



August 22, 2012

TO: Xavier De La Torre, Ed.D., County Superintendent of Schools

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SUBJECT: August 22, 2012 CAHSEE Release

On August 22, 2012, the California Department of Education (CDE) released the 2011-12 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 2014.

Santa Clara County Office of Education's Assessment and Accountability Department prepared the following analysis of the 2012 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 10 students across eight subgroups and examines the achievement gap.

Key Findings:

- 1) SCC compared to CA:
 - a. From 2005 to 2012, SCC grade 10 students have consistently outperformed grade 10 students statewide on both the ELA and Mathematics portions of the CAHSEE (Figures 1 and 2).
 - b. SCC grade 10 subgroups outperform most CA grade 10 subgroups in passing rates on both the ELA and Mathematics portions of the CAHSEE; the exceptions are that Hispanic/Latino and Filipino students statewide outperform their counterparts in SCC on the ELA and Math portions and Economically Disadvantaged (ED) results statewide are the same as SCC on both portions (Figures 3 and 4).
- 2) In SCC, the grade 10 Asian and White subgroups are performing at or near the ceiling of performance for both portions of the CAHSEE. In 2012, SCC Asian grade 10 students passed the

ELA portion of the CAHSEE at a rate of 95% and the Mathematics portion of the CAHSEE at a rate of 98%. Among SCC White grade 10 students, the passage rates were 95% for the ELA portion and 94% for the Math portion.

3) CAHSEE ELA results for SCC:

- a. With the grade 10 White subgroup's passing rate staying at 95% and the grade 10 Hispanic/Latino subgroup's rate increasing from 73% to 75%, the achievement gap between the two subgroups decreased by two percentage points (from a 22-point gap in 2011 to a 20-point gap in 2012). The grade 10 African American subgroup's passing rate increased by two percentage points - returning to the 2010 rate of 81% - meaning that the achievement gap between African American and White students decreased by two percentage points, from a 16-point gap in 2011 to a 14-point gap in 2012 (Figure 5).
- b. Over the last six years, of the race/ethnicity subgroups, Hispanic/Latino grade 10 students have shown the greatest improvement in their pass rate on the ELA portion of the CAHSEE; an increase of 11 percentage points, from 64% passing in 2008 to 75% passing in 2012 (Figure 5).

4) CAHSEE Mathematics results for SCC:

- a. Because the grade 10 Hispanic/Latino subgroup's passing rate of 75% was the same as in 2011 and the grade 10 White subgroup's rate dropped one percentage point (from 95% to 94%), the achievement gap between these two groups remained relatively the same the past two years. The achievement gap between White and African American students decreased by three percentage points, from a 17-point gap in 2011 to a 14-point gap in 2012 (Figure 6).
- b. Of the race/ethnicity subgroups, the Hispanic/Latino and African American grade 10 students demonstrated the greatest improvements in their pass rates on the Mathematics portion of the CAHSEE over the last eight years. The pass rate among Hispanic/Latino students increased by 13 percentage points (from 62% to 75%) and the pass rate among African American students rose 11 percentage points (from 69% to 80%). (Figure 6).

Figure 1

**2005 to 2012 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed
Santa Clara County vs. California**

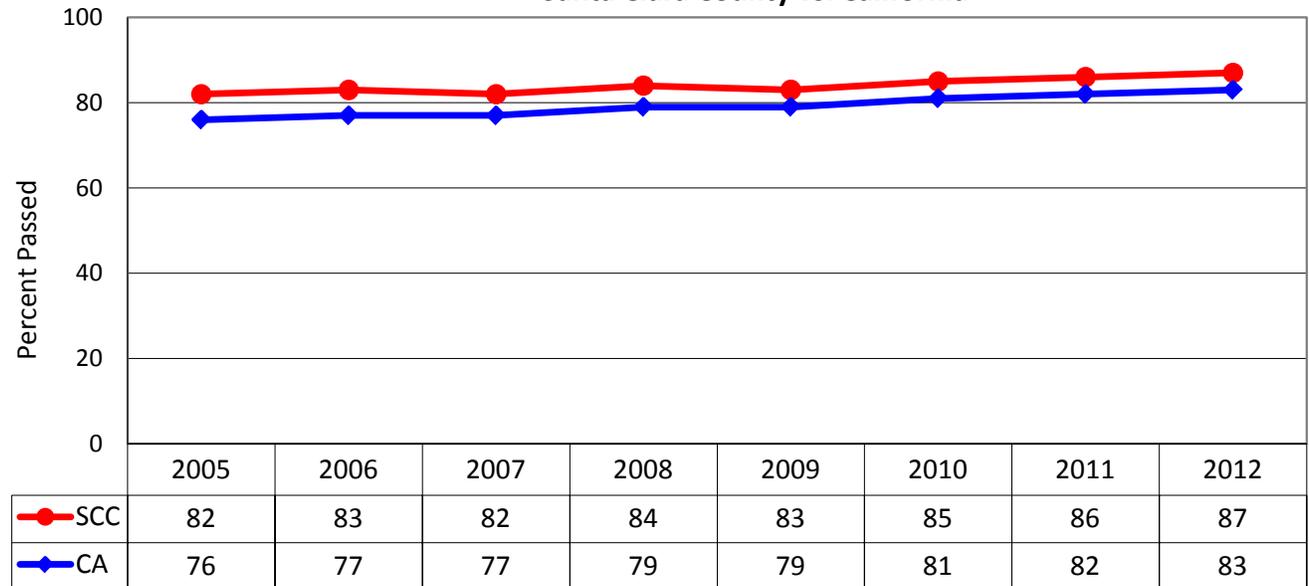


Figure 2

**2005 to 2012 CAHSEE Mathematics
Grade 10 Students: Percent Passed
Santa Clara County vs. California**

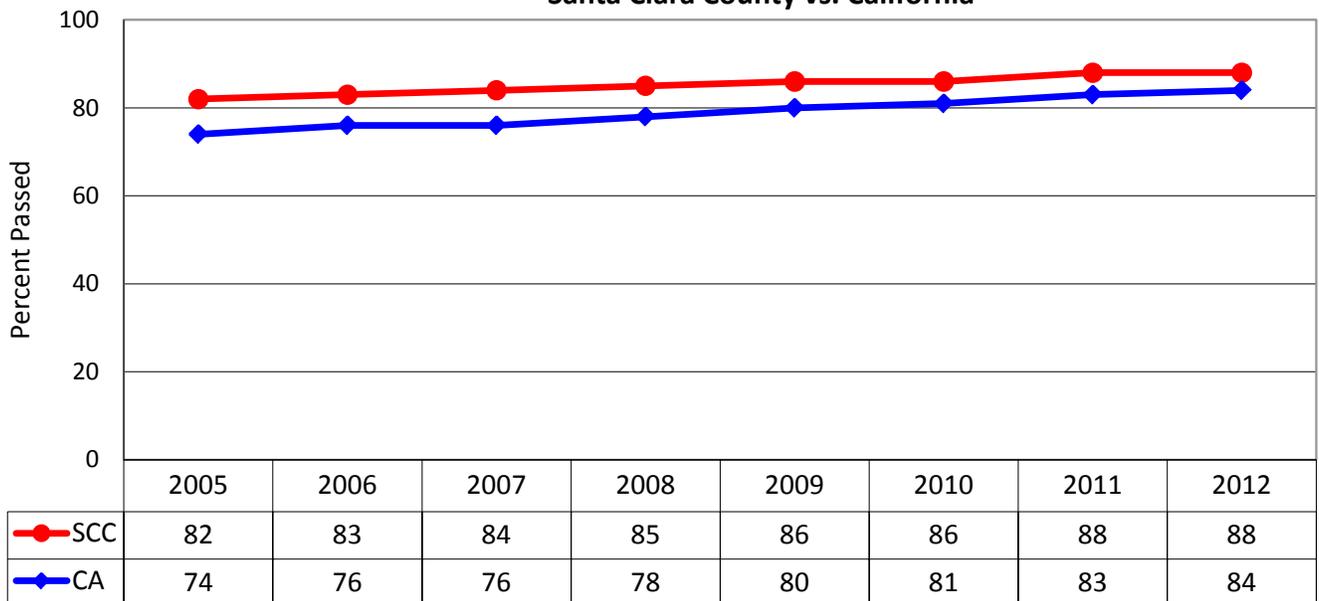


Figure 3

**2012 CAHSEE English-Language Arts
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California**

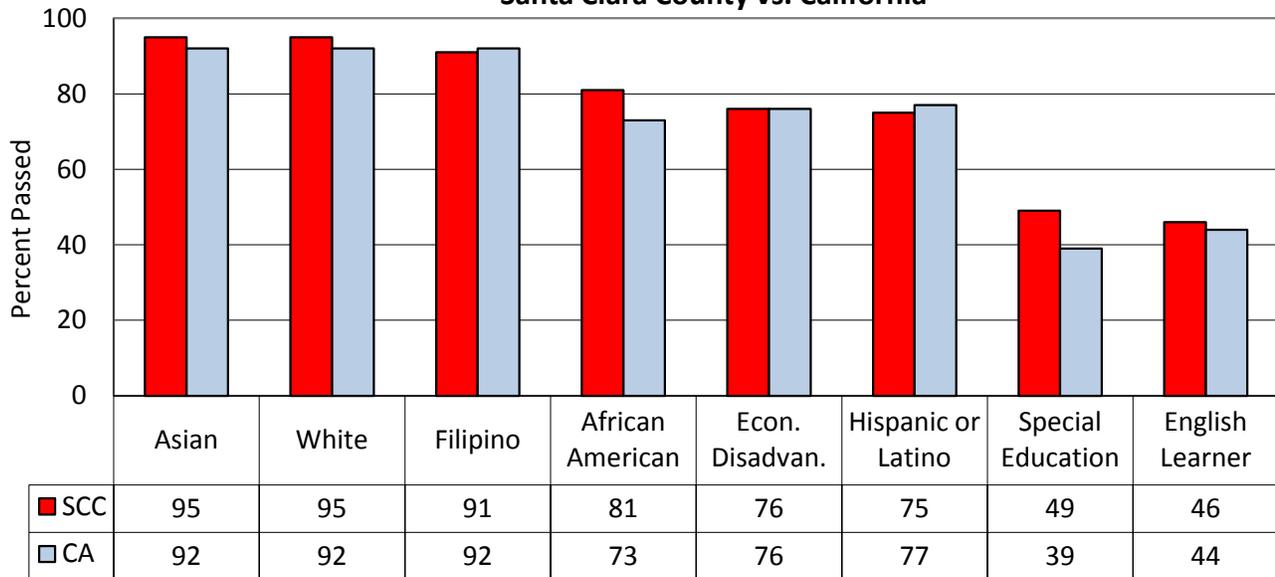


Figure 4

**2012 CAHSEE Mathematics
Grade 10 Students: Percent Passed by Subgroup
Santa Clara County vs. California**

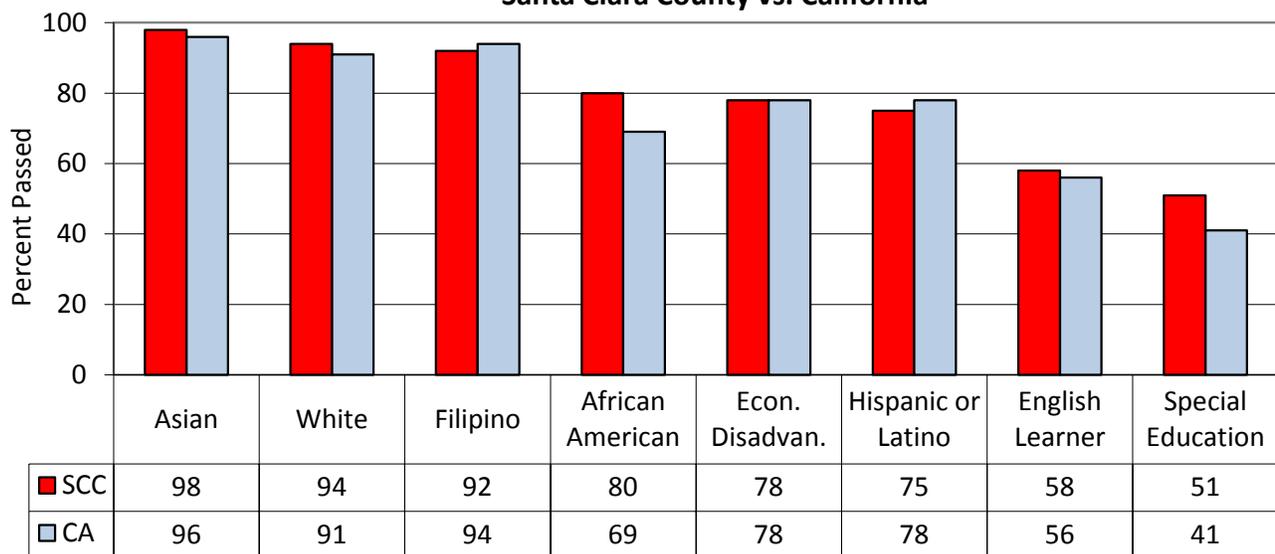
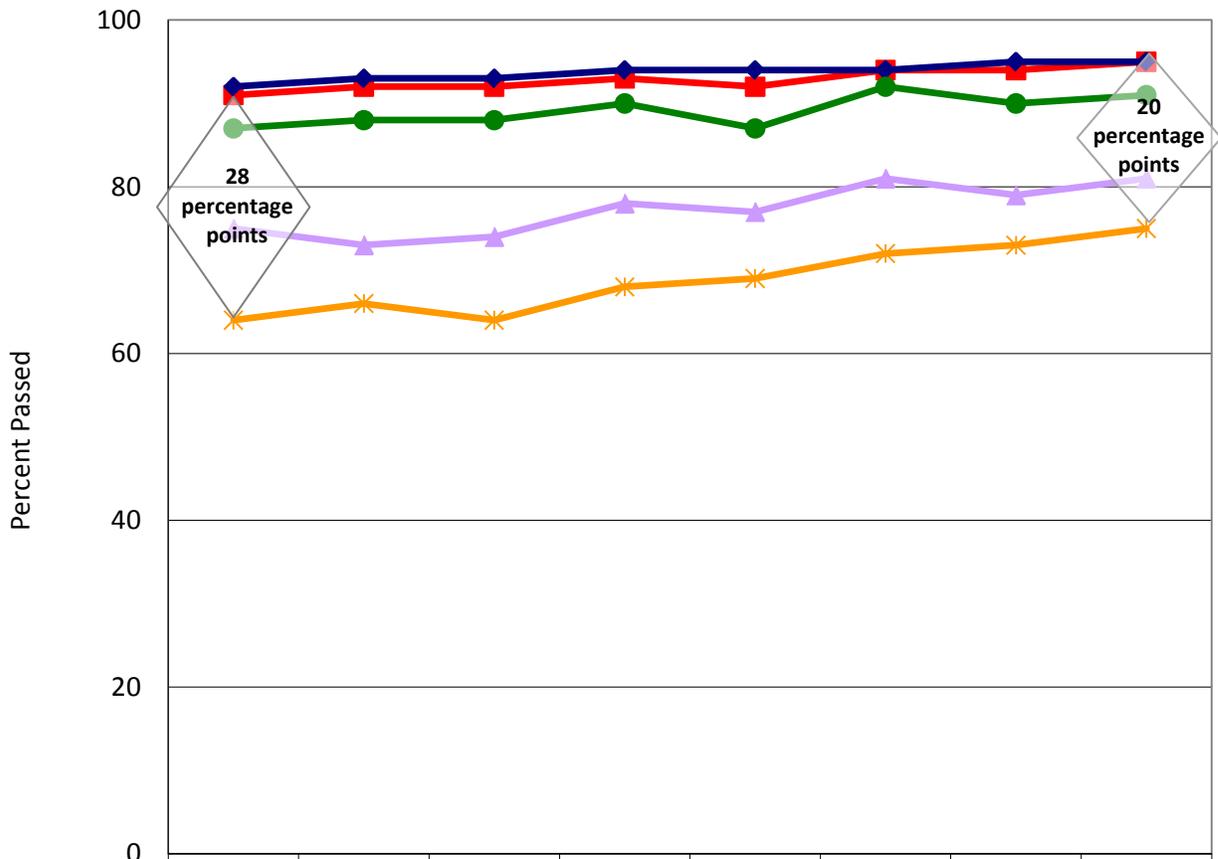


Figure 5

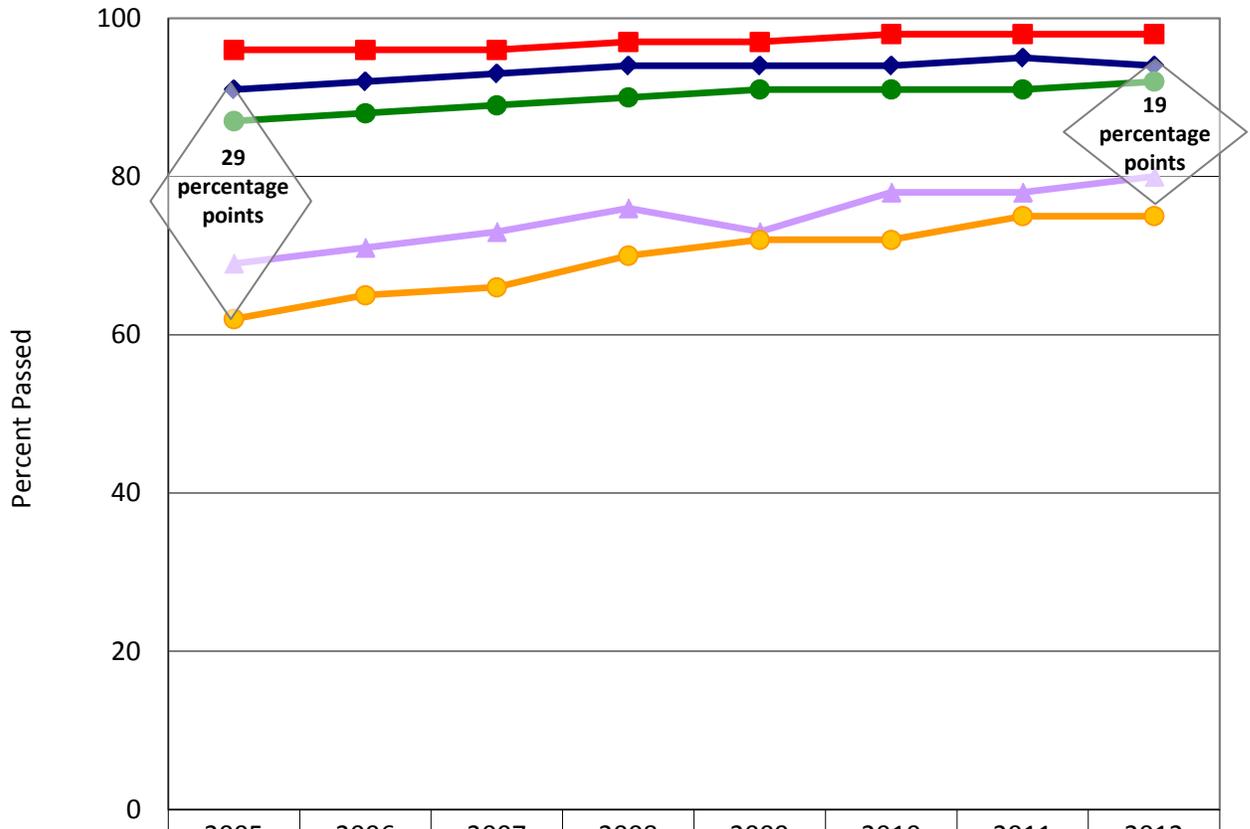
**2005 to 2012 CAHSEE English-Language Arts
 Grade 10 Students: Percent Passed by Selected Subgroups
 Santa Clara County**



	2005	2006	2007	2008	2009	2010	2011	2012
Asian	91	92	92	93	92	94	94	95
White	92	93	93	94	94	94	95	95
Filipino	87	88	88	90	87	92	90	91
African American	75	73	74	78	77	81	79	81
Hispanic/Latino	64	66	64	68	69	72	73	75

Figure 6

**2005 to 2012 CAHSEE Mathematics
 Grade 10 Students: Percent Passed by Selected Subgroup
 Santa Clara County**



	2005	2006	2007	2008	2009	2010	2011	2012
Asian	96	96	96	97	97	98	98	98
White	91	92	93	94	94	94	95	94
Filipino	87	88	89	90	91	91	91	92
African American	69	71	73	76	73	78	78	80
Hispanic/Latino	62	65	66	70	72	72	75	75

Appendix A – Student Counts

2012 CAHSEE Grade 10 English-Language Arts: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	19,146		467,654	
Hispanic or Latino	6,977	36%	234,185	50%
Asian	5,170	27%	42,714	9%
White	4,704	25%	129,777	28%
Filipino	1,044	5%	13,725	3%
African American	512	3%	30,570	7%
Economically Disadvantaged	7,224	38%	253,941	54%
English Learner	2,556	13%	64,982	14%
Special Education	1,577	8%	39,609	8%

2012 CAHSEE Grade 10 Mathematics: Students Tested

Population	Santa Clara County		California	
	Number Tested	Percent of Students Tested	Number Tested	Percent of Students Tested
Total Students	18,937		465,414	
Hispanic or Latino	6,866	36%	233,122	50%
Asian	5,154	27%	42,627	9%
White	4,643	25%	128,964	28%
Filipino	1,040	5%	13,706	3%
African American	501	3%	30,425	7%
Economically Disadvantaged	7,123	38%	252,654	54%
English Learner	2,500	13%	64,091	14%
Special Education	1,391	7%	37,211	8%

Appendix B - 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.