



Santa Clara County Office of Education

Charles Weis, Ph.D.
County Superintendent of Schools

August 24, 2010

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

FROM: Linda Aceves, Chief Academic Officer, Educational Services Branch
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SUBJECT: August 24, 2010 CAHSEE Release

On August 24, 2010, CDE released the 2009-10 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 2004, and subsequent classes, for students to be eligible to graduate with a high school diploma.

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

Dr. Bill Conrad, 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 proficiency rates of tenth graders from Santa Clara County (SCC) with CA tenth grade students across five subgroups and examines the achievement gap.

Key Findings:

- Santa Clara County 10th grade students have consistently outperformed 10th grade students statewide from 2002 to 2010 in both the ELA CAHSEE and the Math CAHSEE ([Figure 1](#) and [Figure 2](#)).
- Between 2009 and 2010, the achievement gap between White and Hispanic students passing the ELA CAHSEE decreased by three percentage points with the White students maintaining a high passing rate of 94%. Between 2009 and 2010, the achievement gap between White and African American students passing the ELA CAHSEE decreased by four percentage points with the White students maintaining a high passing rate. The achievement gap for the Mathematics CAHSEE remained the same ([Figure 3](#) and [Figure 4](#)).
- Santa Clara County 10th grade subgroups outperform California 10th grade subgroups in passing rates on the CAHSEE in ELA and Math. This difference is most dramatic when

comparing SCC African-American 10th grade students and 10th grade Students with Disabilities (SWD) with their statewide counterparts ([Figure 5](#) and [Figure 6](#)).

- Between 2007 and 2010, Hispanic 10th grade students have shown steady growth in passing the CAHSEE in ELA ([Figure 3](#)). Hispanic 10th grade students demonstrated a 3 percentage point gain from 69% passing in 2009 to 72% passing in 2010 ([Figure 3](#)). African American 10th grade students demonstrated a 4% point gain from 77% passing in 2009 to 81% passing in 2010 ([Figure 3](#)). White students maintained the same performance over the two years at 94% passing.
- Between 2009 and 2010, African American 10th grade students increased their passing rate on CAHSEE in Mathematics by five percentage points (from 73% to 78%) – a larger increase than any other subgroup. Hispanic, White and Filipino students maintained the same passing rate from the previous year ([Figure 4](#)).

Figure 1

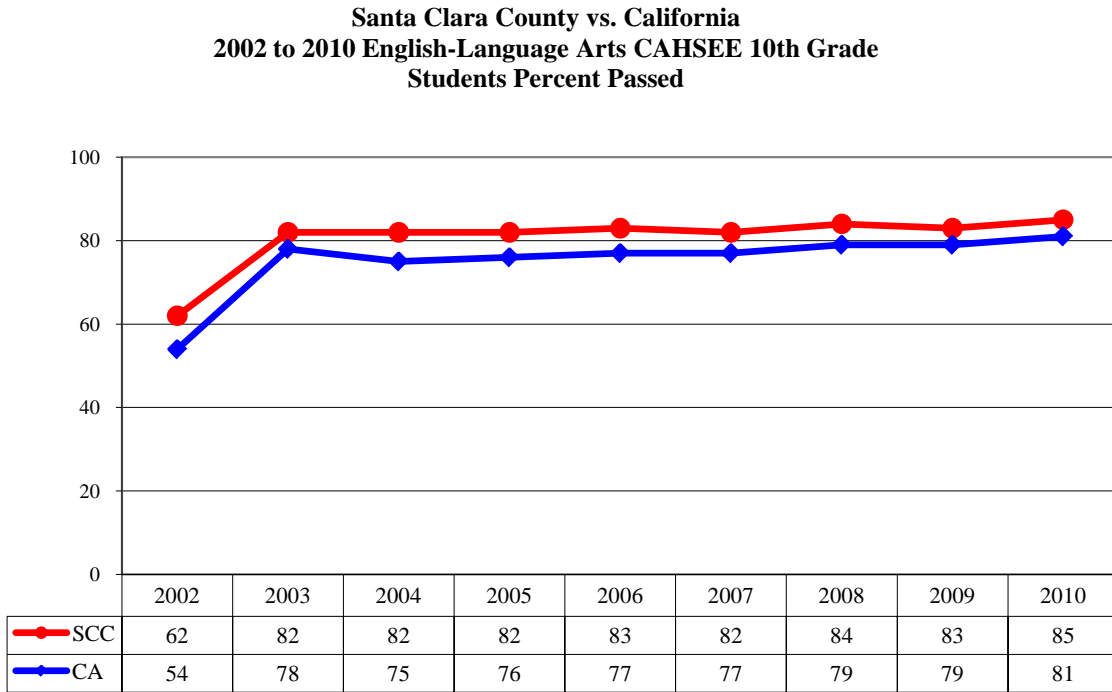
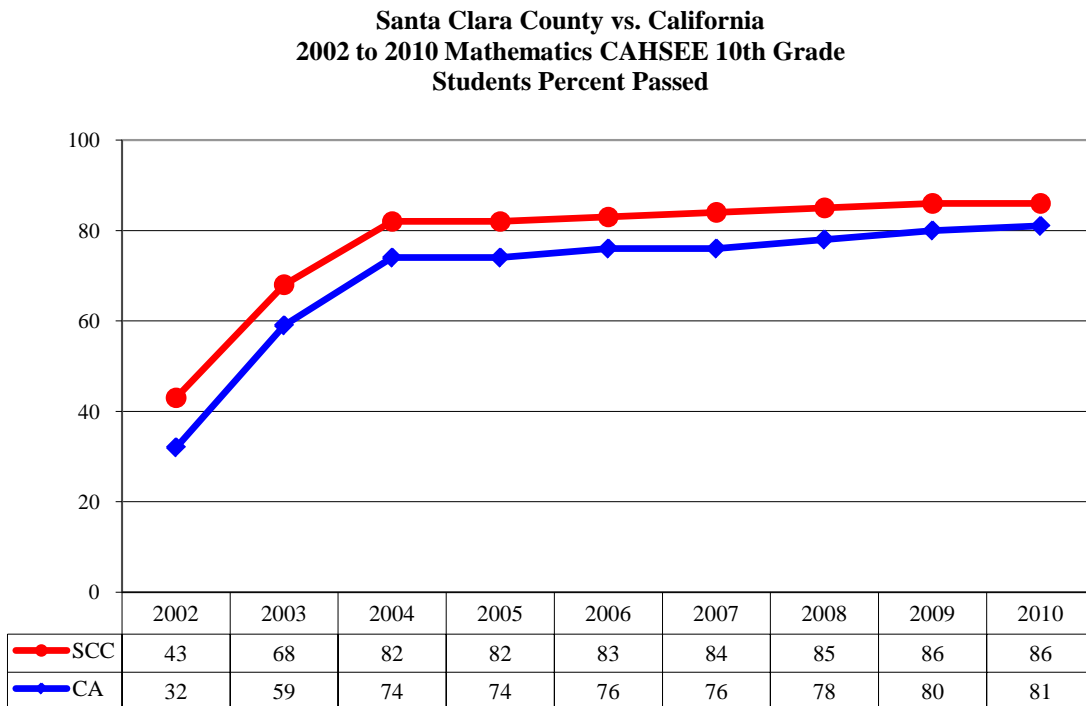


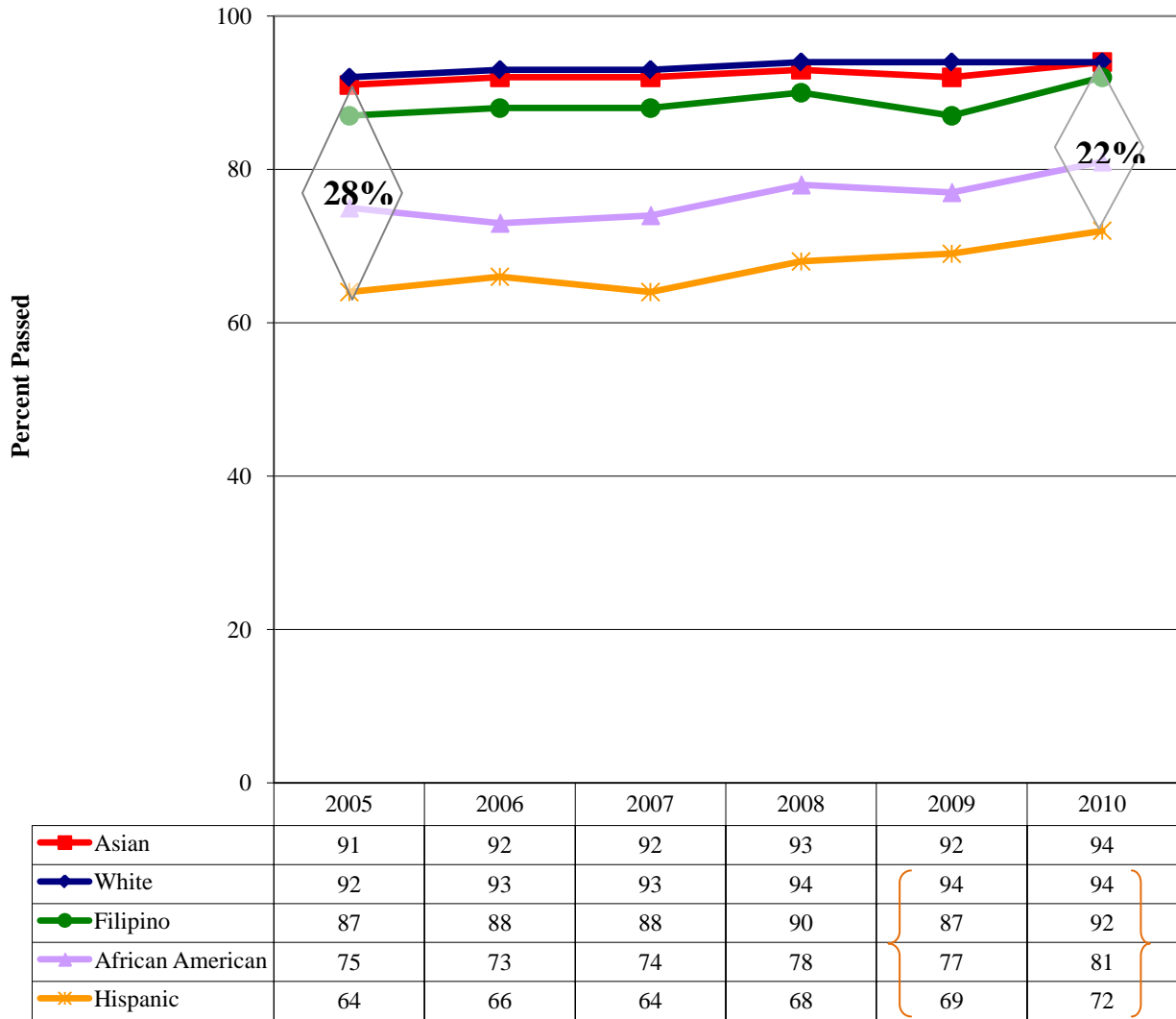
Figure 2



[Return to Key Findings](#)

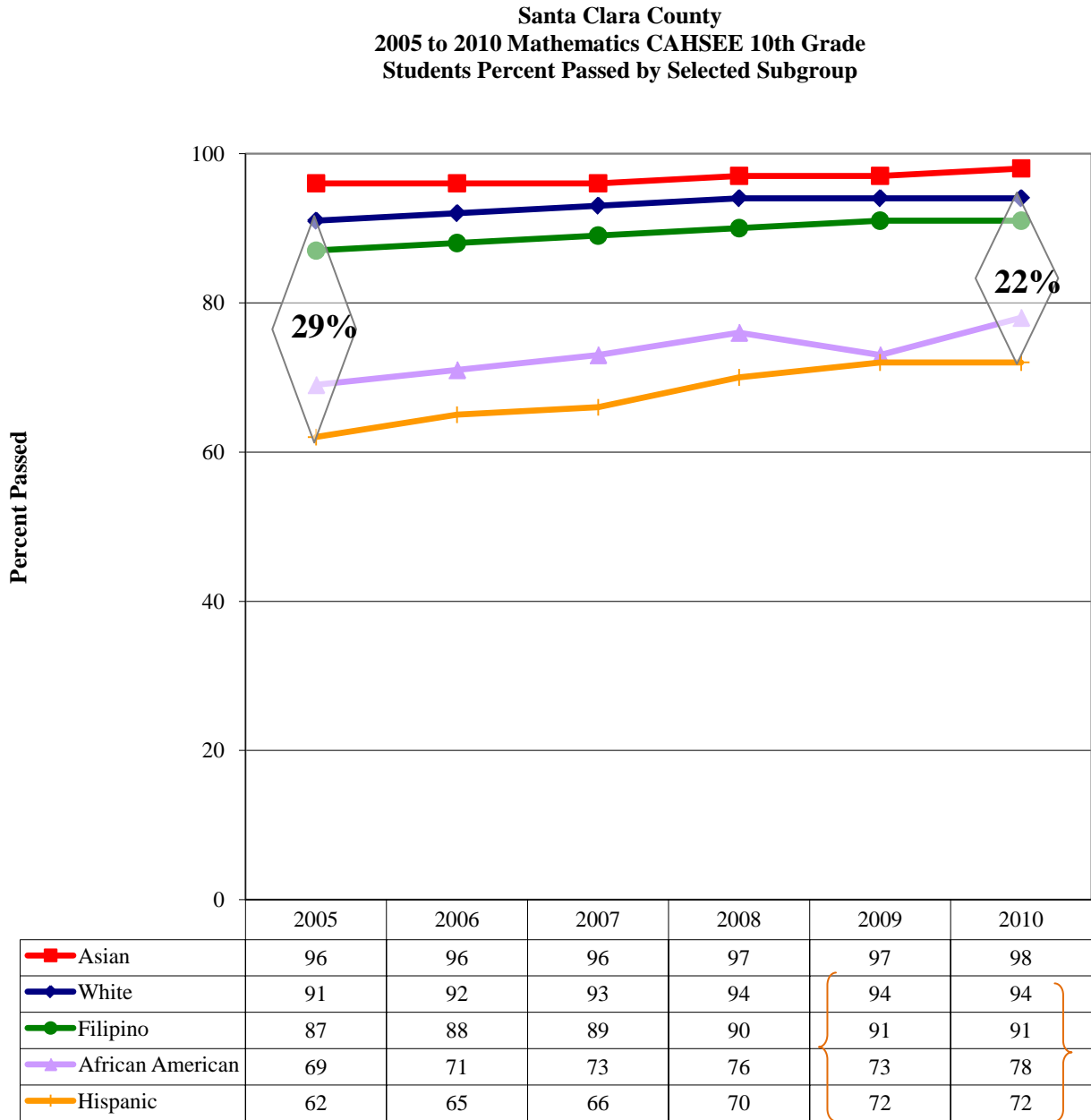
Figure 3

**Santa Clara County
 2005 to 2010 English-Language Arts CAHSEE 10th Grade
 Students Percent Passed by Selected Ethnicity**



[Return to Key Findings](#)

Figure 4



[Return to Key Findings](#)

Figure 5

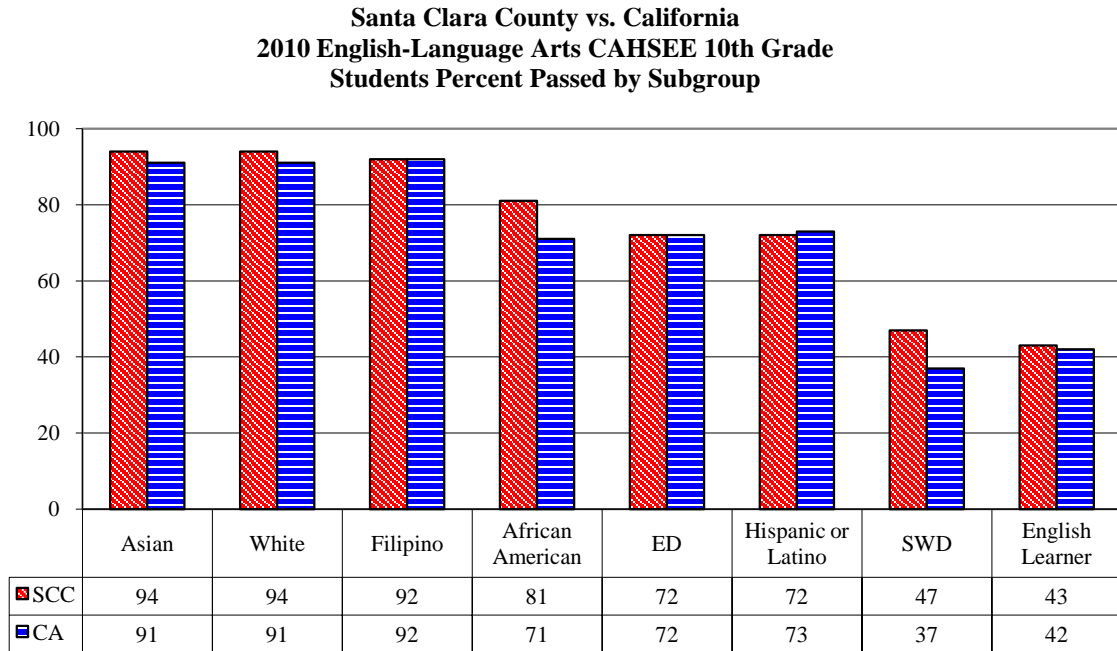
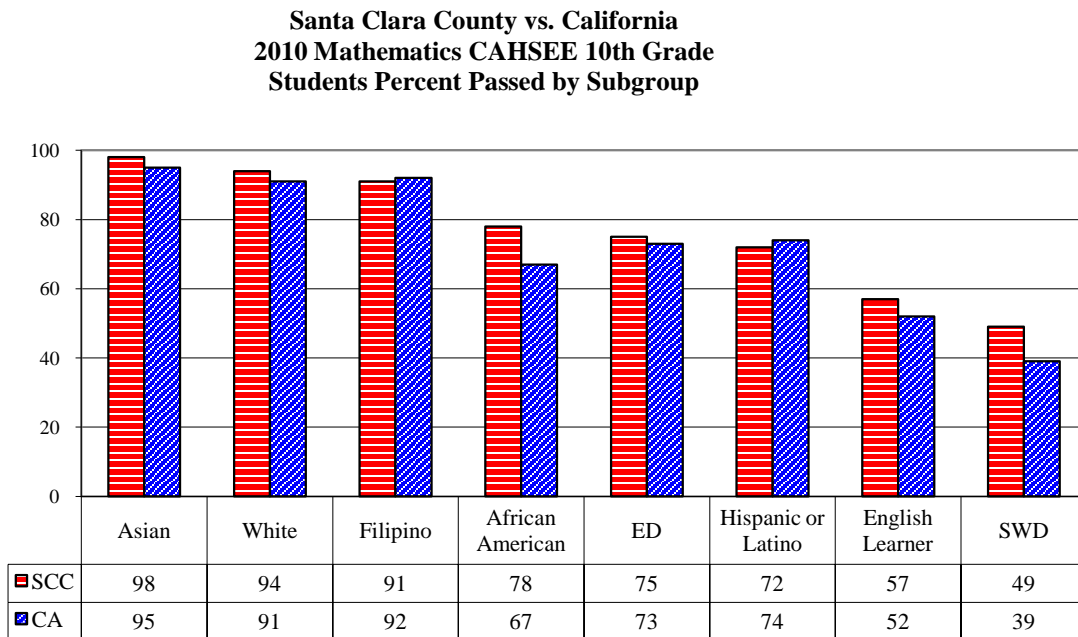


Figure 6



[Return to Key Findings](#)

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.

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.