



Santa Clara County Office of Education

Charles Weis, Ph.D.
County Superintendent of Schools

August 24, 2011

TO: Charles Weis, Ph.D., County Superintendent of Schools

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SUBJECT: August 24, 2011 CAHSEE Release

On August 24, 2011, the California Department of Education (CDE) released the 2010-11 California High School Exit Exam (CAHSEE) results to the public. As a part of the Public Schools Accountability Act (PSAA, 1999), passing the CAHSEE English-Language Arts (ELA) and Mathematics examinations became a requirement for the class of 2006, and subsequent classes, for students to be eligible to graduate with a high school diploma.

Students have one opportunity to take the exam for the first time in February, March or May of their sophomore year. If students fail either or both CAHSEE subject tests the first time, they have two opportunities in their junior year and up to five opportunities in their senior year to complete the CAHSEE requirement. This report documents the passing rate of grade 10 students in the Class of 2013.

Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2011 CAHSEE data for your review. This report compares the passing rates of grade 10 students from Santa Clara County (SCC) with the passing rates of California (CA) grade ten students across eight subgroups and examines the achievement gap.

Key Findings:

- 1) SCC compared to CA:
 - a. From 2004 to 2011, SCC grade 10 students have consistently outperformed grade 10 students statewide on both the ELA and Mathematics portions of the CAHSEE ([Figure 1](#) and [Figure 2](#)).
 - b. SCC grade 10 subgroups outperform most California grade 10 subgroups in passing rates on both the ELA and Mathematics portions of the CAHSEE; the exceptions are that Hispanic/Latino, Filipino, and Economically Disadvantaged (ED) students statewide outperform their counterparts in SCC on the ELA portion and Hispanic/Latino and Filipino students statewide outperform their counterparts in SCC on the Mathematics portion ([Figure 5](#) and [Figure 6](#)).

- 2) In SCC, the Asian and White subgroups are performing at or near the ceiling of performance for both portions of the CAHSEE. In 2011, Asian grade 10 students passed the ELA portion of the CAHSEE at a rate of 94% and the Mathematics portion of the CAHSEE at a rate of 98%. Among White grade 10 students, 95% passed both portions.
- 3) CAHSEE ELA results for SCC:
 - a. Between 2010 and 2011, both the White and Hispanic/Latino subgroups showed one percentage point gains in their passing rates for the ELA portion of the CAHSEE (from 94% passing to 95% passing among White students and from 72% to 73% passing among Hispanic/Latino students). African American students demonstrated a two percentage point decrease in the pass rate for the ELA portion of the CAHSEE, from 81% passing in 2010 to 79% passing in 2011 ([Figure 3](#)).
 - b. With both the White and Hispanic/Latino subgroups demonstrating the same amount of gain over last year, the achievement gap between them in their pass rates on the ELA portion of the CAHSEE remained unchanged (a 22-point gap in both 2010 and 2011). The achievement gap between White and African American students grew by three percentage points, from a 13-point gap in 2010 to a 16-point gap in 2011 ([Figure 3](#)).
 - c. Over the last four years, Hispanic/Latino grade 10 students have shown the greatest improvement in their pass rate on the ELA portion of the CAHSEE; an increase of nine percentage points, from 64% passing in 2007 to 73% passing in 2011 ([Figure 3](#)).
- 4) CAHSEE Mathematics results for SCC:
 - a. Between 2010 and 2011, Hispanic/Latino grade 10 students increased their passing rate on CAHSEE Mathematics by three percentage points (from 72% to 75%) – a larger increase than any other subgroup. White students showed a one percentage point increase in their passing rate (from 94% in 2010 to 95% in 2011) and African American students had no change in their passing rate (78% in both 2010 and 2011) ([Figure 4](#)).
 - b. The achievement gap between White and Hispanic/Latino students in their CAHSEE Mathematics pass rates decreased by two percentage points since last year, from a 22-point gap in 2010 to a 20-point gap in 2011. The achievement gap between White and African American students grew by one percentage point, from a 16-point gap in 2010 to a 17-point gap in 2011 ([Figure 4](#)).
 - c. Of all the subgroups, Hispanic/Latino grade 10 students demonstrated the greatest improvement in their pass rate on the Mathematics portion of the CAHSEE over the last six years, from 62% passing in 2005 to 75% passing in 2011 ([Figure 4](#)).

Figure 1

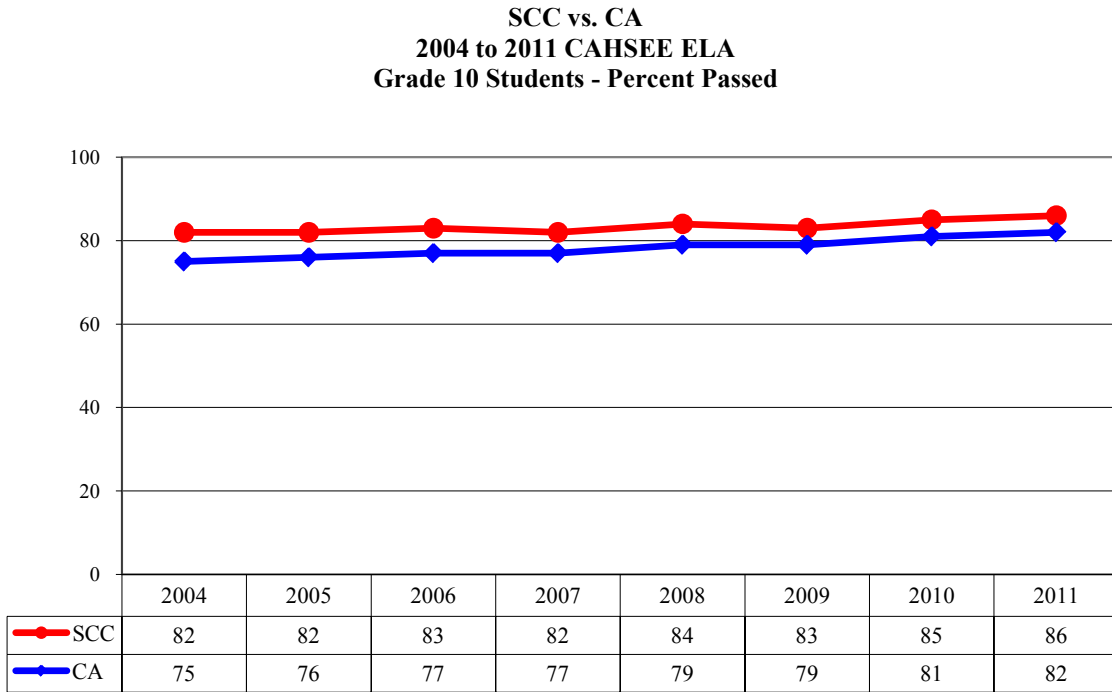
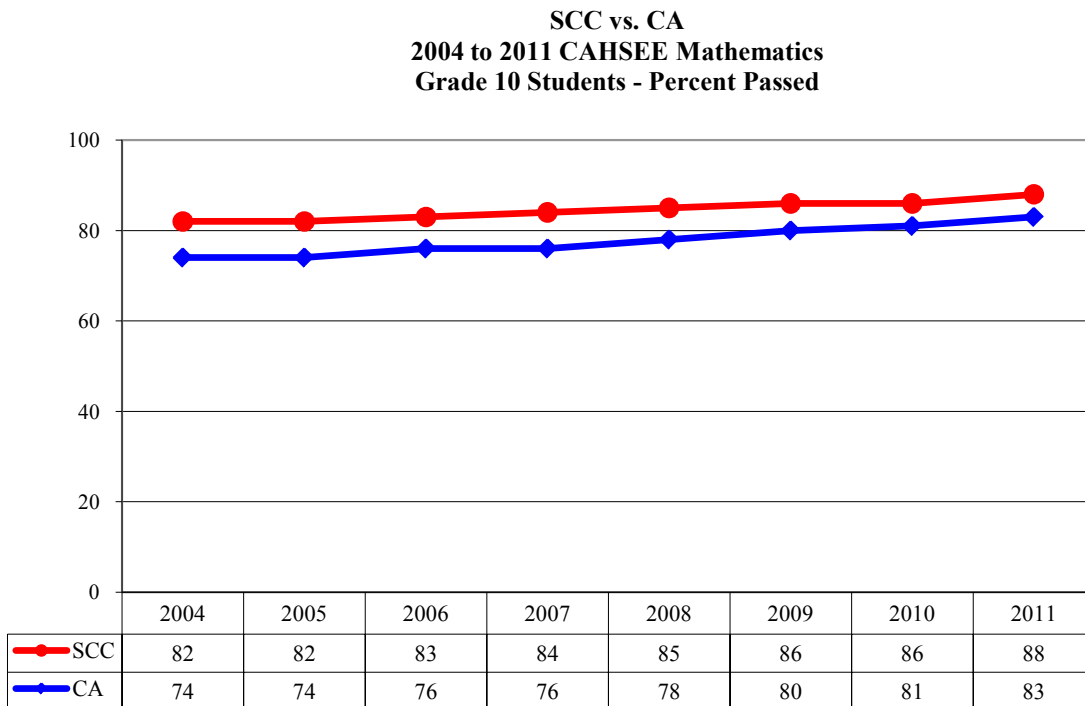
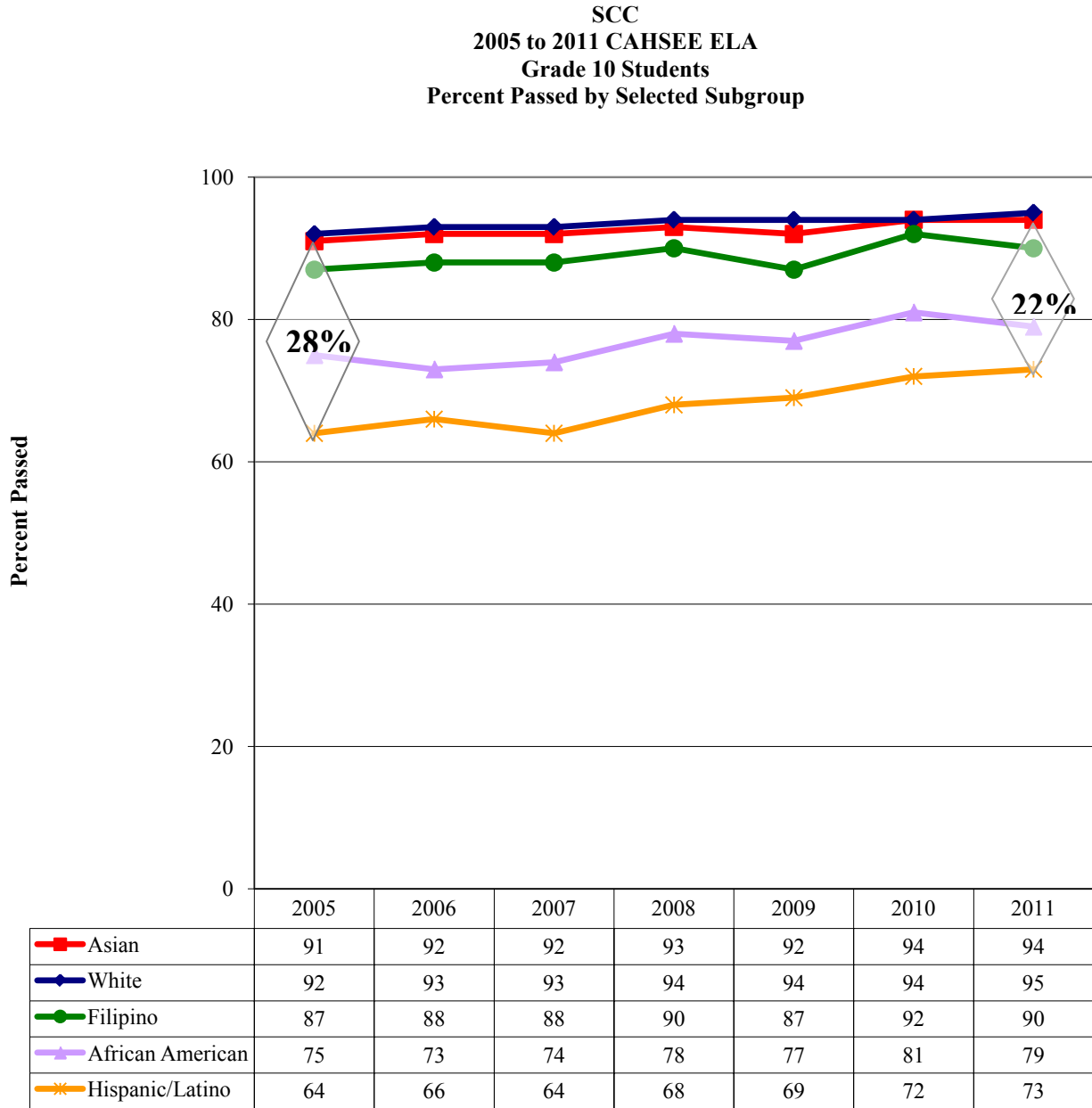


Figure 2



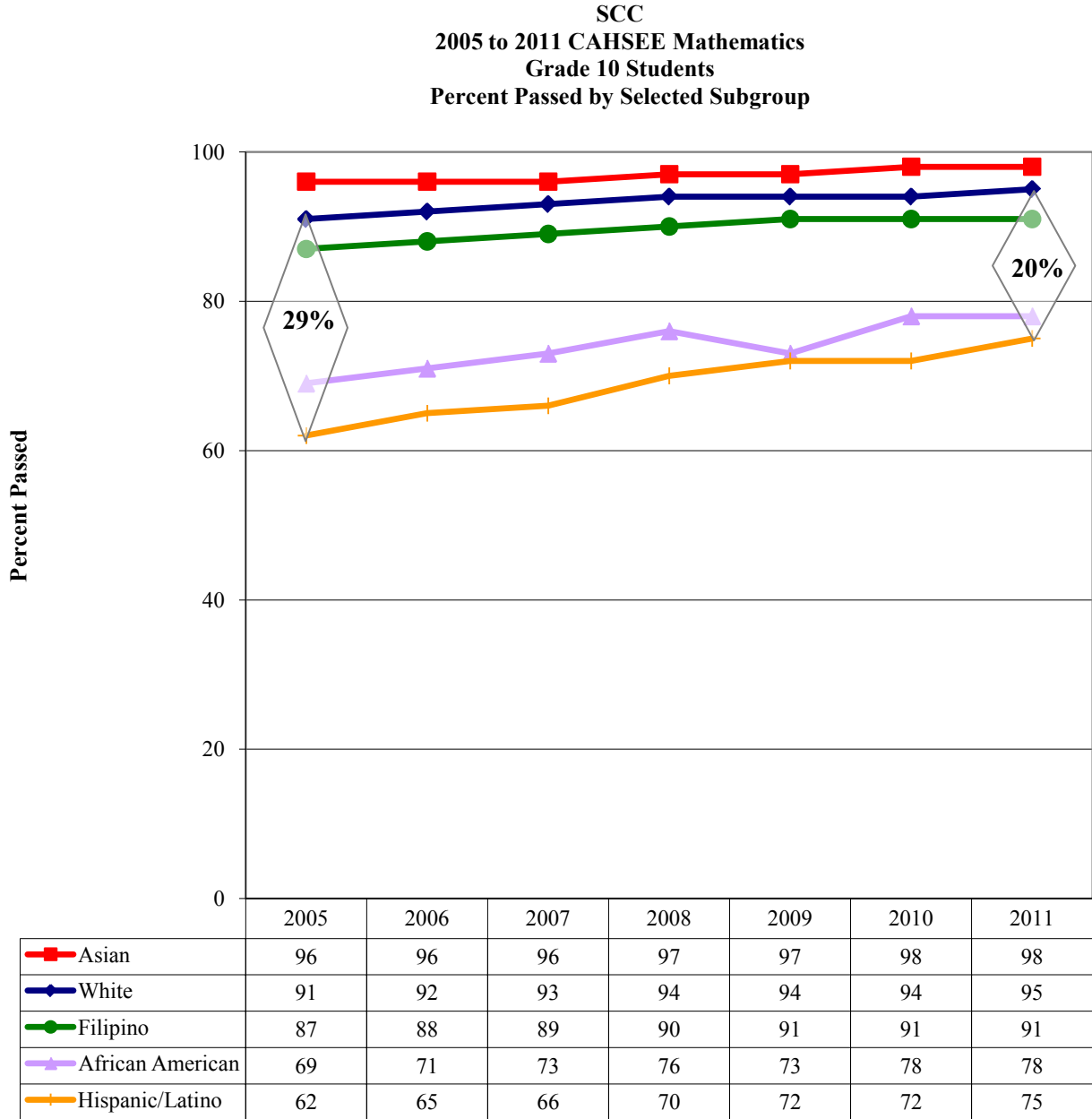
[Return to Key Findings](#)

Figure 3



[Return to Key Findings](#)

Figure 4



[Return to Key Findings](#)

Figure 5

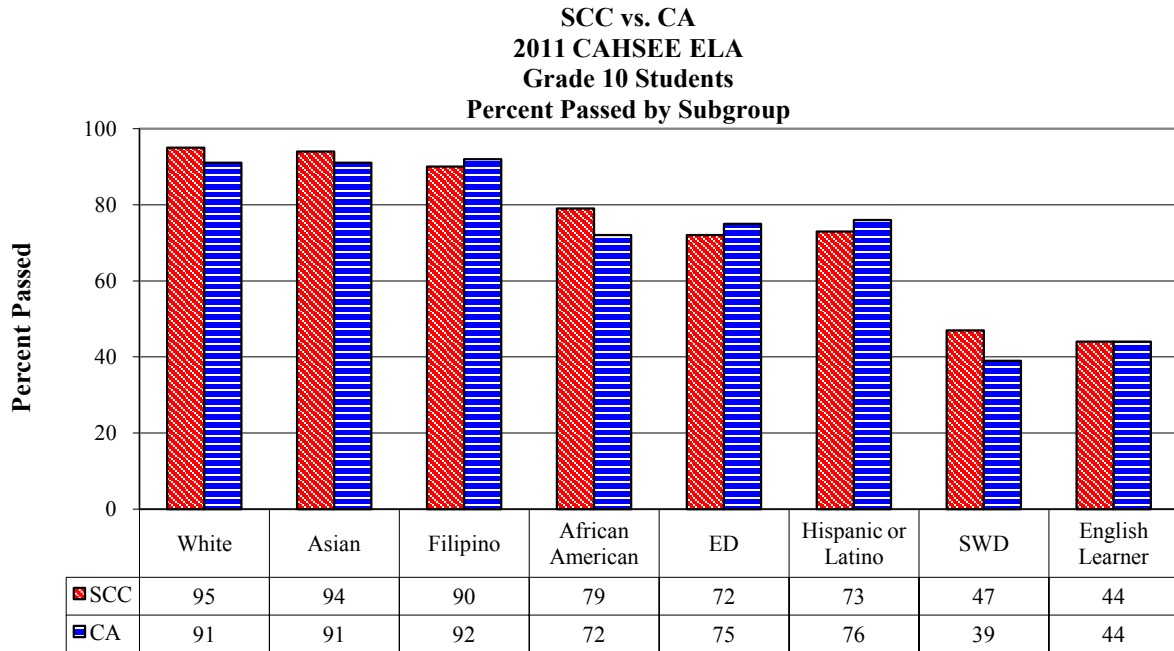
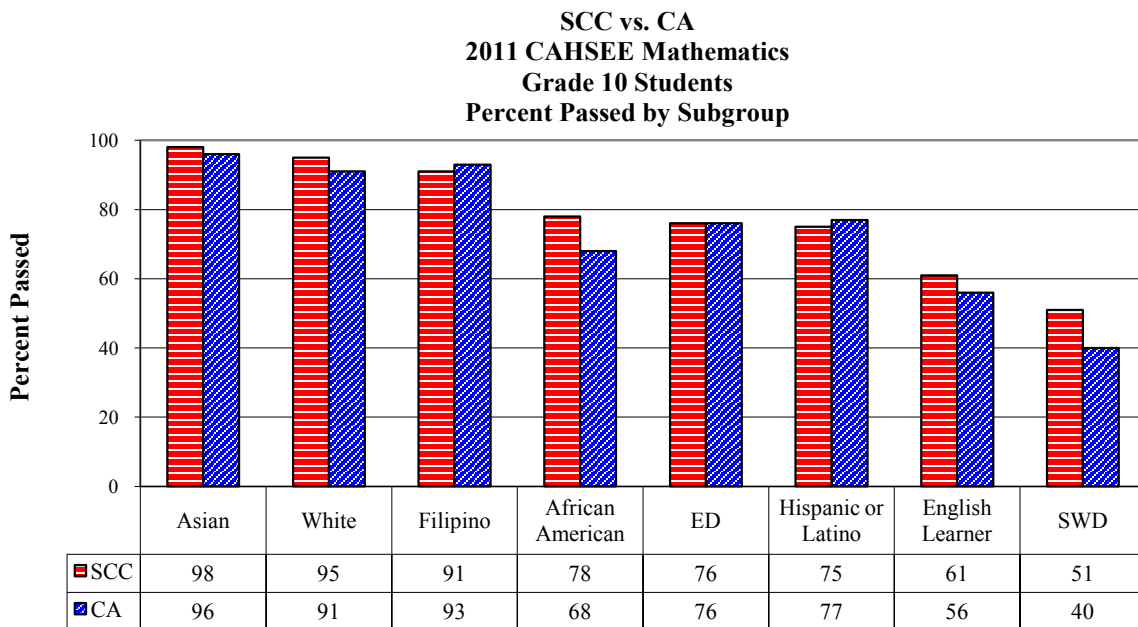


Figure 6



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Glossary of Terms

Academic Performance Index (API)

The cornerstone of California's Public Schools Accountability Act of 1999. The API measures the academic performance and growth of schools based on a variety of tests and establishes a statewide ranking of schools according to those scores. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year.

Adequate Yearly Progress (AYP)

A goal of the 2001 federal law No Child Left Behind (NCLB) that requires schools and districts to measure and report students' annual progress toward proficiency in English-Language Arts and Mathematics by 2013-14. Progress is based on whether the school or district met its Annual Measurable Objectives and demonstrated 95% participation on standardized tests, achieved its target on the Academic Performance Index and, for high schools, met target graduation rates.

All Students

This is the total number of students taking the test.

California Department of Education (CDE)

The California Department of Education is a California agency that oversees public education. The Department oversees funding, testing, and holds local educational agencies accountable for student achievement. Its stated mission is to provide leadership, assistance, oversight, and resources in the form of teaching and teaching materials so that every Californian has access to a good education.

California High School Exit Exam (CAHSEE)

The California High School Exit Exam is a requirement for high school graduation in the state of California, created by the California Department of Education to improve the academic performance of California high school students, and especially of high school graduates, in the areas of reading, writing, and mathematics; public school students must pass the exam before they can receive a high school diploma, regardless of any other graduation requirements. The test first applied to the graduating class of 2004.

Economically Disadvantaged (ED)

A student is defined as economically disadvantaged if the student participates in the free or reduced-price lunch program, also known as the National School Lunch Program (NSLP), or neither of the student's parents is a high school graduate.

English Learner (EL)

A student for whom there is a report of a primary language other than English on the state-approved "Home Language Survey" and who, on the basis of the state-approved oral language (grades K-12) assessment procedures and including literacy (grades 3-12 only), has been determined to lack the clearly defined English language skills of listening comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs.

Ethnicity

For each test taker, the ethnic category that most closely reflects the individual's recognition in the community is coded. The following racial and ethnic categories were included: African/African American, American Indian or Alaska Native; Asian/Asian American, Filipino/Filipino American, Hispanic/Latino; Pacific Islander; White (not of Hispanic origin), or Other.

Students with Disabilities (SWD)

A student is included in the students with disabilities subgroup if the student receives special education services and has a valid disability code on the CASHEE student answer document.