

SANTA CLARA COUNTY  OFFICE OF EDUCATION

Dr. Charles Weis  
*Superintendent of Schools*

September 2, 2009

**TO:** Charles Weis, Ph.D., County Superintendent of Schools  
**FROM:** Linda Aceves, Chief Academic Officer, Educational Services  
Dale Russell, Ed.D., Director, Assessment and Accountability  
**SUBJECT:** September 2, 2009 CAHSEE Release

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On September 2, 2009, CDE released the 2008-09 California High School Exit Exam (CAHSEE) results to the public. As a part of the Public Schools Accountability Act (PSAA, 1999), passing CAHSEE became a requirement for the class of 2004, and subsequent classes, for students to be eligible to graduate with a high school diploma.

Tenth graders have an opportunity to take the exam for the first time in February, March or May. If students fail CAHSEE the first time, there are several additional opportunities each year for students to pass CAHSEE during their 11<sup>th</sup> and 12<sup>th</sup> grade years. This report documents the passing rate of tenth graders in the Class of 2012.

As part of a required independent evaluation of CAHSEE, Human Resources Research Organization (HumRRO) has found that while CAHSEE passing rates for California 10<sup>th</sup> graders generally are increasing, they are not for students with disabilities and English learners. HumRRO also found that low-income and minority students have had difficulty passing CAHSEE.

Dr. Dale Russell, Director of Assessment and Accountability, and Linda Aceves, Chief Academic Officer of Educational Services have analyzed the data. This report compares the passing rates and mean scale scores of tenth graders from Santa Clara County (SCC) with CA tenth grade students across five subgroups.

As shown in Table 1, a higher percentage of 10<sup>th</sup> graders from SCC passed the CAHSEE in English Language Arts (ELA) and Mathematics compared with 10<sup>th</sup> graders statewide. The mean scale score of 10<sup>th</sup> graders in SCC was higher than CA 10<sup>th</sup> graders in both ELA and Mathematics. Over the last five years, students' passing rates and mean scale scores on the CAHSEE have remained relatively constant in both ELA and mathematics (Figures 1, 3, 4, 6).

Hispanic and African American 10<sup>th</sup> graders have shown considerable gains in passing the CAHSEE in Mathematics, with Hispanics improving by 10 percentage points and African Americans four percentage points over the last five years (Figure 8). While an achievement gap persists, the spread in ELA between White and Hispanic subgroups has decreased 3 percentage points over the last five years, and the spread in Mathematics between White and Hispanic subgroups has decreased 7 percentage points during that time (Figure 8).

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Table 1: Comparison of SCC and CA 10<sup>th</sup> graders on the CAHSEE in ELA and Math

		<b>SCC 10<sup>th</sup> Graders</b>	<b>CA 10<sup>th</sup> Graders</b>	<b>Figure</b>
<b>ELA</b>	Percent Passing	83% ( <i>n</i> = 19,150)	79% ( <i>n</i> = 476,768)	Figure 1
	Mean Scale Score	390	380	Figure 3
	Subgroups	Asian, White, and African American students in SCC have a <i>higher</i> passing rate than their CA counterparts.	Hispanic and Filipino students in SCC have a <i>lower</i> passing rate than their CA counterparts.	Figure 2
<b>Math</b>	Percent Passing	86% ( <i>n</i> = 18,824)	80% ( <i>n</i> = 474,221)	Figure 4
	Mean Scale Score	397	384	Figure 6
	Subgroups	English Learners and Students with Disabilities in SCC have a <i>higher</i> passing rate than their CA counterparts.	Hispanic and Filipino students in SCC have a <i>lower</i> passing rate than their CA counterparts.	Figure 5

Figure 1

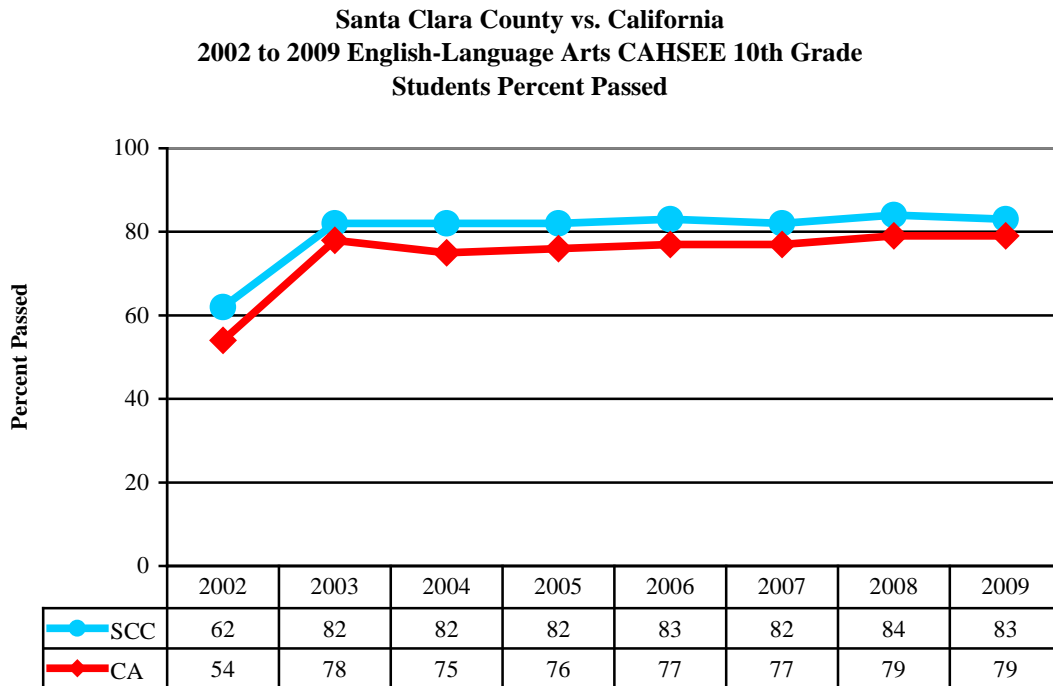


Figure 2

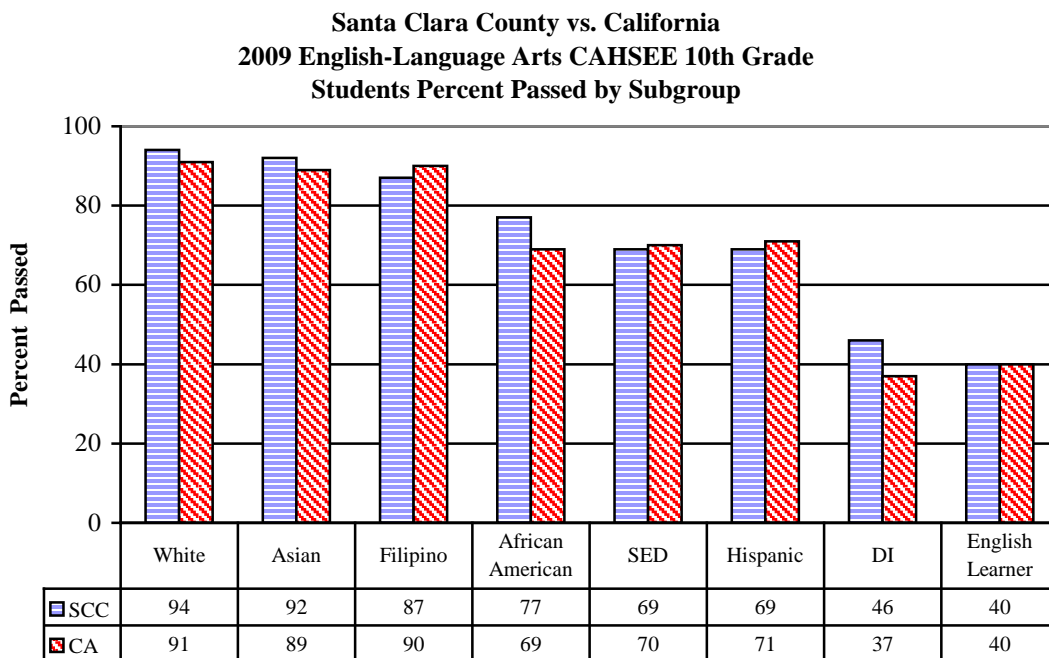


Figure 3

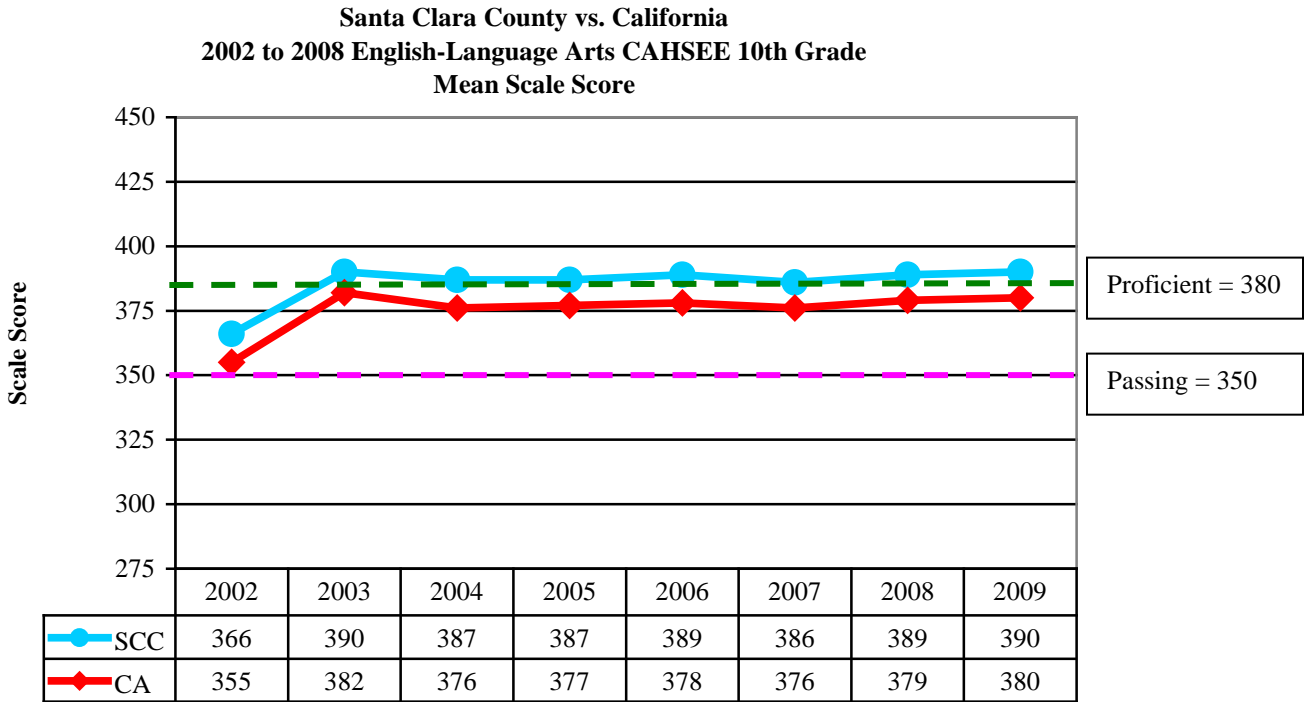


Figure 4

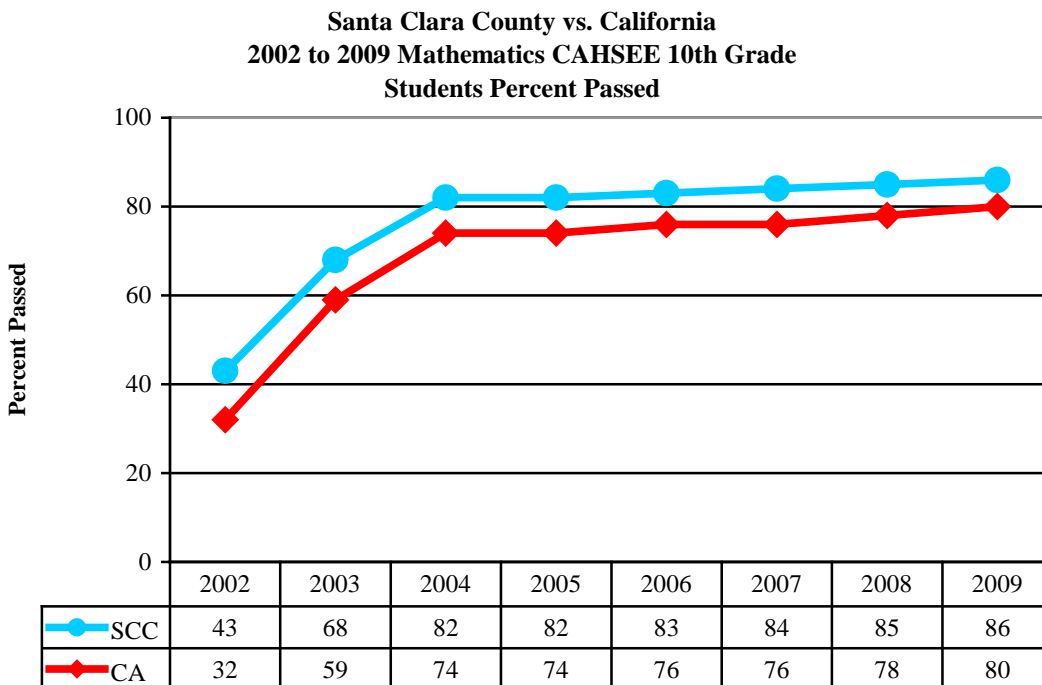


Figure 5

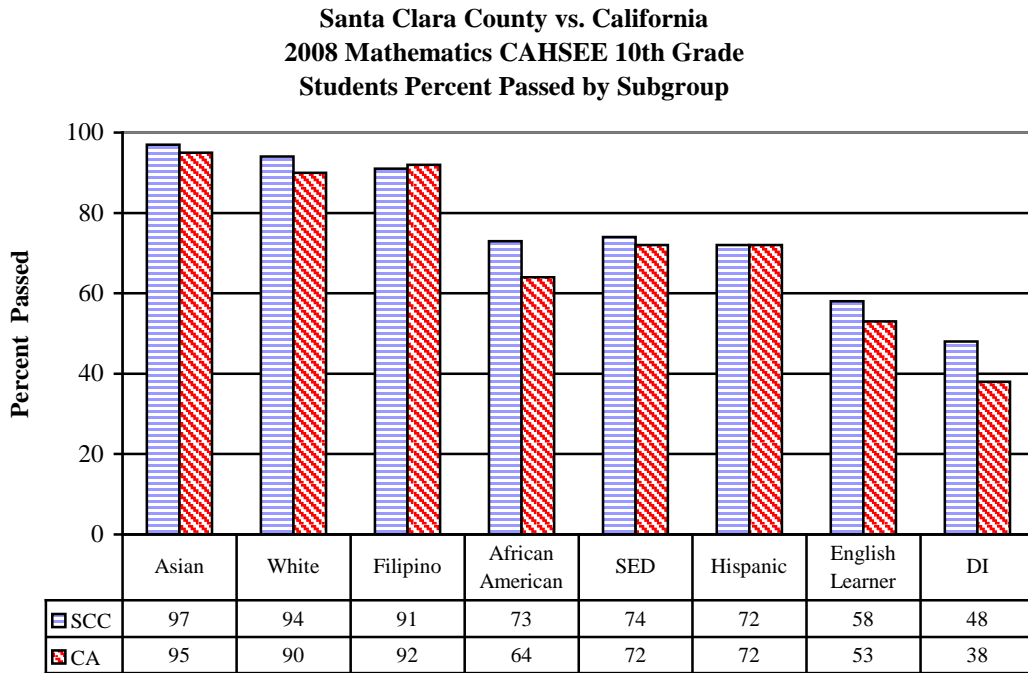


Figure 6

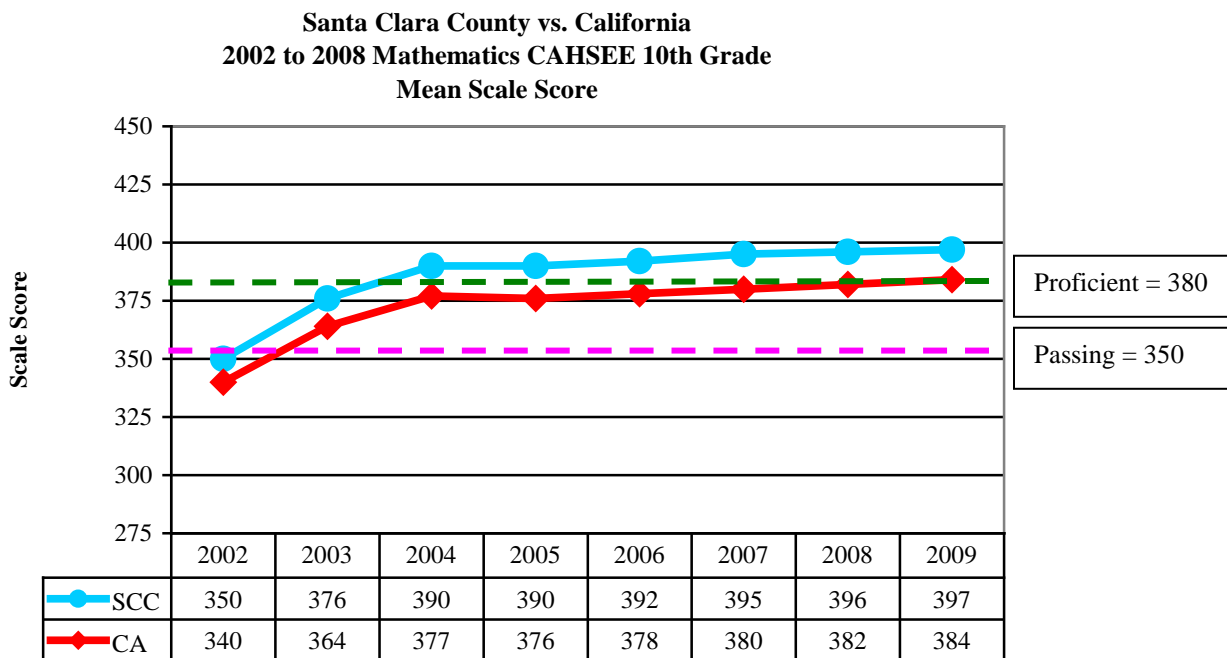


Figure 7

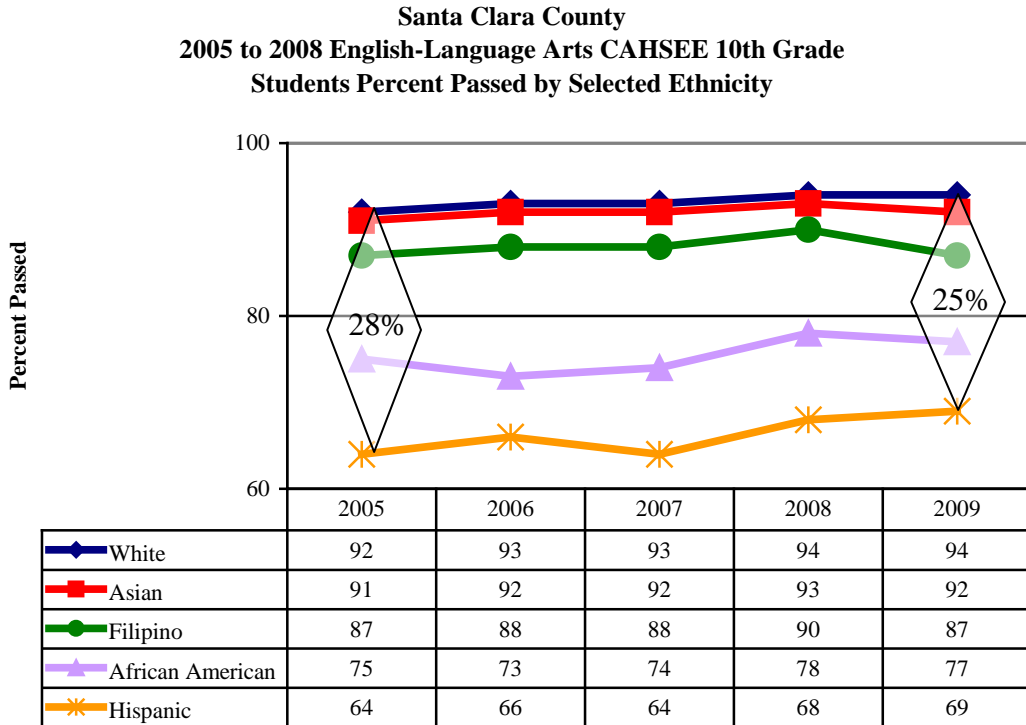


Figure 8

