and other language(s)	246	50.8	408	55.9	351	51.0	995	62.5
	Language(s) other than English	66	39.4	95	44.2	60	35.0	219	53.0
Home Language[c]	Cantonese	3	NR	5	NR	10	NR	18	61.1
	English	1,079	49.8	1,506	52.9	1,323	51.9	3,918	62.3
	Hmong	0	NR	1	NR	0	NR	1	NR
	Korean	15	NR	20	NR	13	NR	48	89.6

Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 % Pass	Cum. 2016–17 No.	Cum. 2016–17 % Pass
	Mandarin (Putonghua)	12	NR	18	NR	8	NR	38	78.9
	Pilipino (Tagalog)	1	NR	7	NR	9	NR	16	NR
	Spanish	47	29.8	83	30.1	66	31.8	192	42.2
	Vietnamese	6	NR	10	NR	7	NR	23	NR
	Other	77	45.5	119	57.1	112	39.3	302	57.6
Parent/Guardian Education Level[d]	**Not a high school graduate**	115	41.7	158	36.7	149	36.9	417	45.1
	High school graduate	160	31.9	242	40.5	208	31.3	607	45.3
	Some college (incl. AA degree)	234	46.2	324	42.3	300	44.7	863	55.4
	College degree	365	50.4	531	57.6	477	54.9	1,374	65.9
	Graduate school/postgraduate	328	64.0	457	68.7	378	66.7	1,170	77.0
Enrolled in Grade 12 or Below	**Yes**	1,166	50.7	1,795	55.0	1,525	53.6	4,464	63.8
	No	131	41.2	128	34.4	120	22.5	385	44.2
School Type (if enrolled in grade 12 or below)	**Public**	729	53.6	1,174	55.0	1,013	54.4	2,872	64.3
	Private	180	48.3	278	62.6	233	56.2	705	68.4
	Charter	201	41.3	245	47.3	225	47.1	676	56.5
Granted Testing Accommodation (s)	**Yes**	48	43.8	78	47.4	86	52.3	222	60.4
	No	1,254	49.8	1,855	53.9	1,574	51.0	4,653	62.1

Note: Within a category, the number of examinees does not always sum to the total number 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.
NR = Not reported

[a] Examinees are first asked “Are you Hispanic or Latino?” to which they can respond “yes” or “no.” They are then told to “mark one or more” from a list of races. See Appendix B.
[b] Examinees are asked “Which language(s) did you first learn as a child?”
[c] Examinees are asked “What is the language most often spoken by the adults at home?”
[d] Examinees are asked “Which describes the education level of your most educated parent/guardian?”

Figure 4.2. CHSPE Cumulative Passing Rates, by Examinee Subgroup, for Examinees Who Attempted the Entire Test, 2016–17



Note: Data are from Table 4.3. See notes for that table. Nonrespondents are not shown. The vertical line is at approximately 62.1 percent, the cumulative CHSPE passing rate for all examinees who attempted the entire test. “Acc.” refers to examinees granted (or not) testing accommodation(s).

Table 4.4. CHSPE ELA Passing Rates, by Examinee Subgroup, 2016–17

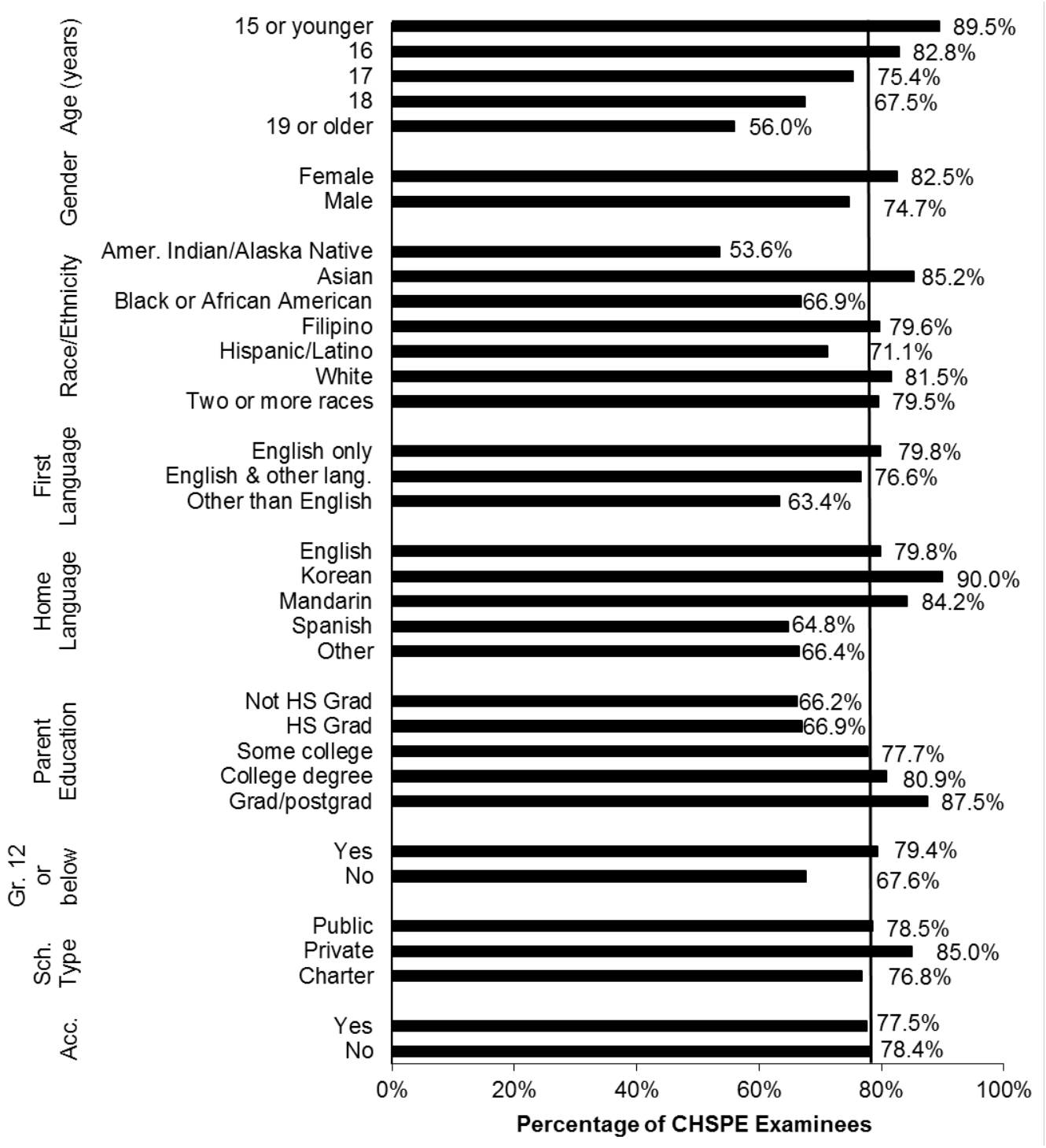
Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
All Examinees Who Attempted ELA Section (both subtests)	**N/A**	1,355	72.8	1,987	73.2	1,720	70.2	4,963	78.3
Age (years)	**15 or younger**	60	81.7	254	85.0	185	82.2	484	89.5
	16	650	75.1	830	80.2	661	72.3	2,057	82.8
	17	481	71.7	658	66.3	646	69.5	1,770	75.4
	18	111	66.7	170	61.8	154	61.0	452	67.5
	19 or older	53	56.6	75	41.3	74	47.3	200	56.0
Gender	**Female**	634	77.6	923	80.1	795	75.0	2,320	82.5
	Male	721	68.5	1,064	67.2	925	66.2	2,643	74.7
Race/Ethnicity[a]	**American Indian/Alaska Native**	8	NR	11	NR	8	NR	28	53.6
	Asian	99	75.8	174	84.5	145	75.2	406	85.2
	Black or African American	41	61.0	53	64.2	57	52.6	151	66.9
	Filipino	12		23		19		54	79.6
	Hispanic or Latino	312	62.8	487	66.3	399	63.4	1,178	71.1
	Native Hawaiian/Pacific Islander	3	NR	5	NR	7	NR	15	NR
	White	645	77.1	859	74.5	756	73.7	2,211	81.5
	Two or more races	235	75.3	375	74.7	329	72.6	920	79.5
First Language(s)[b]	**English only**	965	75.2	1,309	73.8	1,194	72.2	3,425	79.8
	English and other language(s)	258	68.6	423	72.3	365	67.7	1011	76.6
	Language(s) other than English	71	49.3	100	63.0	66	47.0	224	63.4
Home Language[c]	**Cantonese**	3	NR	5	NR	10	NR	18	NR
	English	1,121	73.5	1,552	73.8	1,370	72.4	3,978	79.8
	Hmong	0	NR	1	NR	0	NR	1	NR
	Korean	17	NR	22	NR	14	NR	50	90.0
	Mandarin (Putonghua)	12	NR	18	NR	9	NR	38	84.2

Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
	Pilipino (Tagalog)	1	NR	7	NR	9	NR	16	NR
	Spanish	50	62.0	84	61.9	69	58.0	199	64.8
	Vietnamese	6	NR	10	NR	8	NR	23	NR
	Other	82	59.8	123	68.3	117	50.4	307	66.4
Parent/Guardian Education Level[d]	**Not a high school graduate**	123	66.7	161	58.4	156	56.4	426	66.2
	High school graduate	168	56.5	248	62.1	220	58.6	617	66.9
	Some college (incl. AA degree)	248	72.2	339	68.7	308	71.4	879	77.7
	College degree	377	74.5	548	77.4	490	72.2	1,391	80.9
	Graduate school/postgraduate	335	80.9	468	82.9	392	79.6	1,181	87.5
Enrolled in Grade 12 or Below	**Yes**	1,210	74.5	1,839	74.2	1,576	71.8	4,544	79.4
	No	139	58.3	136	61.0	129	54.3	389	67.6
School Type (if enrolled in grade 12 or below)	**Public**	755	76.6	1,196	73.2	1,048	71.0	2,932	78.5
	Private	190	71.6	290	82.8	242	77.3	718	85.0
	Charter	207	67.6	255	71.4	231	68.0	684	76.8
Granted Testing Accommodation(s)	**Yes**	52	80.8	81	69.1	90	70.0	227	77.5
	No	1,303	72.4	1,906	73.3	1,630	70.2	4,736	78.4

Note: Within a category, the number of examinees does not always sum to the total number 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.
NR = Not reported

[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 ELA Passing Rates,by Examinee Subgroup, 2016–17



Note. Data are from Table 4.4. See notes for that table. Nonrespondents are not shown. The vertical line is at approximately 78.3 percent, the cumulative passing rate on the ELA 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, 2016–17

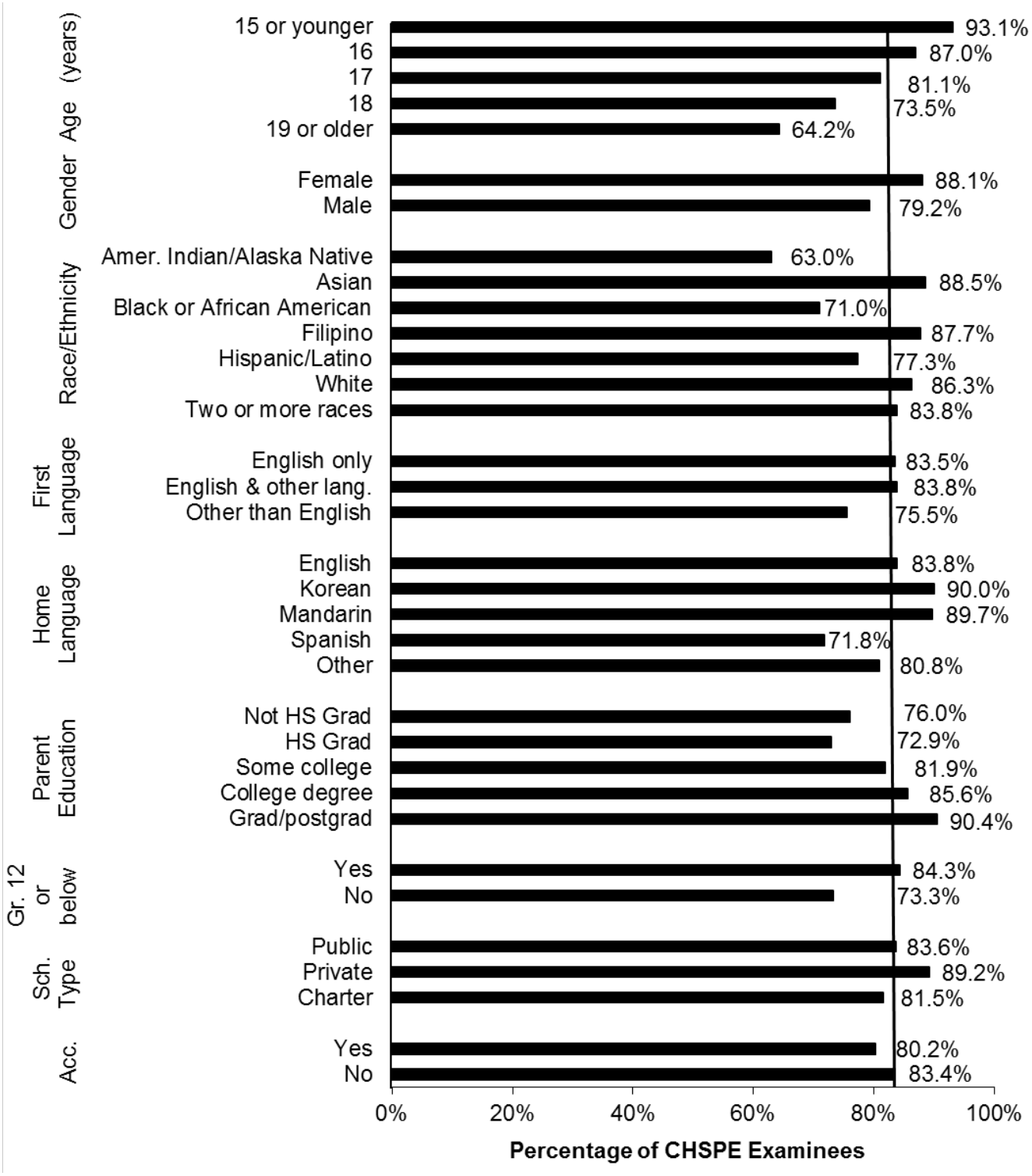
Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
All Examinees Who Attempted ELA Section (both subtests)	N/A	1,474	80.3	2,077	78.5	1,889	76.5	5,115	83.3
Age (years)	15 or younger	65	86.2	256	87.5	199	88.9	491	93.1
	16	690	82.5	855	84.0	709	78.0	2,115	87.0
	17	536	80.2	696	73.9	714	75.6	1,830	81.1
	18	124	71.0	186	69.4	177	68.9	461	73.5
	19 or older	59	67.8	84	54.8	90	60.0	218	64.2
Gender	Female	669	86.7	950	86.1	839	81.2	2,361	88.1
	Male	805	74.9	1,127	72.1	1,050	72.9	2,754	79.2
Race/Ethnicity[a]	American Indian/Alaska Native	8	NR	11	NR	10	NR	27	63.0
	Asian	107	85.0	180	87.8	150	80.0	417	88.5
	Black or African American	44	70.5	56	67.9	65	63.1	155	71.0
	Filipino	15	NR	23	NR	21	NR	57	87.7
	Hispanic or Latino	338	72.5	517	72.3	449	71.3	1,214	77.3
	Native Hawaiian/Pacific Islander	3	NR	5	NR	8	NR	16	NR
	White	707	83.6	894	80.6	830	79.4	2,285	86.3
	Two or more races	252	81.0	391	79.0	356	78.1	944	83.8
First Language(s)[b]	English only	1,060	80.5	1,382	78.3	1,326	77.1	3,542	83.5
	English and other language(s)	275	81.8	430	78.8	396	77.0	1,037	83.8
	Language(s) other than English	76	68.4	105	73.3	71	62.0	229	75.5
Home Language[c]	Cantonese	4	NR	5	NR	10	NR	19	
	English	1,225	80.3	1,629	78.7	1,521	77.4	4,111	83.8
	Hmong	0	NR	1	NR	0	NR	1	NR
	Korean	17	NR	23	NR	14	NR	50	90.0
	Mandarin (Putonghua)	13	NR	19	NR	9	NR	39	89.7

Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
	Pilipino (Tagalog)	2	NR	7	NR	9	NR	17	NR
	Spanish	56	75.0	87	66.7	74	64.9	206	71.8
	Vietnamese	6	NR	11	NR	8	NR	23	NR
	Other	86	77.9	125	78.4	129	68.2	313	80.8
Parent/Guardian Education Level[d]	**Not a high school graduate**	131	80.2	169	69.2	167	65.9	437	76.0
	High school graduate	185	68.1	260	68.1	243	65.8	635	72.9
	Some college (incl. AA degree)	285	78.2	362	75.4	342	76.6	926	81.9
	College degree	405	82.0	569	81.5	538	79.2	1,427	85.6
	Graduate school/postgraduate	359	85.2	488	86.1	441	84.4	1,214	90.4
Enrolled in Grade 12 or Below	**Yes**	1,307	82.0	1,911	79.4	1,723	78.0	4,665	84.3
	No	160	66.9	153	69.3	150	62.7	419	73.3
School Type (if enrolled in grade 12 or below)	**Public**	821	83.6	1,230	78.0	1,140	76.9	3,016	83.6
	Private	208	79.8	309	85.4	271	84.5	739	89.2
	Charter	220	77.3	272	78.3	252	74.2	699	81.5
Granted Testing Accommodation(s)	**Yes**	57	84.2	86	72.1	105	72.4	232	80.2
	No	1,417	80.1	1,991	78.8	1,784	76.8	4,883	83.4

Note: Within a category, the number of examinees does not always sum to the total number 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.
NR = Not reported

[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, 2016–17



Note. Data are from Table 4.5. See notes for that table. Nonrespondents are not shown. The vertical line is at approximately 83.3 percent, the cumulative passing rate on the Language subtest for all examinees who attempted that section. “Acc.” refers to examinees granted (or not) testing accommodation(s).

Table 4.6. CHSPE Reading Subtest Passing Rates, by Examinee Subgroup, 2016–17

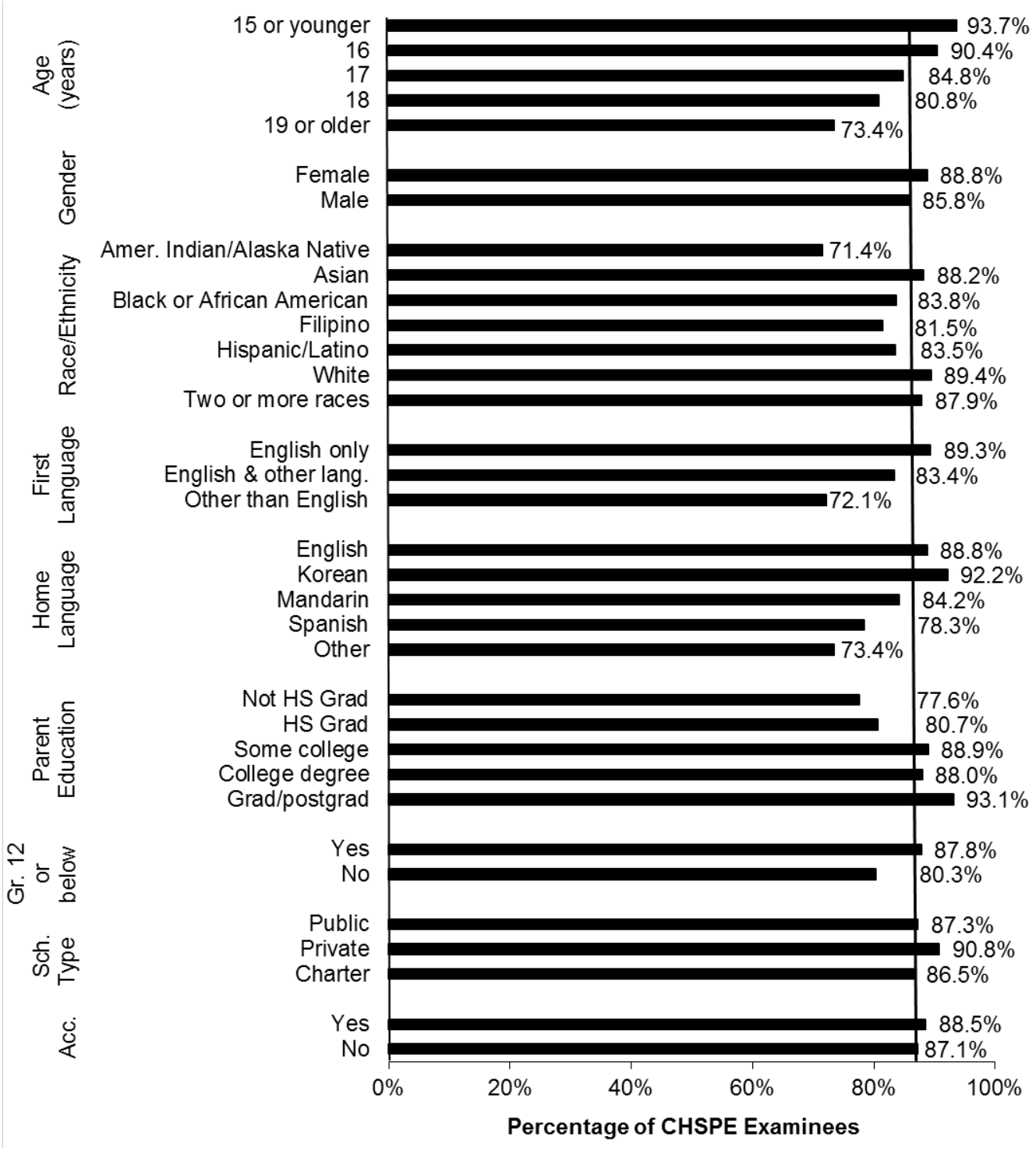
Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
All Examinees Who Attempted ELA Section (both subtests)	N/A	1,420	83.0	2,063	85.6	1,795	81.2	5,048	87.2
Age (years)	15 or younger	65	86.2	259	93.4	189	86.8	493	93.7
	16	681	85.0	853	89.6	682	83.4	2114	90.4
	17	499	81.0	689	82.3	679	79.8	1,785	84.8
	18	121	81.8	179	78.2	164	75.6	449	80.8
	19 or older	54	74.1	83	63.9	81	72.8	207	73.4
Gender	Female	667	84.4	958	87.7	832	83.3	2,361	88.8
	Male	753	81.7	1,105	83.8	963	79.4	2,687	85.8
Race/Ethnicity[a]	American Indian/Alaska Native	8	NR	11	NR	10	NR	28	71.4
	Asian	108	80.6	182	87.4	151	80.8	417	88.2
	Black or African American	44	79.5	57	87.7	58	75.9	154	83.8
	Filipino	12	NR	24	NR	19	NR	54	81.5
	Hispanic or Latino	327	78.9	501	83.4	418	77.3	1,197	83.5
	Native Hawaiian/Pacific Islander	3	NR	5	NR	7	NR	15	NR
	White	675	85.3	894	86.2	795	83.6	2,251	89.4
	Two or more races	243	84.0	389	86.1	337	83.1	932	87.9
First Language(s)[b]	English only	1,000	86.7	1,357	87.5	1,233	84.3	3,463	89.3
	English and other language(s)	282	75.2	438	82.6	388	76.3	1,043	83.4
	Language(s) other than English	76	59.2	110	75.5	76	52.6	233	72.1
Home Language[c]	Cantonese	4	NR	6	NR	10	NR	19	NR
	English	1,170	84.5	1,615	86.7	1,425	83.9	4,036	88.8
	Hmong	0	NR	1	NR	0	NR	1	
	Korean	18	NR	23	NR	14	NR	51	92.2

Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
	Mandarin (Putonghua)	12	NR	19	NR	10	NR	38	84.2
	Pilipino (Tagalog)	1	NR	7	NR	9	NR	16	NR
	Spanish	52	71.2	85	82.4	74	70.3	203	78.3
	Vietnamese	7	NR	10	NR	8	NR	24	NR
	Other	92	65.2	129	79.1	127	57.5	320	73.4
Parent/Guardian Education Level[d]	**Not a high school graduate**	127	77.2	167	72.5	168	69.6	433	77.6
	High school graduate	180	71.7	259	80.3	228	73.7	626	80.7
	Some college (incl. AA degree)	262	86.3	353	84.7	324	83.3	894	88.9
	College degree	400	83.8	564	88.3	505	81.8	1,416	88.0
	Graduate school/postgraduate	345	87.5	489	92.2	406	88.7	1,195	93.1
Enrolled in Grade 12 or Below	**Yes**	1,265	83.6	1,903	86.4	1,644	82.0	4,611	87.8
	No	149	77.2	148	77.0	136	71.3	406	80.3
School Type (if enrolled in grade 12 or below)	**Public**	786	84.0	1,228	85.3	1,084	81.5	2,969	87.3
	Private	197	80.7	305	93.4	255	84.3	726	90.8
	Charter	223	81.6	270	85.6	244	80.3	704	86.5
Granted Testing Accommodation(s)	**Yes**	54	87.0	86	84.9	97	83.5	227	88.5
	No	1,366	82.8	1,977	85.6	1,698	81.1	4,821	87.1

Note: Within a category, the number of examinees does not always sum to the total number 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.
NR = Not reported

[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, 2016–17



Note: Data are from Table 4.6. See notes for that table. Nonrespondents are not shown. The vertical line is at approximately 87.2 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, 2016–17

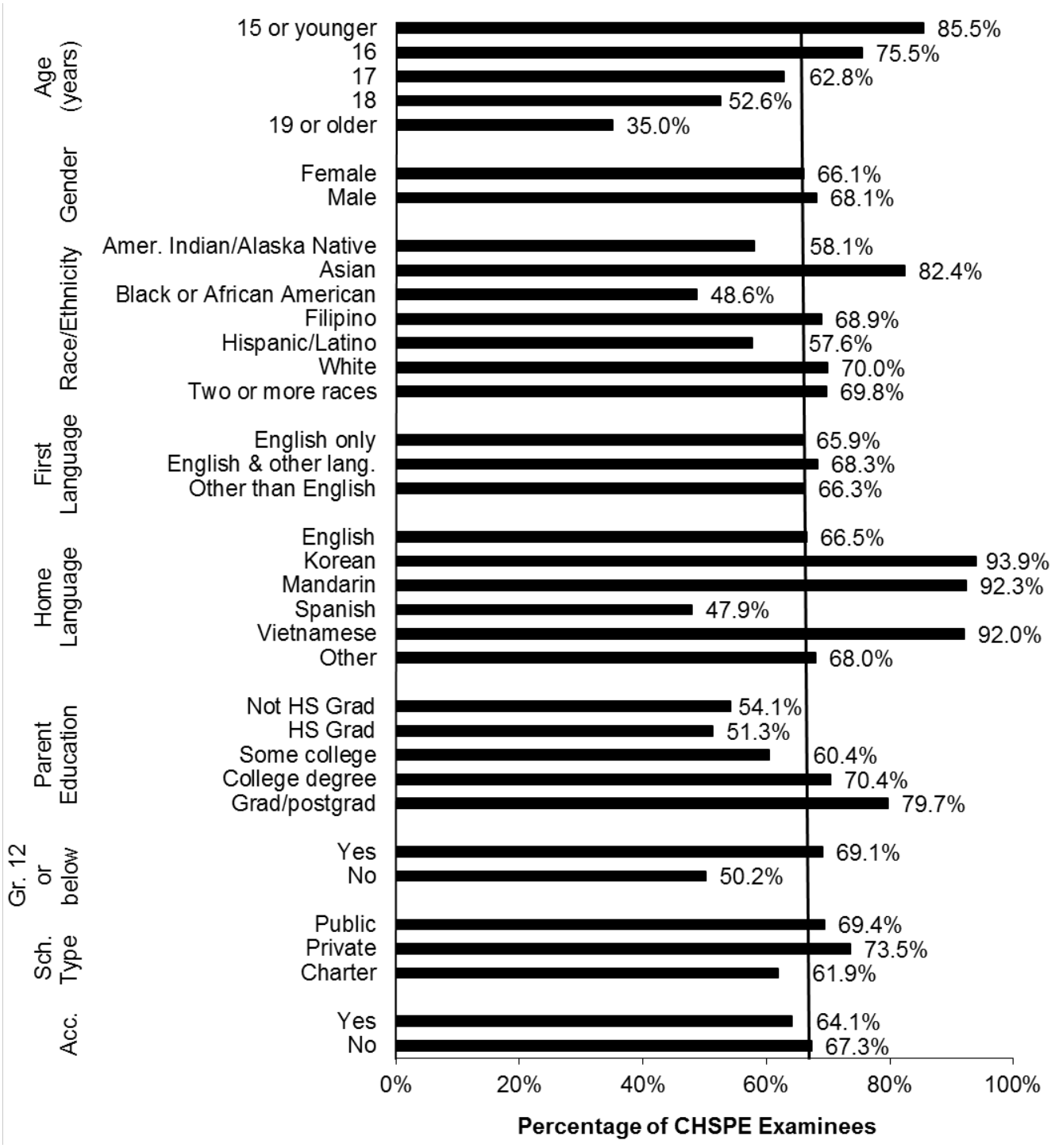
Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
All Examinees Who Attempted ELA Section (both subtests)	N/A	1,806	56.0	2,377	60.6	2,218	56.8	5,526	67.1
Age (years)	15 or younger	78	73.1	255	77.6	214	75.7	488	85.5
	16	777	62.2	930	67.4	792	62.9	2,131	75.5
	17	671	53.2	828	55.0	847	55.0	2,034	62.8
	18	186	46.8	243	49.8	236	40.3	576	52.6
	19 or older	94	28.7	121	32.2	129	29.5	297	35.0
Gender	Female	876	54.2	1,138	59.8	1,060	54.6	2,624	66.1
	Male	930	57.6	1,239	61.3	1,158	58.7	2,902	68.1
Race/Ethnicity[a]	American Indian/Alaska Native	10	NR	13	NR	13	NR	31	58.1
	Asian	112	71.4	190	81.1	162	72.8	427	82.4
	Black or African American	66	36.4	70	34.3	92	45.7	185	48.6
	Filipino	19		29	72.4	20		61	68.9
	Hispanic or Latino	418	49.3	579	49.9	539	48.2	1,310	57.6
	Native Hawaiian/Pacific Islander	7	NR	5	NR	9	NR	19	NR
	White	851	59.1	1,050	62.1	970	59.2	2,471	70.0
	Two or more races	323	55.4	441	66.0	413	58.8	1,022	69.8
First Language(s)[b]	English only	1,330	55.3	1,620	58.1	1,578	55.6	3,878	65.9
	English and other language(s)	324	58.3	478	63.4	449	58.4	1,104	68.3
	Language(s) other than English	84	56.0	111	58.6	86	57.0	243	66.3
Home Language[c]	Cantonese	3	NR	6	NR	11	NR	19	NR
	English	1,530	55.9	1,893	59.1	1,816	56.1	4,500	66.5
	Hmong	0	NR	1	NR	0	NR	1	NR
	Korean	16	NR	24	NR	15	NR	49	93.9

Subgroup	Response	Fall 2016 No.	Fall 2016 % Pass	Spring 2017 No.	Spring 2017 % Pass	Summer 2017 No.	Summer 2017 %	Cum. 2016–17 No.	Cum. 2016–17 % Pass
	Mandarin (Putonghua)	13	NR	19	NR	9	NR	39	92.3
	Pilipino (Tagalog)	3	NR	7	NR	9	NR	18	NR
	Spanish	69	34.8	100	42.0	88	43.2	217	47.9
	Vietnamese	8		11		8		25	92.0
	Other	95	58.9	137	65.0	138	55.1	325	68.0
Parent/Guardian Education Level[d]	**Not a high school graduate**	144	46.5	191	47.6	195	46.2	458	54.1
	High school graduate	235	41.3	306	48.4	278	39.9	694	51.3
	Some college (incl. AA degree)	357	53.2	429	52.2	422	48.8	1,026	60.4
	College degree	525	56.6	661	63.7	630	61.3	1,569	70.4
	Graduate school/postgraduate	423	70.0	542	72.1	510	68.2	1,299	79.7
Enrolled in Grade 12 or Below	**Yes**	1,568	57.4	2,165	62.0	2,000	59.3	4,960	69.1
	No	231	47.6	200	45.5	201	33.8	536	50.2
School Type (if enrolled in grade 12 or below)	**Public**	964	59.5	1,372	61.5	1,291	60.3	3,165	69.4
	Private	262	58.0	351	68.1	322	60.6	797	73.5
	Charter	268	48.5	325	53.5	308	54.5	762	61.9
Granted Testing Accommodation(s)	**Yes**	69	50.7	105	61.9	114	53.5	251	64.1
	No	1,737	56.2	2,272	60.5	2,104	56.9	5,275	67.3

Note: N = number of examinees. Within a category, the number of examinees does not always sum to the total number 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.
NR = Not reported

[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,2016–17



Note: Data are from Table 4.7. See notes for that table. Nonrespondents are not shown. The vertical line is at approximately 67.1 percent, the cumulative passing rate on the Mathematics section for all examinees who attempted that section. “Acc.” refers to examinees granted (or not) testing accommodation(s).

Section 5: Test-Level Information

This section of the report provides descriptive statistics for the 2016–17 administrations and data about the extent of agreement among writing task scorers.

Descriptive Statistics

Descriptive statistics for each 2016–17 administration are provided in Tables 5.1, 5.2, and 5.3, on pages 56–58. 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 answering at least one multiple-choice question or 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.

In terms of the mean scale score, performance on all three multiple-choice test parts was highest at the spring administration, followed by the summer and fall administrations. The differences in performance on each multiple-choice test part across the three administrations ranged from approximately 1.8 on the Mathematics section to 1.4 on the Reading subtest and 1.8 on the Language subtest scale score points. Mean writing task scores ranged from about 7.22 for the fall administration to approximately 6.84 for the spring administration to approximately 6.94 for the summer administration.

Table 5.1. CHSPE Descriptive Statistics, Fall 2016

	ELA Reading Subtest (TASK 3, Form A; No. of Examinees –1,420)		ELA Language Subtest (TASK 3, Form A; No. of Examinees –1,474)		Mathematics (TASK 2, Form A; No. of Examinees –1,806)	
	Raw Score	**Scale Score**	**Raw Score**	**Scale Score**	**Raw Score**	**Scale Score**
Mean	65.96	379.91	34.92	376.20	29.91	356.47
Std. Error of Mean	0.32	0.95	0.18	0.87	0.22	0.86
Median	68	378	36	377	30	354
Mode	73	395	37	381	28	347
Std. Deviation	11.97	35.98	6.75	33.35	9.25	36.52
Variance	143.27	1294.46	45.60	1112.31	85.57	1334
Skewness	-1.40	-0.22	-0.94	-2.79	-0.18	0.33
Std. Error of Skewness	0.06	0.06	0.06	0.06	0.06	0.06
Kurtosis	2.87	1.86	1.69	32.36	-0.41	1.54
Std. Error of Kurtosis	0.13	0.13	0.13	0.13	0.12	0.12
Range	83	353	48	498	50	310
Minimum	1	156	0	0	0	195
Maximum	84	509	48	498	50	505

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

Table 5.2: CHSPE Descriptive Statistics, Spring 2017

	ELA Reading Subtest (TASK 3, Form B; No. of Examinees –2,063)		ELA Language Subtest (TASK 3, Form B; No. of Examinees –2,077)		Mathematics (TASK 2, Form B; No. of Examinees –2,377)	
	Raw Score	**Scale Score**	**Raw Score**	**Scale Score**	**Raw Score**	**Scale Score**
Mean	66.81	381.35	35.17	377.95	29.81	358.08
Std. Error of Mean	0.25	0.73	0.14	0.69	0.19	0.76
Median	69	381	36	377	30	356
Mode	75	403	38	386	32	363
Std. Deviation	11.44	33.22	6.58	31.41	9.23	37.00
Variance	130.92	1103.36	43.31	986.83	85.22	1368.73
Skewness	-1.68	-0.46	-0.89	-1.53	-0.26	0.07
Std. Error of Skewness	0.05	0.05	0.05	0.05	0.05	0.05
Kurtosis	3.92	2.19	1.44	20.62	-0.27	2.13
Std. Error of Kurtosis	0.11	0.11	0.11	0.11	0.10	0.10
Range	83	351	48	499	50	312
Minimum	1	157	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 2017

	ELA Reading Subtest (TASK 3, Form A; No. of Examinees –1,795)		ELA Language Subtest (TASK 2, Form A; No. of Examinees –1,889)		Mathematics (TASK 2, Form A; No. of Examinees –2,218)	
	Raw Score	**Scale Score**	**Raw Score**	**Scale Score**	**Raw Score**	**Scale Score**
Mean	66.14	380.34	34.90	376.44	30.08	357.56
Std. Error of Mean	0.27	0.82	0.16	0.83	0.20	0.81
Median	69	381	36	377	30	354
Mode	73	395	36	377	31	357
Std. Deviation	11.65	34.57	7.12	35.99	9.43	38.01
Variance	135.65	1194.95	50.73	1295.55	88.85	1444.46
Skewness	-1.22	-0.07	-1.00	-2.88	-0.11	0.47
Std. Error of Skewness	0.06	0.06	0.06	0.06	0.05	0.05
Kurtosis	1.72	0.50	1.67	30.75	-0.55	1.66
Std. Error of Kurtosis	0.12	0.12	0.11	0.11	0.10	0.10
Range	77	281	48	498	50	310
Minimum	7	228	0	0	0	195
Maximum	84	509	48	498	50	505

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

Table 5.4. CHSPE Writing Task Descriptive Statistics, 2016–17

	Fall 2016 (TASK 3)	Spring 2017 (TASK 3)	Summer 2017 (TASK 3)
No. Examinees	1,474	2,077	1,889
Mean	7.22	6.84	6.94
Median	8	7	8
Mode	8	8	8
Std. Deviation	2.27	2.09	2.19
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). Table 5.5, below, and Tables 5.6 and 5.7, on page 60, show cross tabulations of the two readers for each response for each administration. Table 5.8 summarizes the level of agreement between the two readers. These data are for all examinees who attempted the 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 2016

	Reader 2: Blank[a]	**Reader 2: Off-topic**	**Reader 2: 1**	**Reader 2: 2**	**Reader 2: 3**	**Reader 2: 4**	**Reader 2: 5**	**Reader 2: Total**
Reader 1: Blank	58	0	0	0	0	0	0	58
Reader 1: Off-topic	0	1	0	0	0	0	0	1
Reader 1: 1	0	0	20	1	0	0	0	21
Reader 1: 2	0	0	2	81	9	0	0	92
Reader 1: 3	0	0	0	11	310	53	0	374
Reader 1: 4	0	0	0	0	55	544	52	651
Reader 1: 5	0	0	0	0	0	34	243	277
Reader 1: Total	58	1	22	93	374	631	295	1,474

[a] Blank responses are not given to a second reader.

Table 5.6. Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Spring 2017

	Reader 2: Blank[a]	Reader 2: Off-topic	Reader 2: 1	Reader 2: 2	Reader 2: 3	Reader 2: 4	Reader 2: 5	Reader 2: Total
Reader 1: Blank	56	0	0	0	0	0	0	56
Reader 1: Off-topic	0	3	0	0	0	0	0	3
Reader 1: 1	0	0	30	3	0	0	0	33
Reader 1: 2	0	0	3	192	27	1	0	223
Reader 1: 3	0	0	0	16	577	91	0	684
Reader 1: 4	0	0	0	0	83	680	51	814
Reader 1: 5	0	0	0	0	0	75	189	264
Reader 1: Total	56	3	33	211	687	847	240	2,077

[a] Blank responses are not given to a second reader.

Table 5.7. Cross Tabulation of CHSPE Writing Task Scores, First Two Reads, Summer 2017

	Reader 2: Blank[a]	Reader 2: Off-topic	Reader 2: 1	Reader 2: 2	Reader 2: 3	Reader 2: 4	Reader 2: 5	Reader 2: Total
Reader 1: Blank	58	0	0	0	0	0	0	58
Reader 1: Off-topic	0	2	0	0	0	0	0	2
Reader 1: 1	0	0	32	8	0	0	0	40
Reader 1: 2	0	0	0	153	34	1	0	188
Reader 1: 3	0	0	0	16	490	57	0	563
Reader 1: 4	0	0	0	0	39	679	23	741
Reader 1: 5	0	0	0	0	0	60	237	297
Reader 1: Total	58	2	32	177	563	797	260	1,889

[a] Blank responses are not given to a second reader.

Table 5.8. Reader Agreement, CHSPE Writing Task Scores, First Two Reads, 2016–17 (excluding blanks)

Reader Agreement	Fall 2016 No.	Fall 2016 %	Spring 2017 No.	Spring 2017 %	Summer 2017 No.	Summer %	Total for Year No.	Total for Year %
Exact Agreement	1,199	84.7	1,671	82.7	1,593	87.0	4,463	84.7
Adjacent (1 point difference)	217	15.3	349	17.3	237	12.9	803	15.2
Non-adjacent (>1 point difference)	0	0	1	0.0	1	0.1	2	0.0
Total	**1,416**	**100.0**	**2,021**	**100.0**	**1,831**	**100.0**	**5,268**	**100.0**

For each administration, readers 1 and 2 agreed on the score on between 82.7 and 87.0 percent of the responses, or had an acceptable difference of one point between 12.9 and 17.3 percent of the responses. For 84.7 percent of the 5,268 essays scored in the year, readers 1 and 2 (scoring independently) agreed on the score. On only 2 essays (less than 0.1 percent), readers 1 and 2 gave scores that differed by more than one point. (Those essays were given a third read by a Chief Reader to resolve the discrepancy.)

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Section 6: Administration Data and Revenue Information

This section provides data about the 2016–17 CHSPE administrations, including the number of registrants, absentees, examinees, and others, overall and by test site; the number of accommodations provided; the number of irregularities; and revenue information. Data are provided separately for each administration and as totals for all three administrations combined. Unlike the totals shown in the previous sections of this report, the totals in this section are not unduplicated counts; they are sums of the administration data. Revenue information also is provided in this section of the report.

Administration Data

Table 6.1, on the following page, 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 examinees registered during the regular registration period. About 7 percent of the registrants (after withdrawals and transfers) did not attend the administration (i.e., they were absentees).

Table 6.1. Number of CHSPE Registrants and Examinees, 2016–17

Registrants:	**Fall 2016**	**Spring 2017**	**Summer 2017**	**Total**
Transfers In[a]	60	53	83	196
+ Regular	1,455	2,125	2,007	5,587
+ Late	480	462	463	1,405
+ Emergency	188	115	122	425
Total Registrants	**2,183**	**2,755**	**2,675**	**7,613**
- Withdrawals	1	10	4	15
- Transfers Out[b]	83	114	112	309
- Absentees	147	133	166	446
- Non-Attempted[c]	0	0	0	0
= Total Tested	**1,952**	**2,498**	**2,393**	**6,843**
- Examinees with invalidated scores	1	1	2	4
= All Examinees	**1,951**	**2,497**	**2,391**	**6,839**

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

Table 6.2, on pages 66–67, provides the total number of registrants and the total number tested by test site for each administration. Table 6.3, on pages 68–69, provides the total and average for the three administrations combined. As shown in Tables 6.2 and 6.3, a total of 75 test sites were used during the year, including two incarceration facilities. There were 6 sites used for alternate-date testing and 11 for emergency registration. To provide accommodations for single testers, 9 sites were used.

Table 6.4, on pages 70–71, 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 2016–17 administration, approximately

4.7 percent of the examinees were provided accommodations.[12] The most frequent accommodation approved at each administration was extended time (up to 5 hours and 15 minutes). The next most frequently approved accommodations were testing in a small group, frequent supervised breaks, and use of a computer for typing the response to the writing task. A total of 124 registrants were approved for alternate-date testing. There were 61 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, 2016–17

Site #	Site Name	Fall 2016 Reg.	Fall 2016 Tested	Spring 2017 Reg.	Spring 2017 Tested	Summer 2017 Reg.	Summer 2017 Tested
0101-E	Hayward High School	82	69	70	65	80	75
0180-A	Hayward High School	N/A	N/A	1	1	3	3
0401	Pleasant Valley High School, Chico	20	14	26	22	22	20
0701	Clayton Valley Charter High School	44	40	29	27	37	36
0901	El Dorado COE, Diamond Springs	11	10	22	19	18	14
1001-E	Clovis High School	49	44	59	53	55	52
1080-A	Clovis High School	N/A	N/A	N/A	N/A	1	1
1090-SA	Fresno Unified School District	1	1	N/A	N/A	N/A	N/A
1201	Humboldt COE, Eureka	8	8	8	8	7	6
1301	Cal Works One Stop, El Centro	6	5	6	4	4	2
1401	Inyo County Superintendent of Schools, Bishop	N/A	N/A	2	2	2	2
1501	West High School, Bakersfield	14	13	35	33	33	26
1701	Lake COE, Lakeport	N/A	N/A	4	4	2	2
1801	Lassen COE, Susanville	5	5	4	3	2	2
1901	University Senior High School, Los Angeles	82	69	89	84	61	54
1902	Antelope Valley College	52	47	58	47	51	48
1903	Luther Burbank Middle School, Burbank	92	84	99	95	100	92
1904-E	El Camino Real High School, Woodland Hills	151	139	236	200	238	210
1905-E	South Hills High School, West Covina	98	87	124	115	120	114
1906	Phineas Banning High School, Wilmington	30	27	45	44	45	37
1907	School of Extended Educational Options, Pomona	30	28	N/A	N/A	N/A	N/A
1908	Glendale High School, Glendale	60	54	91	82	80	72
1980-A	Glendale Adventist Academy, Glendale	25	23	25	24	26	26
1996-SA	Bridges Academy, Studio City	N/A	N/A	1	1	N/A	N/A
1997-SA	Compass Charter School Academy	N/A	N/A	N/A	N/A	1	1
1998-SA	Herschel Day School, Northridge	N/A	N/A	N/A	N/A	1	1
2001	Madera COE	3	3	5	5	10	10
2101	Madrone High School, San Rafael	35	33	59	51	45	41
2301	Mendocino COE, Ukiah	6	5	15	15	16	13
2401	Merced COE	8	7	20	20	N/A	N/A
2701	Salinas Education Center, Salinas	14	11	15	11	14	13
2801	Napa COE, Napa	16	14	24	22	25	23
2901	Nevada Union High School, Grass Valley	10	9	15	13	20	19
3004	Orange County Department of Education	146	133	176	164	174	159
3005-E	Los Alamitos High School	90	79	90	82	90	82
3092-SA	Dana Hills High School	N/A	N/A	N/A	N/A	1	1
3099-SA	Otto Fisher High School	N/A	N/A	N/A	N/A	1	1
3101	Placer COE Annex, Auburn	18	15	23	23	24	22
3301-E	Gage Middle School, Riverside	76	69	119	113	121	107
3302	College of the Desert PaCE, Palm Desert	25	23	34	30	28	27
3303	West Valley High, Hemet	40	37	34	28	45	42
3380-A	La Sierra Academy, Riverside	2	2	13	13	17	16
3401-E	Sacramento COE	74	68	106	92	120	107

Site #	Site Name	Fall 2016 Reg.	Fall 2016 Tested	Spring 2017 Reg.	Spring 2017 Tested	Summer 2017 Reg.	Summer 2017 Tested
3402	Valley High School, Sacramento	39	34	46	44	N/A	N/A
3480-A	Sacramento COE	5	5	4	4	N/A	N/A
3501	San Andreas Continuation High School, Hollister	12	12	6	6	4	4
3601	San Bernardino County Supt. of Schools	73	62	100	91	85	71
3701	Helix Charter High School, La Mesa	24	22	26	25	28	25
3702-E	Palomar Community College, San Marcos	101	92	101	90	100	92
3703	Southwest High School, San Diego	14	11	39	33	31	28
3704	Mt. Everest Academy, San Diego	47	39	70	63	68	55
3780-A	San Diego Academy	1	1	1	1	3	2
3791-SA	Home Choice Office, El Cajon	1	1	1	1	N/A	N/A
3792-SA	Sylvan Learning Center, Encinitas	N/A	N/A	N/A	N/A	1	1
3901	San Joaquin COE, Stockton	12	12	17	17	11	11
3902	Stockton School for Adults	17	15	29	28	30	30
4001	North County Christian School, Atascadero	21	19	23	19	27	25
4099-I	Grizzly Youth Academy, San Luis Obispo	10	10	14	14	N/A	N/A
4102	Sequoia High School, Redwood City	33	30	56	51	58	50
4201	San Marcos High School, Santa Barbara	25	23	23	21	N/A	N/A
4205-SA	Family Partnership Charter School, Santa Maria	1	1	N/A	N/A	N/A	N/A
4301-E	Santa Clara High School/Buchser Middle School, San Jose	76	68	97	90	103	88
4302	William C. Overfelt High School, San Jose	79	71	96	85	98	84
4401	Santa Cruz COE, Capitola	10	10	24	22	26	20
4501-E	Shasta College, Redding	9	9	27	22	27	25
4701	Siskiyou COE, Yreka	2	2	2	2	4	3
4801	Solano COE, Fairfield	23	20	25	23	30	28
4870-I	Coming to California Medical Facility, Prison	N/A	N/A	1	1	N/A	N/A
4901	Sonoma COE, Santa Rosa	35	29	48	45	81	72
5001	Stanislaus Institute of Learning, Ceres	9	7	14	12	24	21
5401	Tulare COE, Visalia	19	18	8	8	19	17
5501	Tuolumne County Supt. of Schools, Sonora	6	6	13	12	7	6
5601-E	Ventura COE/High School, Camarillo	40	35	41	34	44	36
5701	Yolo COE, Woodland	16	13	20	17	25	20
5790-SA	Davis School for Independent Study, Davis	N/A	N/A	1	1	N/A	N/A
	Withdrawn		1		10		4
	Transfers		83		114		112
	Absentees		147		133		166
	Total	**2,183**	**1,952**	**2,755**	**2,497**	**2,674**	**2,392**

Note: In the test site number, “E” denotes a site open for emergency registration, “A” denotes a site open for alternate date testing, “SA” denotes a site used only to provide test accommodations (which could be testing on a day other than Saturday or Sunday), and “I” denotes an incarceration facility or other test center closed to the public. “Reg.” = registrants. “N/A” means the test site was not open. “COE” = County Office of Education.

Table 6.3. Total CHSPE Registrants and Total Tested, by Test Site (Cumulative), 2016–17

Site #	Site Name	Reg. Total	Reg. Avg.	Tested Total	Tested Avg.
0101-E	Hayward High School	232	77	209	70
0180-A	Hayward High School	4	2	4	2
0401	Pleasant Valley High School, Chico	68	23	56	19
0701	Clayton Valley Charter High School	110	37	103	34
0901	El Dorado COE, Diamond Springs	51	17	43	14
1001-E	Clovis High School	163	54	149	50
1080-A	Clovis High School	1	1	1	1
1090-SA	Fresno Unified School District	1	1	1	1
1201	Humboldt COE, Eureka	23	8	22	7
1301	Cal Works One Stop, El Centro	16	5	11	4
1401	Inyo County Superintendent of Schools, Bishop	4	2	3	2
1501	West High School, Bakersfield	82	27	72	24
1701	Lake COE, Lakeport	6	3	6	3
1801	Lassen COE, Susanville	11	4	10	3
1901	University Senior High School, Los Angeles	232	77	207	69
1902	Antelope Valley College	161	54	142	47
1903	Luther Burbank Middle School, Burbank	291	97	271	90
1904-E	El Camino Real High School, Woodland Hills	625	208	549	183
1905-E	South Hills High School, West Covina	342	114	316	105
1906	Phineas Banning High School, Wilmington	120	40	108	36
1907	School of Extended Educational Options, Pomona	30	30	28	28
1908	Glendale High School, Glendale	231	77	208	69
1980-A	Glendale Adventist Academy, Glendale	76	25	73	24
1996-SA	Bridges Academy, Studio City	1	1	1	1
1997-SA	Compass Charter School Academy	1	1	1	1
1998-SA	Herschel Day School, Northridge	1	1	1	1
2001	Madera COE	18	6	18	6
2101	Madrone High School, San Rafael	139	46	125	42
2301	Mendocino COE, Ukiah	37	12	33	11
2401	Merced COE	28	14	27	14
2701	Salinas Education Center, Salinas	43	14	35	12
2801	Napa COE, Napa	65	22	59	20
2901	Nevada Union High School, Grass Valley	45	15	41	14
3004	Orange County Department of Education	496	165	456	152
3005-E	Los Alamitos High School	270	90	243	81
3092-SA	Dana Hills High School	1	1	1	1
3099-SA	Otto Fisher High School	1	1	1	1
3101	Placer COE Annex, Auburn	65	22	60	20
3301-E	Gage Middle School, Riverside	316	105	289	96
3302	College of the Desert PaCE, Palm Desert	87	29	80	27
3303	West Valley High, Hemet	119	40	107	36
3380-A	La Sierra Academy, Riverside	32	11	31	10
3401-E	Sacramento COE	300	100	267	89
3402	Valley High School, Sacramento	85	43	78	39

Site #	Site Name	Reg. Total	Reg. Avg.	Tested Total	Tested Avg.
3480-A	Sacramento COE	9	5	9	5
3501	San Andreas Continuation High School, Hollister	22	7	22	7
3601	San Bernardino County Supt. of Schools	258	86	224	75
3701	Helix Charter High School, La Mesa	78	26	72	24
3702-E	Palomar Community College, San Marcos	302	101	274	91
3703	Southwest High School, San Diego	84	28	72	24
3704	Mt. Everest Academy, San Diego	185	62	157	52
3780-A	San Diego Academy	5	2	4	1
3791-SA	Home Choice Office, El Cajon	2	1	2	1
3792-SA	Sylvan Learning Center, Encinitas	1	1	1	1
3901	San Joaquin COE, Stockton	40	13	40	13
3902	Stockton School for Adults	76	25	73	24
4001	North County Christian School, Atascadero	71	24	63	21
4099-I	Grizzly Youth Academy, San Luis Obispo	24	12	24	12
4102	Sequoia High School, Redwood City	147	49	131	44
4201	San Marcos High School, Santa Barbara	48	24	44	22
4205	Family Partnership Charter School, Santa Maria	1	1	1	1
4301-E	Santa Clara High School/Buchser Middle School, San Jose	276	92	246	82
4302	William C. Overfelt High School, San Jose	273	91	240	80
4401	Santa Cruz COE, Capitola	60	20	52	17
4501-E	Shasta College, Redding	63	21	56	19
4701	Siskiyou COE, Yreka	8	3	7	2
4801	Solano COE, Fairfield	78	26	71	24
4870-I	Coming to California Medical Facility, Prison	1	1	1	1
4901	Sonoma COE, Santa Rosa	164	55	146	49
5001	Stanislaus Institute of Learning, Ceres	47	16	40	13
5401	Tulare COE, Visalia	46	15	43	14
5501	Tuolumne County Supt. of Schools, Sonora	26	9	24	8
5601-E	Ventura COE/High School, Camarillo	125	42	105	35
5701	Yolo COE, Woodland	61	20	50	17
5790-SA	Davis School for Independent Study, Davis	1	1	1	1
	Withdrawn	15	5	N/A	N/A
	Transfers	309	103	N/A	N/A
	Total:	**7,611**	**2,599**	**6,839**	**2,339**

Note. In the test site number, “E” denotes a site open for emergency registration, “A” denotes a site open for alternate date testing, “SA” denotes a site used only to provide test accommodations (which could be testing on a day other than Saturday or Sunday), and “I” denotes an incarceration facility or other test center closed to the public. “Avg.” = average, rounded to the nearest whole number (.5 rounded up). “N/A” means not applicable. “COE” = County Office of Education. 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, 2016–2017

Accommodation Description	Fall 2016	Spring 2017	Summer 2017	Total
Accommodations with processed requests	90	119	147	356
Accommodations processed & denied/partial documentation	0	4	2	6
Examinees Approved for Accommodations	**90**	**115**	**145**	**350**
Extra time: time and a half (an additional 1.75 hours)	67	90	124	281
Small-group setting	39	39	40	118
Computer for writing task	11	20	19	50
Extra time: double time (an additional 3.5 hours)	9	10	7	26
Frequent breaks	31	30	42	103
Record answers in test booklet	9	8	7	24
Large print	0	2	0	2
Read directions and questions for only mathematics	0	1	0	1
Read directions and questions for math and language	4	0	2	6
Scribe	0	0	1	1
Magnifying equipment	0	0	0	0
Sign language	0	0	0	0
Braille	0	0	0	0
Other: Late start	1	0	2	3
Other: Manage blood sugar	2	2	3	7
Other: Manage health with medication	0	1	0	1
Other: Colored overlays	1	2	1	4
Other: Prompting to start and stay on task	4	0	0	4
Other: Individual testing	3	3	4	10
Other: Multiple Day testing	1	1	4	6
Other: Use restroom repeatedly	0	0	2	2
Other: Stand frequently, bring special chair and pad	1	0	0	1
Other: Noise Buffers	9	13	14	36
Other: Use of a pen and not a pencil	0	1	1	2
Other: Seat in front of the room	1	3	0	4
Other: Test individually at alternative site	3	3	4	10
Other: Use of a native language English translation glossary	1	5	5	11
Other: Physical access in wheel chair	0	3	2	5
Other: Proctor check to be sure tester understands directions	1	1	4	6
Other: Use blank paper to track reading location/progress	0	1	0	1

Accommodation Description	Fall 2016	Spring 2017	Summer 2017	Total
Other: Sit in back of room to stand and stretch during exam	0	3	2	5
Other: Wear a hat during test	0	0	1	1
Other: May need to walk around	0	1	0	1
Other: Wear lightly tinted sunglasses	2	1	0	3
Total Approved Accommodations	**200**	**244**	**291**	**735**
Examinees Approved for Testing on Alternate Date	36	42	46	124

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, on page 72, shows the number of testing irregularities at each administration. The numbers shown represent potential or reported irregularities. Late/Not Admitted (25) and examinee irregularities (17) were the largest number reported. Many reported irregularities that, once investigated, turned 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 such reasons as cell phones ringing during testing and use of unauthorized aids (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.
- **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, and gates locked.

- **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.

Table 6.5. Number of CHSPE Testing Irregularities, by Type, 2016–17

Irregularity Type	Fall 2016	Spring 2017	Summer 2017	Total
Examinee irregularity	8	4	5	17
Test center staff irregularity	2	0	2	4
Facility irregularity	1	0	3	4
SCOE irregularity	0	0	0	0
Security breach	0	0	0	0
Complaint	0	0	0	0
Materials irregularity	2	3	0	5
Late/not admitted	7	10	14	31
Other	0	0	0	0
Total	**20**	**17**	**24**	**61**

Revenue Information

Tables 6.6, below, shows CHSPE revenues deposited in 2016–17. All revenue is made payable to the CDE, received by SCOE, and then delivered by a SCOE courier to the Cashier's Office at the CDE.

Table 6.6. CHSPE Registration Revenue Deposited and Refunded, 2016–17

Line Items	Pre-2016–17 Admin.	Fall 2016 Admin.	Spring 2017 Admin.	Summer 2017 Admin.	Total
Regular registration	0	233,640.00	297,880.00	275,550.00	807,070.00
Late fee[a]	0	16,600.00	14,590.00	12,770.00	43,960.00
Emergency fee[b]	0	4,675.00	2,875.00	1,450.00	9000.00
Emergency fee credit	0	0	0	0	0
Transfer[c]	0	2,600.00	4,850.00	1,000.00	8,450.00
Rescore Math section	25.00	150.00	150.00	0	325.00
Rescore ELA section	70.00	70.00	375.00	0	515.00
Rescore reading section	0	25.00	0	0	25.00
Rescore both sections	0	0	0	0	0
Overage[d]	20.00	323.00	47.98	307.00	67.98
Duplicate charge reversed	0	0	0	0	0
Refund registration	0	-55.00	-385.00	0	-440.00
Credit card refund[e]	0	0	0	0	0
Reverse charge[f]		-110.00	-110.00	-385.00	-605.00
Subtotal (Test Admin)	**$115.00**	**$257,918.00**	**$320,272.98**	**$290,692.00**	**$868,997.98**

[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 the CDE but were found to be duplicate payments due to an error in the Web site-to-database interfacing program.

Table 6.7. CHSPE Document Requests, 2016–17

Document Requests	Number	Total
Duplicate Certificate	1,061	$26,540.00
Official Transcript	1,563	$23,455.00
Rush Service	958	$14,370.00
	Subtotal (Documents):	**$64,365.00**

The CDE makes refund payments to eligible registrants who withdraw from an administration. Registration, transfer, rescore revenue, and refunds are associated with a specific administration. As shown in Table 6.6, $115.00 was received during the 2016–17 fiscal year for previous administrations.

In 2016–17, a total (after accounting for refunds) of $933,362.98 was received by SCOE and transmitted to the CDE. This was a decrease of $23,237.02 from the three test administrations in 2015–16. Registration fees (i.e., regular, late, and emergency) accounted for 93 percent of the total revenue; document request fees accounted for nearly all of the rest. In 2016–17, 1,061 requests for duplicate certificates and 1,563 requests for official transcripts were received and processed.

Appendix A
California High School Proficiency Examination Writing Task Scoring Guide

California High School Proficiency Examination
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 California High School Proficiency Examination Registrant Racial and Ethnic Data

Collecting and Categorizing California High School Proficiency Examination Registrant Racial and Ethnic Data

Beginning in 2009–10, the collection of race/ethnicity data from California High School Proficiency Examination (CHSPE) registrants changed. The registration form includes the following two-part question; registrants are told that these questions are optional.

Ethnicity

Part 1 – Are you Hispanic or Latino?

☐ Yes ☐ No

Part 2 – Mark one or more.

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

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

- African American or black
- Hispanic or Latino
- American Indian or Alaska Native

- Native Hawaiian or other Pacific Islander
- Asian
- White
- Filipino
- 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," 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, the reporting ethnicity is "two or more races."
3. If the examinee's response to part 1 is "no," the reporting ethnicity depends on the response to part 2:
    - If there is no response to part 2, the reporting ethnicity is "two or more races."
    - If only one race is selected, the reporting ethnicity is per the table below.
    - If more than one race is selected across multiple "reporting ethnicity" groups in the table below, the reporting ethnicity is "two or more races" (e.g., if both Black or African American and Filipino are selected, 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 (e.g., if both Chinese and Vietnamese are selected, 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

Race (as listed on registration form)	**Reporting Ethnicity**
Filipino	Filipino
Guamanian	Native Hawaiian or Other Pacific Islander
Hawaiian	Native Hawaiian or Other Pacific Islander
Hmong	Asian
Japanese	Asian
Korean	Asian
Laotian	Asian
Other Asian	Asian
Other Pacific Islander	Native Hawaiian or Other Pacific Islander
Samoan	Native Hawaiian or Other Pacific Islander
Tahitian	Native Hawaiian or Other Pacific Islander
Vietnamese	Asian
White	White

Note that 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), the examinee is categorized as “two or more races.” Such students are classified as “Two or More Races” because they did not choose any ethnicity. There were 84 students (4.3 percent) in the fall 2016 administration, 166 students (6.6 percent) in the spring 2017 administration, and 111 students (4.6 percent) in the summer 2017 administration who were classified as “Two or More Races.” The cumulative total for 2016–17 was 317 students (5.5 percent).

The following table provides the number and percent [(No./ total number of students) * 100] of students who are classified as “Two or More Races” because they did not choose any ethnicity.

B1. Number and Percent of Students Classified at Two or More Races

Fall 2016 No.	**Fall 2016 %**	**Spring 2017 No.**	**Spring 2017 %**	**Summer 2017 No.**	**Summer 2017 %**	**Cum. 2016–17 No.**	**Cum. 2016–17 %**
84	4.3	166	6.6	111	4.6	317	5.5

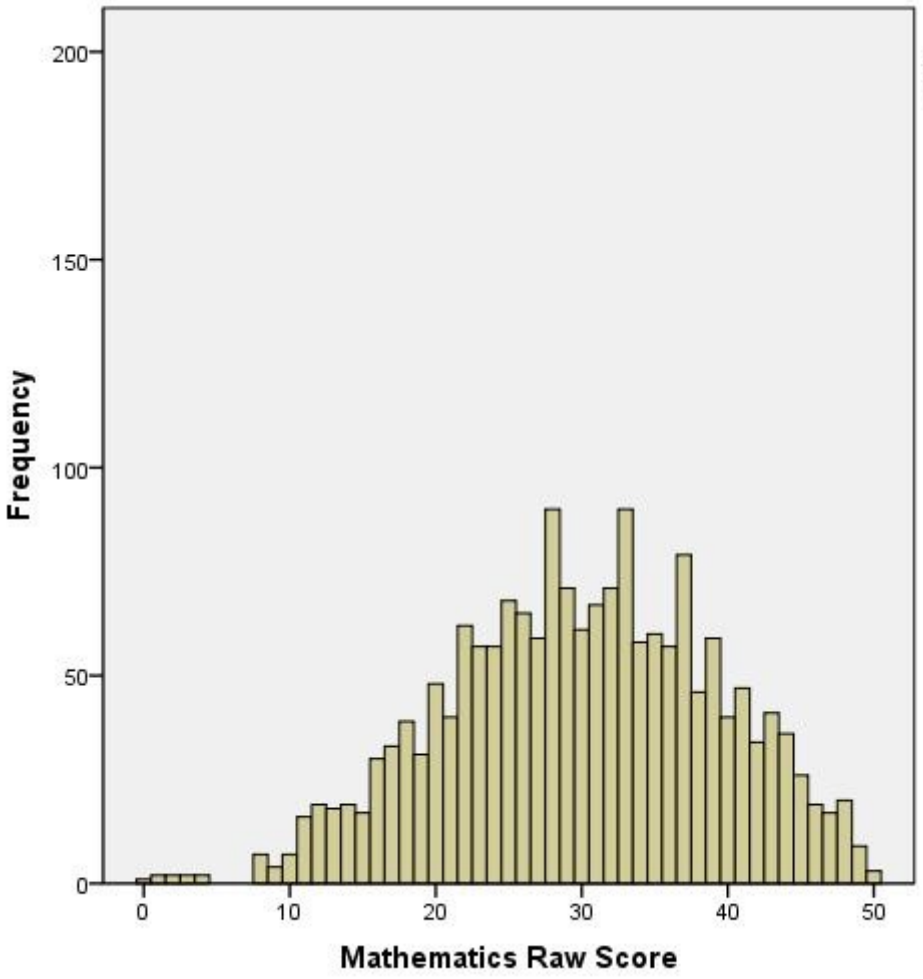
Appendix C
Score Distribution Data

Table C1. Frequencies of CHSPE Mathematics Scale and Raw Scores, Fall 2016

Scale Score	Raw Score	Frequency	Percent
195	0	1	.1
195	1	2	.1
220	2	2	.1
235	3	2	.1
247	4	2	.1
275	8	7	.4
280	9	4	.2
285	10	7	.4
290	11	16	.9
294	12	19	1.1
298	13	18	1.0
302	14	19	1.1
305	15	17	.9
309	16	30	1.7
312	17	33	1.8
316	18	39	2.2
319	19	31	1.7
322	20	48	2.7
325	21	40	2.2
329	22	62	3.4
332	23	57	3.2
335	24	57	3.2
338	25	68	3.8
341	26	65	3.6
344	27	59	3.3
347	28	90	5.0
350	29	71	3.9
354	30	61	3.4
357	31	67	3.7
360	32	71	3.9
364	33	90	5.0
367	34	58	3.2
371	35	60	3.3
374	36	57	3.2
378	37	79	4.4
382	38	46	2.5
387	39	59	3.3
391	40	40	2.2
396	41	47	2.6
401	42	34	1.9
407	43	41	2.3
414	44	36	2.0
421	45	26	1.4
430	46	19	1.1
442	47	17	.9
457	48	20	1.1
482	49	9	.5
505	50	3	.2
	Total	**1,806**	**100.0**

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

Figure C1. Histogram of CHSPE Mathematics Raw Scores, Fall 2016



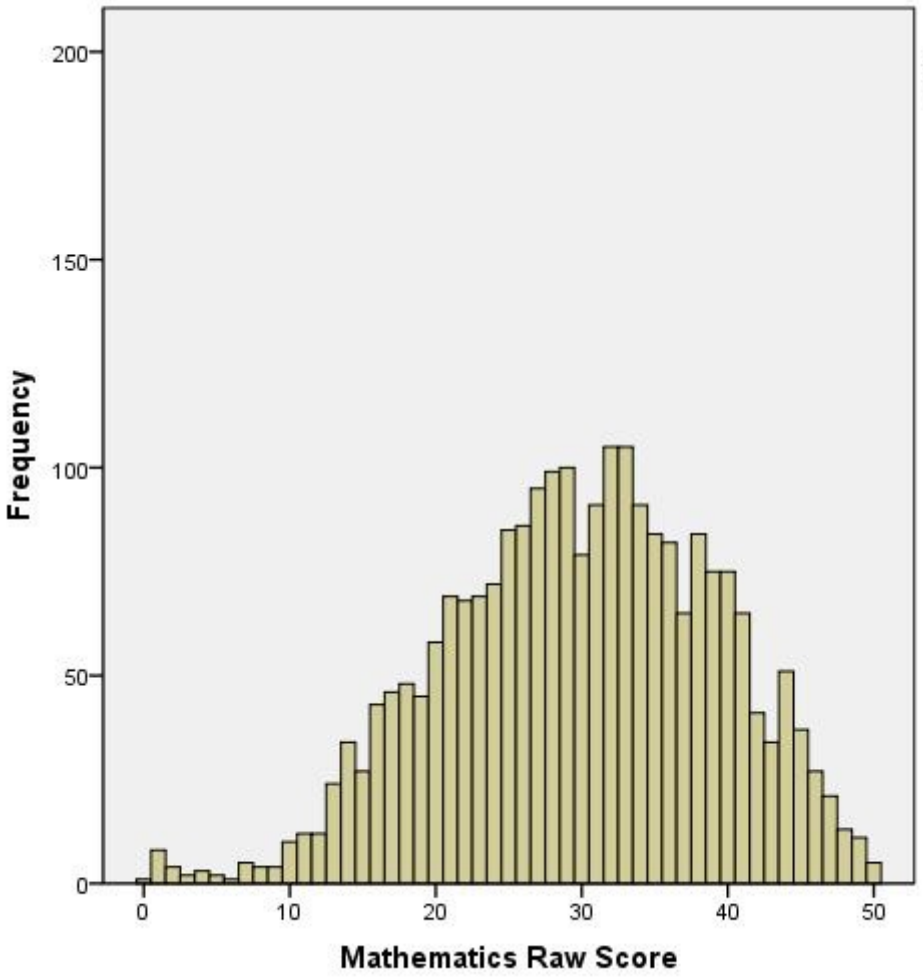
Note: Mean = 29.91; standard deviation = 9.251; number of examinees = 1,806

Table C2. Frequencies of CHSPE Mathematics Scale and Raw Scores, Spring 2017

Scale Score	Raw Score	Frequency	Percent
196	0	1	.0
196	1	8	.3
221	2	4	.2
236	3	2	.1
247	4	3	.1
256	5	2	.1
264	6	1	.0
270	7	5	.2
276	8	4	.2
281	9	4	.2
286	10	10	.4
291	11	12	.5
295	12	12	.5
299	13	24	1.0
303	14	34	1.4
307	15	27	1.1
311	16	43	1.8
314	17	46	1.9
318	18	48	2.0
321	19	45	1.9
324	20	58	2.4
327	21	69	2.9
331	22	68	2.9
334	23	69	2.9
337	24	72	3.0
340	25	85	3.6
343	26	86	3.6
346	27	95	4.0
350	28	99	4.2
353	29	100	4.2
356	30	79	3.3
359	31	91	3.8
363	32	105	4.4
366	33	105	4.4
370	34	91	3.8
373	35	84	3.5
377	36	82	3.4
381	37	65	2.7
385	38	84	3.5
389	39	75	3.2
394	40	75	3.2
399	41	65	2.7
404	42	41	1.7
410	43	34	1.4
417	44	51	2.1
424	45	37	1.6
433	46	27	1.1
445	47	21	.9
460	48	13	.5
485	49	11	.5
508	50	5	.2
	Total	**2,377**	**100.0**

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

Figure C2. Histogram of CHSPE Mathematics Raw Scores, Spring 2017



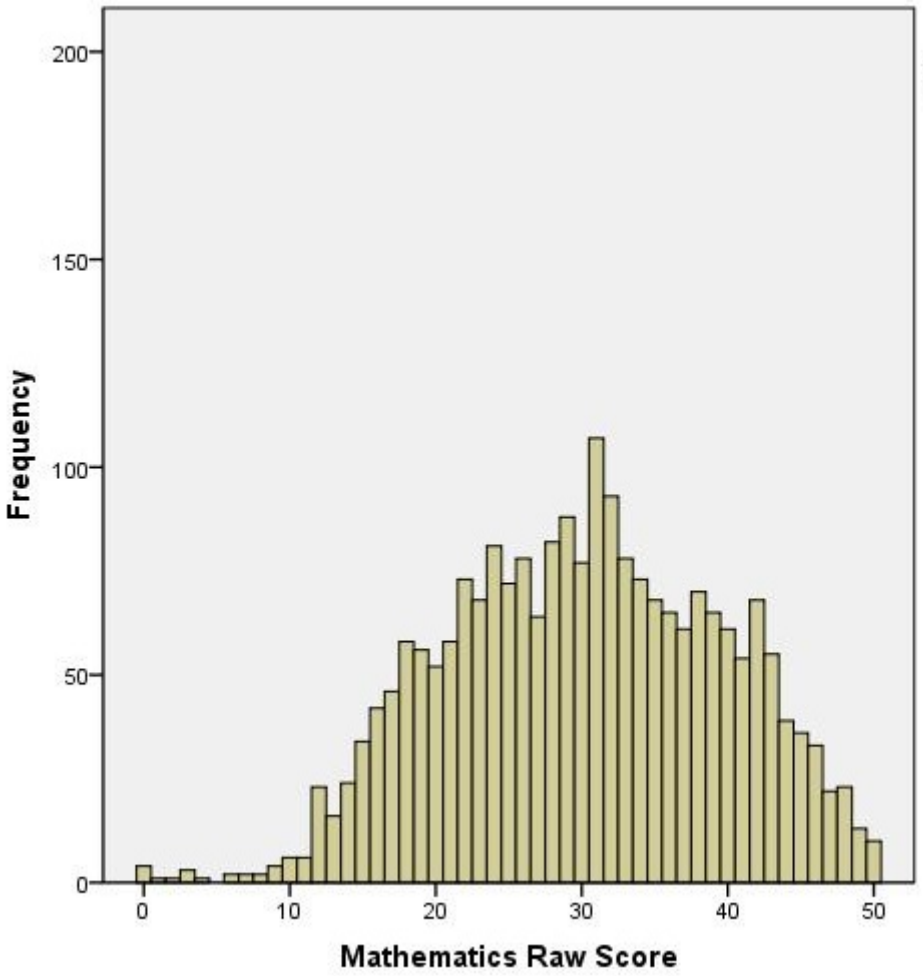
Note: Mean = 29.81; standard deviation = 9.232; number of examinees = 2,377.

Table C3. Frequencies of CHSPE Mathematics Scale and Raw Scores, Summer 2017

Scale Score	Raw Score	Frequency	Percent
195	0	4	.2
195	1	1	.0
220	2	1	.0
235	3	3	.1
247	4	1	.0
263	6	2	.1
269	7	2	.1
275	8	2	.1
280	9	4	.2
285	10	6	.3
290	11	6	.3
294	12	23	1.0
298	13	16	.7
302	14	24	1.1
305	15	34	1.5
309	16	42	1.9
312	17	46	2.1
316	18	58	2.6
319	19	56	2.5
322	20	52	2.3
325	21	58	2.6
329	22	73	3.3
332	23	68	3.1
335	24	81	3.7
338	25	72	3.2
341	26	78	3.5
344	27	64	2.9
347	28	82	3.7
350	29	88	4.0
354	30	77	3.5
357	31	107	4.8
360	32	93	4.2
364	33	78	3.5
367	34	73	3.3
371	35	68	3.1
374	36	65	2.9
378	37	61	2.8
382	38	70	3.2
387	39	65	2.9
391	40	61	2.8
396	41	54	2.4
401	42	68	3.1
407	43	55	2.5
414	44	39	1.8
421	45	36	1.6
430	46	33	1.5
442	47	22	1.0
457	48	23	1.0
482	49	13	.6
505	50	10	.5
	Total	**2,218**	**100.0**

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

Figure C3. Histogram of CHSPE Mathematics Raw Scores, Summer 2017



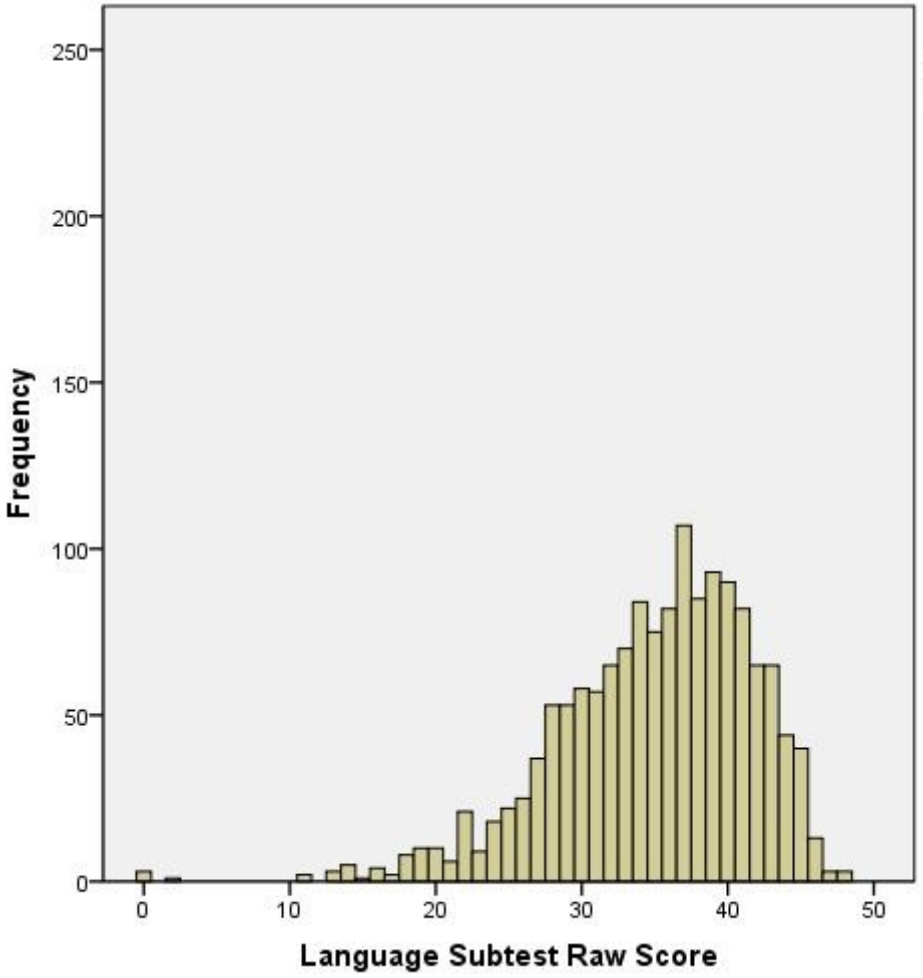
Note: Mean = 30.08; standard deviation = 9.426; number of examinees = 2,218.

Table C4. Frequencies of CHSPE Language Subtest Scale and Raw Scores, Fall 2016

Scale Score	Raw Score	Frequency	Percent
0	0	3	.2
221	2	1	.1
290	11	2	.1
299	13	3	.2
302	14	5	.3
306	15	1	.1
310	16	4	.3
313	17	2	.1
316	18	8	.5
320	19	10	.7
323	20	10	.7
326	21	6	.4
329	22	21	1.4
332	23	9	.6
335	24	18	1.2
339	25	22	1.5
342	26	25	1.7
345	27	37	2.5
348	28	53	3.6
351	29	53	3.6
355	30	58	3.9
358	31	57	3.9
362	32	65	4.4
365	33	70	4.7
369	34	84	5.7
373	35	75	5.1
377	36	82	5.6
381	37	107	7.3
385	38	85	5.8
390	39	93	6.3
395	40	90	6.1
401	41	82	5.6
408	42	65	4.4
415	43	65	4.4
424	44	44	3.0
435	45	40	2.7
450	46	13	.9
476	47	3	.2
498	48	3	.2
	Total:	**1,474**	**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 2016



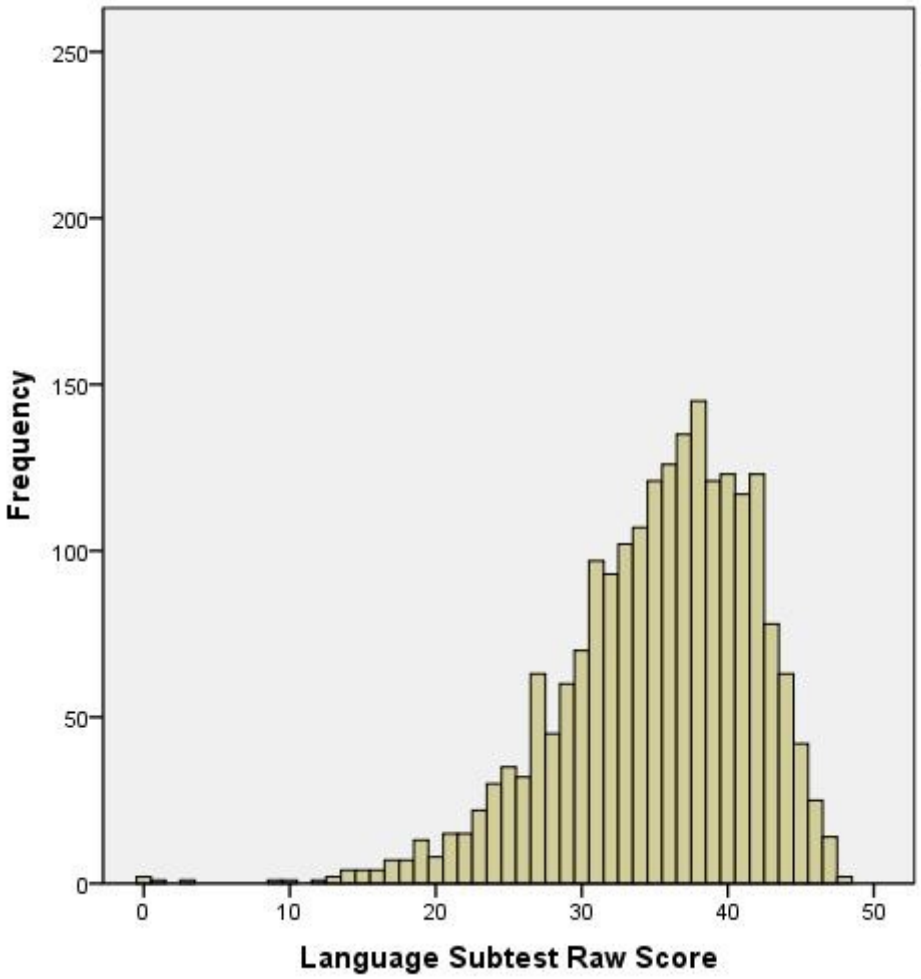
Note: Mean = 34.92; standard deviation = 6.753; number of examinees = 1,474.

Table C5. Frequencies of CHSPE Language Subtest Scale and Raw Scores, Spring 2017

Scale Score	Raw Score	Frequency	Percent
0	0	2	.1
196	1	1	.0
237	3	1	.0
281	9	1	.0
286	10	1	.0
295	12	1	.0
299	13	2	.1
303	14	4	.2
306	15	4	.2
310	16	4	.2
313	17	7	.3
317	18	7	.3
320	19	13	.6
323	20	8	.4
326	21	15	.7
330	22	15	.7
333	23	22	1.1
336	24	30	1.4
339	25	35	1.7
342	26	32	1.5
345	27	63	3.0
348	28	45	2.2
352	29	60	2.9
355	30	70	3.4
358	31	97	4.7
362	32	93	4.5
365	33	102	4.9
369	34	107	5.2
373	35	121	5.8
377	36	126	6.1
381	37	135	6.5
386	38	145	7.0
391	39	121	5.8
396	40	123	5.9
402	41	117	5.6
408	42	123	5.9
416	43	78	3.8
425	44	63	3.0
436	45	42	2.0
451	46	25	1.2
477	47	14	.7
499	48	2	.1
	Total	**2,077**	**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 2017



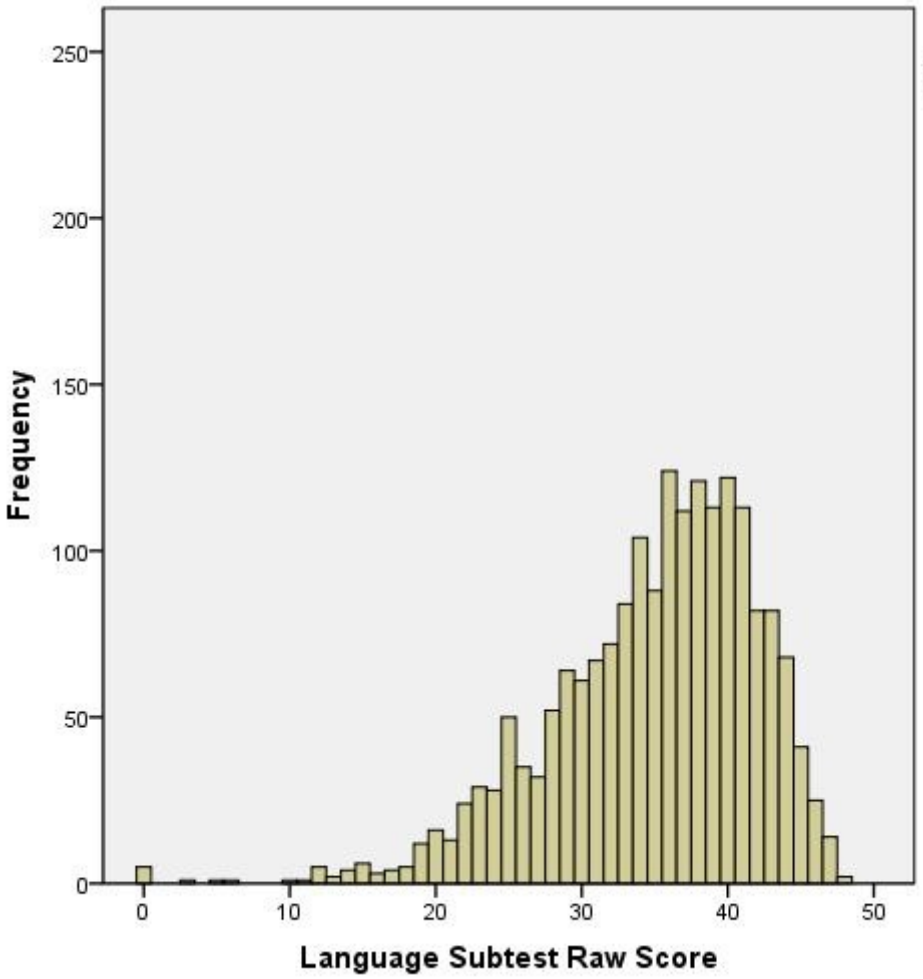
Note: Mean = 35.17; standard deviation = 6.581; number of examinees = 2,077.

Table C6. Frequencies of CHSPE Language Subtest Scale and Raw Scores, Summer 2017

Scale Score	Raw Score	Frequency	Percent
0	0	5	.3
237	3	1	.1
256	5	1	.1
264	6	1	.1
286	10	1	.1
290	11	1	.1
295	12	5	.3
299	13	2	.1
302	14	4	.2
306	15	6	.3
310	16	3	.2
313	17	4	.2
316	18	5	.3
320	19	12	.6
323	20	16	.8
326	21	13	.7
329	22	24	1.3
332	23	29	1.5
335	24	28	1.5
339	25	50	2.6
342	26	35	1.9
345	27	32	1.7
348	28	52	2.8
351	29	64	3.4
355	30	61	3.2
358	31	67	3.5
362	32	72	3.8
365	33	84	4.4
369	34	104	5.5
373	35	88	4.7
377	36	124	6.6
381	37	112	5.9
385	38	121	6.4
390	39	113	6.0
395	40	122	6.5
401	41	113	6.0
408	42	82	4.3
415	43	82	4.3
424	44	68	3.6
435	45	41	2.2
450	46	25	1.3
476	47	14	.7
498	48	2	.1
	Total	**1,889**	**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 2017



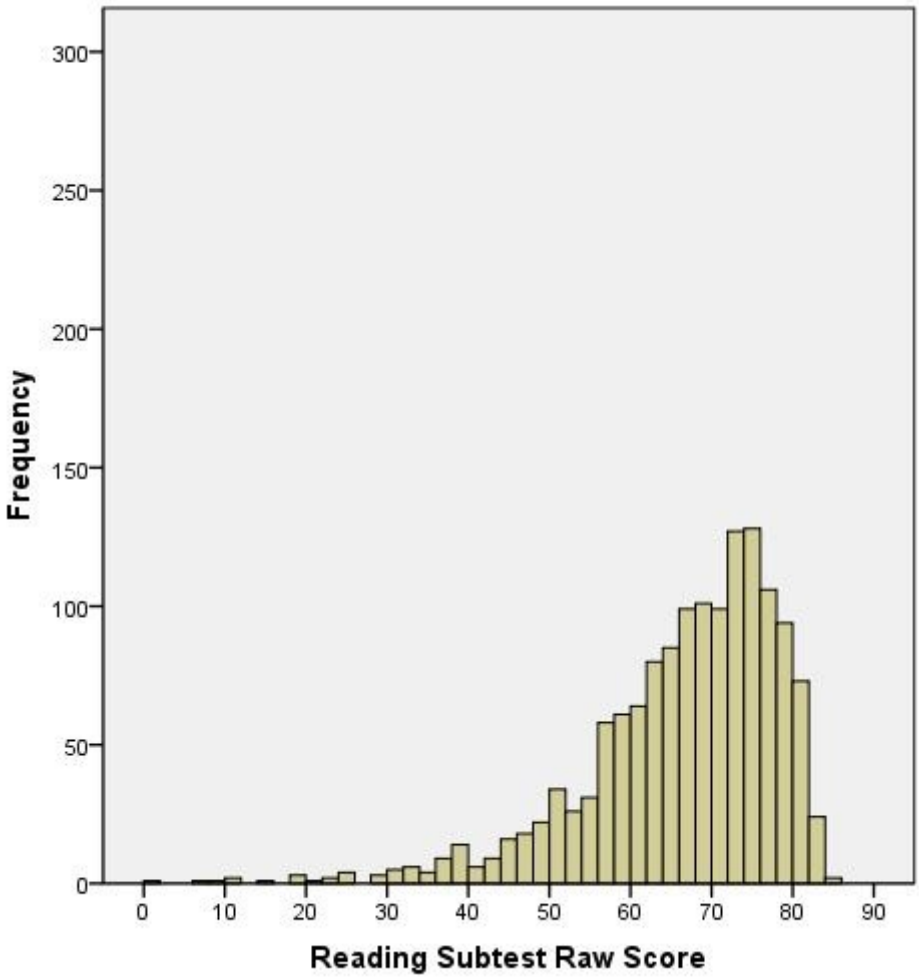
Note: Mean = 34.90; standard deviation = 7.122; number of examinees = 1,889.

Table C7. Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Fall 2016

Scale Score	Raw Score	Frequency	Percent
156	1	1	.1
228	7	1	.1
238	9	1	.1
247	11	2	.1
257	14	1	.1
272	19	3	.2
277	21	1	.1
282	23	2	.1
284	24	3	.2
287	25	1	.1
293	28	2	.1
295	29	1	.1
297	30	1	.1
299	31	4	.3
301	32	5	.4
303	33	1	.1
305	34	2	.1
307	35	2	.1
309	36	4	.3
311	37	5	.4
313	38	5	.4
315	39	9	.6
317	40	3	.2
319	41	3	.2
321	42	2	.1
323	43	7	.5
325	44	7	.5
327	45	9	.6
329	46	6	.4
331	47	12	.8
333	48	14	1.0
335	49	8	.6
337	50	13	.9
339	51	21	1.5
341	52	16	1.1
343	53	10	.7
345	54	20	1.4
347	55	11	.8
349	56	23	1.6
351	57	35	2.5
353	58	27	1.9
355	59	34	2.4
358	60	37	2.6
360	61	27	1.9
362	62	40	2.8
365	63	40	2.8
367	64	49	3.5
370	65	36	2.5
373	66	43	3.0
376	67	56	3.9
378	68	50	3.5
381	69	51	3.6
385	70	57	4.0
388	71	42	3.0
392	72	54	3.8
395	73	73	5.1
399	74	59	4.2
404	75	69	4.9
409	76	60	4.2
414	77	46	3.2
420	78	53	3.7
427	79	41	2.9
436	80	39	2.7
447	81	34	2.4
462	82	13	.9
487	83	11	.8
509	84	2	.1
	Total	**1,420**	**100.0**

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

Figure C7. Histogram of CHSPE Reading Subtest Raw Scores, Fall 2016



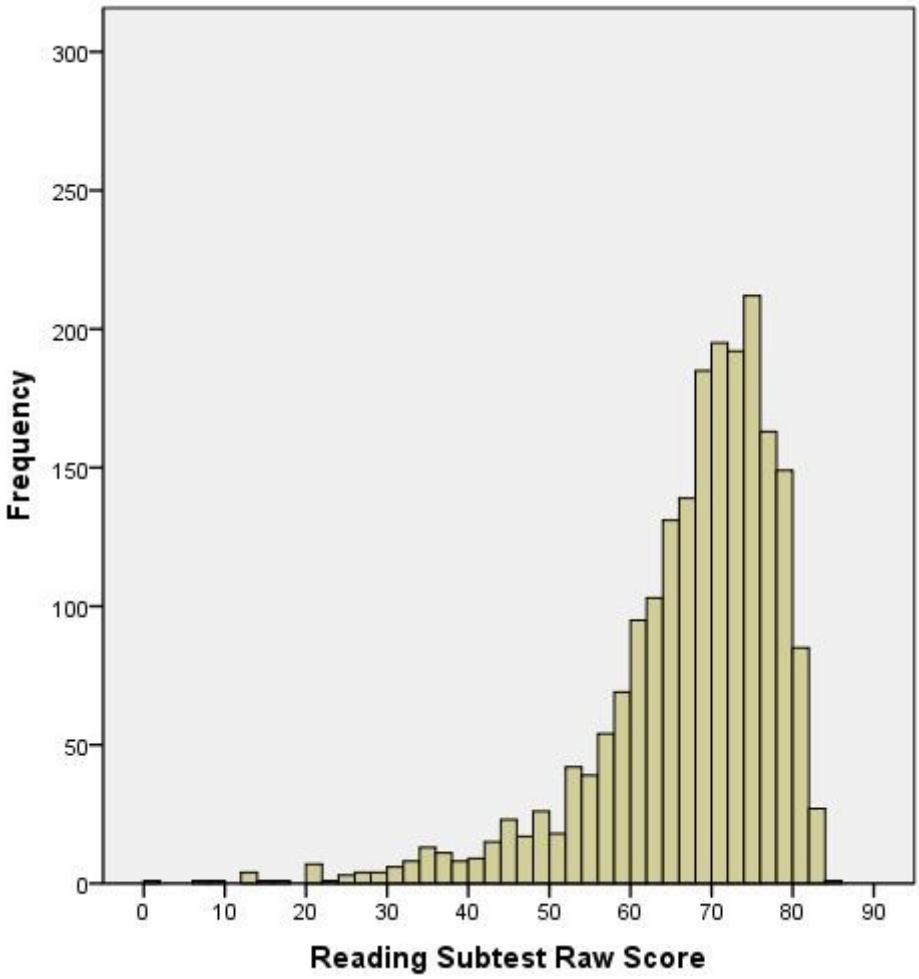
Note: Mean = 65.96; standard deviation = 11.970; number of examinees = 1,420.

Table C8. Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Spring 2017

Scale Score	Raw Score	Frequency	Percent
157	1	1	.0
223	6	1	.0
235	8	1	.0
252	12	1	.0
255	13	3	.1
259	14	1	.0
268	17	1	.0
276	20	4	.2
278	21	3	.1
283	23	1	.0
285	24	1	.0
288	25	2	.1
290	26	1	.0
292	27	3	.1
294	28	2	.1
296	29	2	.1
298	30	3	.1
300	31	3	.1
302	32	4	.2
304	33	4	.2
306	34	11	.5
308	35	2	.1
310	36	2	.1
312	37	9	.4
314	38	2	.1
316	39	6	.3
318	40	6	.3
320	41	3	.1
322	42	9	.4
324	43	6	.3
325	44	14	.7
327	45	9	.4
329	46	10	.5
331	47	7	.3
333	48	16	.8
335	49	10	.5
337	50	10	.5
339	51	8	.4
341	52	25	1.2
343	53	17	.8
345	54	25	1.2
347	55	14	.7
349	56	34	1.6
351	57	20	1.0
353	58	36	1.7
356	59	33	1.6
358	60	51	2.5
360	61	44	2.1
362	62	50	2.4
365	63	53	2.6
367	64	66	3.2
370	65	65	3.2
373	66	64	3.1
375	67	75	3.6
378	68	86	4.2
381	69	99	4.8
384	70	101	4.9
388	71	94	4.6
391	72	103	5.0
395	73	89	4.3
399	74	98	4.8
403	75	114	5.5
408	76	91	4.4
414	77	72	3.5
420	78	86	4.2
427	79	63	3.1
435	80	55	2.7
446	81	30	1.5
461	82	17	.8
486	83	10	.5
508	84	1	.0
	Total	**2,063**	**100.0**

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

Figure C8. Histogram of CHSPE Reading Subtest Raw Scores, Spring 2017



Note: Mean = 66.81; standard deviation = 11.442; number of examinees = 2,063.

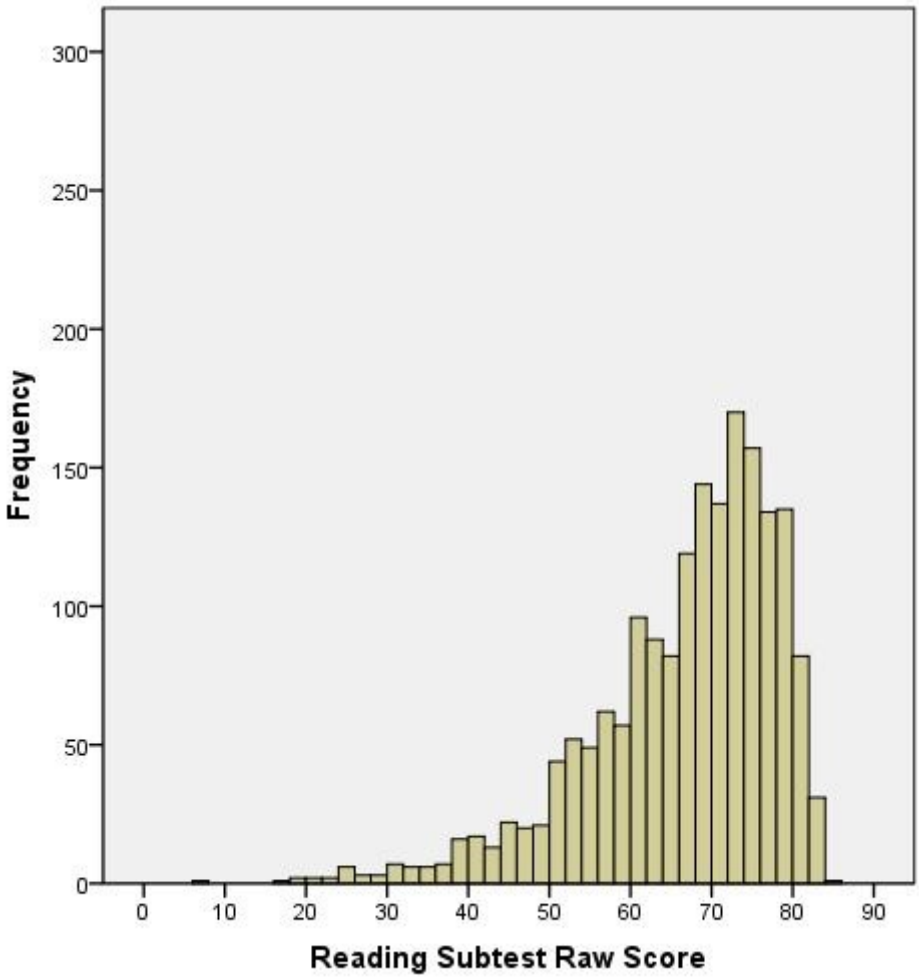
Table C9. Frequencies of CHSPE Reading Subtest Scale and Raw Scores, Summer 2017

Scale Score	Raw Score	Frequency	Percent
228	7	1	.1
267	17	1	.1
272	19	2	.1
277	21	2	.1
280	22	2	.1
284	24	5	.3
287	25	1	.1
289	26	2	.1
291	27	1	.1
293	28	2	.1
295	29	1	.1
297	30	5	.3
299	31	2	.1
301	32	4	.2
303	33	2	.1
305	34	4	.2
307	35	2	.1
309	36	4	.2
311	37	3	.2
313	38	9	.5
315	39	7	.4
317	40	8	.4
319	41	9	.5
321	42	5	.3
323	43	8	.4
325	44	9	.5
327	45	13	.7
329	46	9	.5
331	47	11	.6
333	48	5	.3
335	49	16	.9
337	50	18	1.0
339	51	26	1.4
341	52	26	1.4

Scale Score	Raw Score	Frequency	Percent
343	53	26	1.4
345	54	26	1.4
347	55	23	1.3
349	56	37	2.1
351	57	25	1.4
353	58	30	1.7
355	59	27	1.5
358	60	42	2.3
360	61	54	3.0
362	62	48	2.7
365	63	40	2.2
367	64	38	2.1
370	65	44	2.5
373	66	50	2.8
376	67	69	3.8
378	68	64	3.6
381	69	80	4.5
385	70	70	3.9
388	71	67	3.7
392	72	81	4.5
395	73	89	5.0
399	74	77	4.3
404	75	80	4.5
409	76	62	3.5
414	77	72	4.0
420	78	73	4.1
427	79	62	3.5
436	80	50	2.8
447	81	32	1.8
462	82	22	1.2
487	83	9	.5
509	84	1	.1
	Total	**1,795**	**100.0**

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

Figure C9. Histogram of CHSPE Reading Subtest Raw Scores, Summer 2017



Note: Mean = 66.14; standard deviation = 11.647; number of examinees = 1,795.

Table C10. Frequencies of CHSPE Writing Task Final Scores, Fall 2016

Score	All Examinees No.	All Examinees %	All Examinees Cum. %	Examinees Making First Attempt No.	Examinees Making First Attempt %	Examinees Making First Attempt Cum. %
10	243	16.5	16.5	227	17.7	17.7
9	86	5.8	22.3	73	5.7	23.4
8	544	36.9	59.2	483	37.6	61.0
7	108	7.3	66.6	90	7.0	68.0
6	310	21.0	87.6	254	19.8	87.8
5	20	1.4	88.9	13	1.0	88.9
4	81	5.5	94.4	66	5.1	94.0
3	3	.2	94.6	3	.2	94.2
2	20	1.4	96.0	18	1.4	95.6
Off-topic	1	.1	96.1	1	.1	95.7
Blank	58	3.9	100.0	55	4.3	100.0
Total	**1,474**	**100.0**	n/a	**1,283**	**100.0**	n/a

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 2017

Score	All Examinees No.	All Examinees %	All Examinees Cum. %	Examinees Making First Attempt No.	Examinees Making First Attempt %	Examinees Making First Attempt Cum. %
10	189	9.1	9.1	183	9.4	9.4
9	126	6.1	15.2	121	6.2	15.7
8	680	32.7	47.9	641	33.1	48.8
7	174	8.4	56.3	159	8.2	57.0
6	577	27.8	84.1	537	27.7	84.7
5	43	2.1	86.1	40	2.1	86.8
4	193	9.3	95.4	168	8.7	95.5
3	6	.3	95.7	6	.3	95.8
2	30	1.4	97.2	28	1.4	97.2
Off-topic	3	.1	97.3	2	.1	97.3
Blank	56	2.7	100.0	52	2.7	100.0
Total	**2077**	**100.0**	n/a	**1,937**	**100.0**	n/a

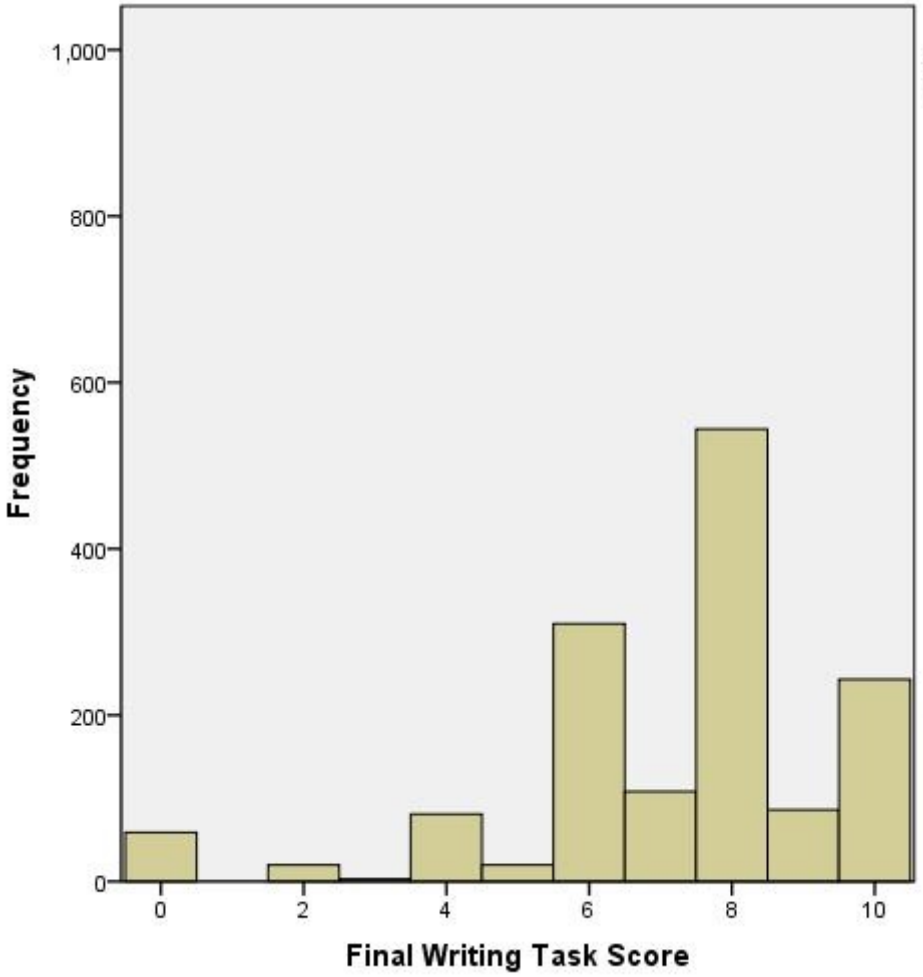
Note: These data are for examinees who attempted the Language subtest. The cumulative percentage shows the percentage of examinees who earned that score or higher.

Table C12. Frequencies of CHSPE Writing Task Final Scores, Summer 2017

Score	All Examinees No.	All Examinees %	All Examinees Cum. %	Examinees Making First Attempt No.	Examinees Making First Attempt %	Examinees Making First Attempt Cum. %
10	237	12.5	12.5	219	13.3	13.3
9	83	4.4	16.9	82	5.0	18.2
8	679	35.9	52.9	605	36.6	54.9
7	96	5.1	58.0	73	4.4	59.3
6	491	26.0	84.0	416	25.2	84.5
5	50	2.6	86.6	44	2.7	87.2
4	153	8.1	94.7	122	7.4	94.5
3	8	.4	95.1	7	.4	95.0
2	32	1.7	96.8	28	1.7	96.7
Off-topic	2	.1	96.9	2	.1	96.8
Blank	58	3.1	100.0	53	3.2	100.0
Total	**1,889**	**100.0**	n/a	**1,651**	**100.0**	n/a

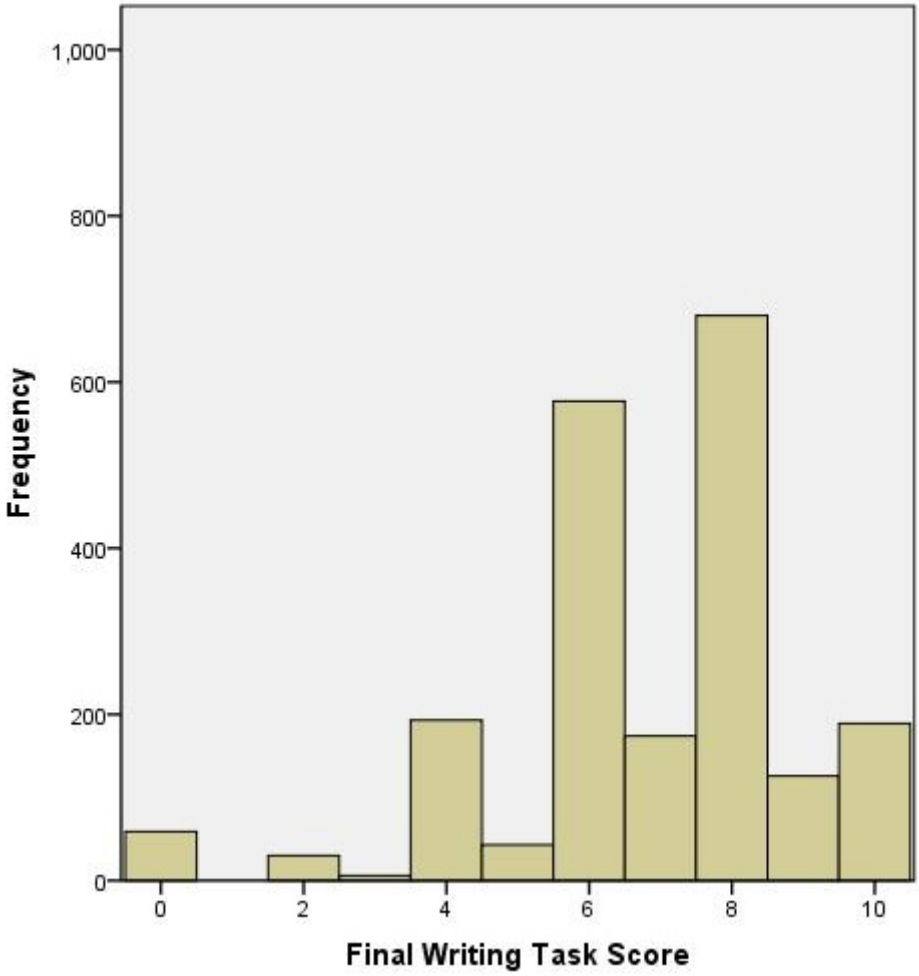
Note: These data are for examinees who attempted the Language subtest. The cumulative percentage shows the percentage of examinees who earned that score or higher.

Figure C10. Histogram of CHSPE Writing Task Final Scores, Fall 2016



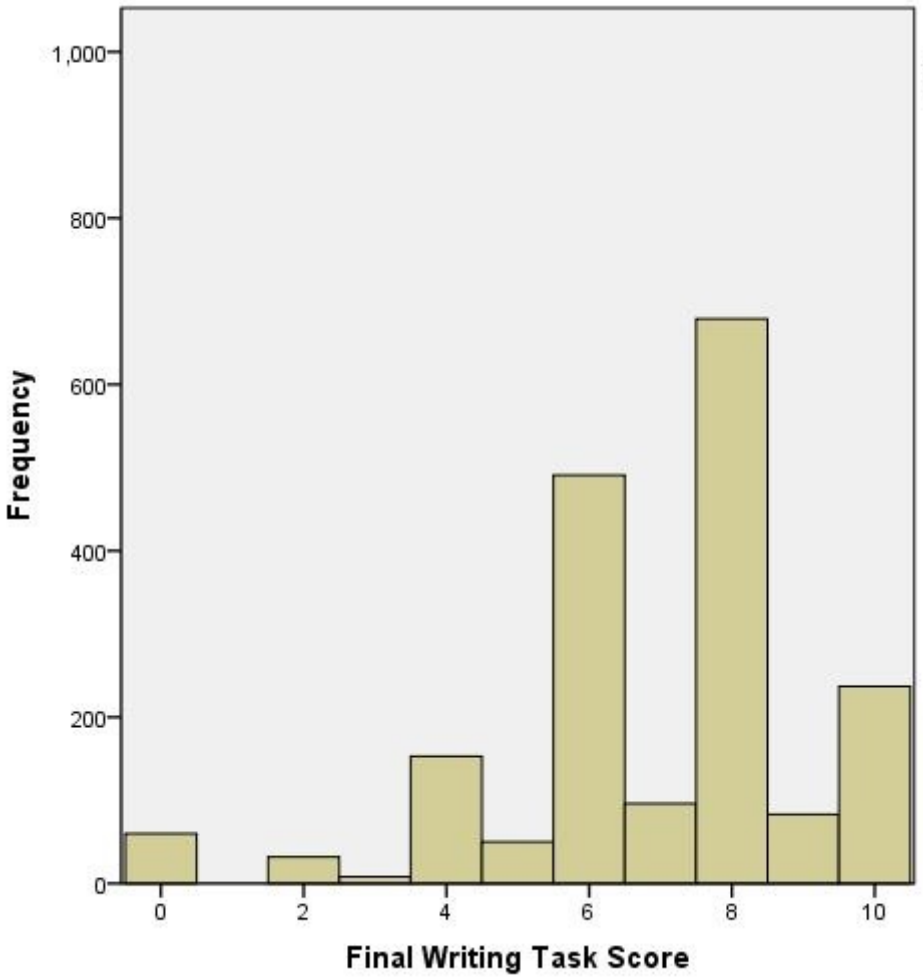
Note: Mean = 7.22; standard deviation = 2.266; number of examinees = 1,474.

Figure C11. Histogram of CHSPE Writing Task Final Scores, Spring 2017



Note: Mean = 6.84; standard deviation = 2.089; number of examinees = 2,077.

Figure C12. Histogram of CHSPE Writing Task Final Scores, Summer 2017



Note: Mean = 6.94; standard deviation = 2.192; number of examinees = 1,889.

Appendix D
Long Descriptions

Figure 3.1 CHSPE Examinee Participation Since 2010 Data

Administration	Spring	Summer	Fall
2010	3,016	2,844	2,048
2011	2,637	2,747	1,854
2012	2,603	2,571	1,946
2013	2,356	2,536	2,076
2014	2,989	N/A	2,607
2015	3,085	2,404	2,047
2016	2,705	2,122	1,951
2017	2,497	2,391	N/A

Figure 3.2 CHSPE Examinee Participation, First-Time Examinees and Retesters, 2016–17

The CHSPE Examinee Participation, First-Time Examinees and Retesters bar chart displays the total number of examinees, the percentage of first-time examinees, and the percentage of retesters for the three 2016–17 administrations. The data represented in the bar chart can be found in table 3.1.

Table 3.2 Demographic Data for CHSPE Examinees, Fall 2016

The table displays the demographic data of the CHSPE examinees for the fall 2016 administration. Categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Table 3.3 Demographic Data for CHSPE Examinees, Spring 2017

The table displays the demographic data of the CHSPE examinees for the spring 2017 administration. Categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Table 3.4 Demographic Data for CHSPE Examinees, Summer 2017

The table displays the demographic data of the CHSPE examinees for the summer 2017 administration. Categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Table 3.5 Demographic Data for CHSPE Examinees, Cumulative, 2016–17

The table displays the cumulative demographic data of the CHSPE examinees for the three 2016–17 administrations. Categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 3.3 Cumulative Demographic Data for 2016–17 CHSPE Examinees

The Cumulative Demographic Data for 2016–17 CHSPE Examinees bar chart displays the cumulative demographic data for 2016–17 CHSPE Examinees. Categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 3.5.

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

The Examinees Who Could Earn a Certificate and Number of Certificates Awarded, by Administration, Since 2010 line graph displays the number of examines who could earn a certificate and the number of certificates awarded by test administration. The data represented in the bar chart can be found in table 4.2

Table 4.3 CHSPE Passing Rates, by Examinee Subgroup, 2016–17

The table displays 2016–17 CHSPE passing rates by examinee subgroup for each administration and cumulatively. Passing rates are shown by the following categories: age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 4.2 CHSPE Cumulative Passing Rates, by Examinee Subgroup, for Examinees Who Attempted the Entire Test, 2016–17

The CHSPE Cumulative Passing Rates, by Examinee Subgroup, for Examinees Who Attempted the Entire Test, 2016–17 bar chart displays the cumulative passing rates for 2016–17 CHSPE Examinees. Passing rates are shown in categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 4.3.

Table 4.4 CHSPE ELA Passing Rates, by Examinee Subgroup, 2016–17

The table displays 2016–17 CHSPE ELA passing rates by examinee subgroup for each administration and cumulatively. Passing rates are shown by the following categories: age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 4.3 CHSPE Cumulative ELA Passing Rates,by Examinee Subgroup, 2016–17

The CHSPE Cumulative ELA Passing Rates, by Examinee Subgroup, 2016–17 bar chart displays the cumulative ELA passing rates for 2016–17 CHSPE Examinees. Passing rates are shown in categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 4.4.

Table 4.5 CHSPE Language Subtest Passing Rates, by Examinee Subgroup, 2016–17

The table displays 2016–17 CHSPE Language subtest passing rates by examinee subgroup for each administration and cumulatively. Passing rates are shown by the following categories: age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 4.4 CHSPE Cumulative Language Subtest Passing Rates, by Examinee Subgroup, 2016–17

The CHSPE Cumulative Language Subtest Passing Rates, by Examinee Subgroup, 2016–17 bar chart displays the cumulative language subtest passing rates for 2016–17 CHSPE Examinees. Passing rates are shown in categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 4.5.

Table 4.6 CHSPE Reading Subtest Passing Rates, by Examinee Subgroup, 2016–17

The table displays 2016–17 CHSPE Reading subtest passing rates by examinee subgroup for each administration and cumulatively. Passing rates are shown by the following categories: age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 4.5 CHSPE Cumulative Reading Subtest Passing Rates, by Examinee Subgroup, 2016–17

The CHSPE Cumulative Reading Subtest Passing Rates, by Examinee Subgroup, 2016–17 bar chart displays the cumulative Reading subtest passing rates for 2016–17 CHSPE Examinees. Passing rates are shown in categories include age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 4.6.

Table 4.7 CHSPE Mathematics Passing Rates, by Examinee Subgroup, 2016–17

The table displays 2016–17 CHSPE Mathematics passing rates by examinee subgroup for each administration and cumulatively. Passing rates are shown by the following categories: age, gender, race / ethnicity, first language, home language, parent education, grade 12 or below, school type, accommodations.

Figure 4.6 CHSPE Cumulative Mathematics Passing Rates, by Examinee Subgroup,2016–17

The CHSPE Cumulative Mathematics Passing Rates, by Examinee Subgroup, 2016–17 bar chart displays the cumulative Mathematics passing rates for 2016–17 CHSPE Examinees. Passing rates are shown in categories include age, gender, race / ethnicity,

first language, home language, parent education, grade 12 or below, school type, accommodations. The data represented in the bar chart can be found in table 4.7.

Table 5.1 CHSPE Descriptive Statistics, Fall 2016

The table displays the mean, standard error of mean, median, mode, standard deviation, variance, skewness, standard error of skewness, kurtosis, standard error of kurtosis, range, minimum, and maximum for the fall 2016 raw scores and scale scores for each section.

Table 5.2 CHSPE Descriptive Statistics, Spring 2017

The table displays the mean, standard error of mean, median, mode, standard deviation, variance, skewness, standard error of skewness, kurtosis, standard error of kurtosis, range, minimum, and maximum for the spring 2017 raw scores and scale scores for each section.

Table 5.3 CHSPE Descriptive Statistics, Summer 2017

The table displays the mean, standard error of mean, median, mode, standard deviation, variance, skewness, standard error of skewness, kurtosis, standard error of kurtosis, range, minimum, and maximum for the summer 2017 raw scores and scale scores for each section.

Table 5.4 CHSPE Writing Task Descriptive Statistics, 2016–17

The table displays the CHSPE writing tasks descriptive statistics for 2016–17, which include the number of examinees, the mean, the median, the mode, the standard deviation, the range, the minimum, and maximum for each administration.

Table 6.4 CHSPE Accommodations and Alternate-Date Testing, 2016–2017

The table displays 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.

Appendix C

Figure C1 Histogram of CHSPE Mathematics Raw Scores, Fall 2016

The Histogram of CHSPE Mathematics Raw Scores, Fall 2016 displays the Mathematics raw score frequency for the Fall 2016 administration. The data represented in the bar chart can be found in table C1.

Figure C2 Histogram of CHSPE Mathematics Raw Scores, Spring 2017

The Histogram of CHSPE Mathematics Raw Scores, Spring 2017 displays the Mathematics raw score frequency for the Spring 2017 administration. The data represented in the bar chart can be found in table C2.

Figure C3 Histogram of CHSPE Mathematics Raw Scores, Summer 2017

The Histogram of CHSPE Mathematics Raw Scores, Summer 2017 displays the Mathematics raw score frequency for the Summer 2018 administration. The data represented in the bar chart can be found in table C3.

Figure C4 Histogram of CHSPE Language Subtest Raw Scores, Fall 2016

The Histogram of CHSPE Language Subtest Raw Scores, Fall 2016 displays the Language Subtest raw score frequency for the Fall 2016 administration. The data represented in the bar chart can be found in table C4.

Figure C5 Histogram of CHSPE Language Subtest Raw Scores, Spring 2017

The Histogram of CHSPE Language Subtest Raw Scores, Spring 2017 displays the Language Subtest raw score frequency for the Spring 2017 administration. The data represented in the bar chart can be found in table C5.

Figure C6 Histogram of CHSPE Language Subtest Raw Scores, Summer 2017

The Histogram of CHSPE Language Subtest Raw Scores, Summer 2017 displays the Language Subtest raw score frequency for the Summer 2017 administration. The data represented in the bar chart can be found in table C6.

Figure C7 Histogram of CHSPE Reading Subtest Raw Scores, Fall 2016

The Histogram of CHSPE Reading Subtest Raw Scores, Fall 2016 displays the Reading Subtest raw score frequency for the Fall 2016 administration. The data represented in the bar chart can be found in table C7.

Figure C8 Histogram of CHSPE Reading Subtest Raw Scores, Spring 2017

The Histogram of CHSPE Reading Subtest Raw Scores, Spring 2017 displays the Reading Subtest raw score frequency for the Spring 2017 administration. The data represented in the bar chart can be found in table C8.

Figure C9 Histogram of CHSPE Reading Subtest Raw Scores, Summer 2017

The Histogram of CHSPE Reading Subtest Raw Scores, Summer 2017 displays the Reading Subtest raw score frequency for the Summer 2017 administration. The data represented in the bar chart can be found in table C9.

Figure C10 Histogram of CHSPE Writing Task Final Scores, Fall 2016

The Histogram of CHSPE Writing Task Final Scores, Fall 2016 displays the Writing task final score frequency for the Fall 2016 administration. The data represented in the bar chart can be found in table C10.

Figure C11 Histogram of CHSPE Writing Task Final Scores, Spring 2017

The Histogram of CHSPE Writing Task Final Scores, Spring 2017 displays the Writing task final score frequency for the Spring 2017 administration. The data represented in the bar chart can be found in table C11.

Figure C12 Histogram of CHSPE Writing Task Final Scores, Summer 2017

The Histogram of CHSPE Writing Task Final Scores, Summer 2017 displays the Writing task final score frequency for the Summer 2017 administration. The data represented in the bar chart can be found in table C12.