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The California High School Exit Exam: An Evaluation of California Schools

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The California High School Exit Exam: An Evaluation of California Schools

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The California High School Exit Exam: An Evaluation of California Schools

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Introduction

In the spirit of the No Child Left Behind Act (NCLB), "California has embarked on a comprehensive public school reform effort that is based on a simple but profound proposition: to prepare each student to meet or exceed world-class standards for academic excellence. At the heart of this reform is a commitment to increase academic expectations and the achievement of each student in every California public school." The No Child Left Behind Act was enacted on May 23rd 2001. **(Bill attached – see Attachment A)**

In short the bill promises that:

- All students will be taught by highly qualified teachers by 2005-2006.
- All students will attain "proficiency" in reading and mathematics by 2014, including students with disabilities and English learners.
- All English learners will become proficient in English.
- All students will learn in schools that are safe and drug free.
- All students will graduate from high school.

Beginning with the class of 2006 – students will be required to pass the California High School Exit Exam (CAHSEE) before they can graduate from High School. The test consists of multiple choice questions, reading comprehension, word analysis, writing structure, grammar, fractions, probability, linear equations and geometry. The exams are designed to measure how well students have grasped state standards. **(Sample test attached – see Attachment B)** School

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districts may use a Certificate of Accomplishment to award students who have passed both parts of the exam. (Certificate of Accomplishment attached – see Attachment C)

The objective of this paper is to examine California public schools, evaluate the CAHSEE and discuss the controversy surrounding it. Specifically, I will discuss the strengths, weaknesses, effectiveness, and comparisons with other states. I will address the following questions: Are Exit Exams Necessary? What is being done to prepare students for the exit exam? What happens to students who fail? What can we do to help students be successful?

The research methodology consisted of a questionnaire along with the background on the NCLB act and CAHSEE. After reading the background, participants were asked to rate their reactions and concerns about the CAHSEE and the California education system in general.

Literature Review

No Child Left Behind

The No Child Left Behind Act promises that education reform will bring hope to all children. For too many years, too many children have been left behind academically without a chance to succeed in school and prepare for life. For this reason, legislators included provisions in the No Child Left Behind Act to ensure children are getting the results they deserve from their education. Under the No Child Left Behind Act, schools, school districts, and states are asked to show progress in educating children. If expectations are not met, both parents and schools

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qualify for emergency help. Schools qualify for extra funding and technical assistance. Parents of children in underachieving schools are given new options, including the option of sending their children to higher-achieving public schools or charter schools.

The No Child Left Behind Act insists on real results to ensure that all students are receiving the quality education they deserve. Under NCLB, federally-funded schools that have not made adequate yearly progress (as defined by the state) for two consecutive years will be identified by the state or district as needing improvement.

The No Child Left Behind reform also provides new resources for teacher recruitment, training and professional development. In addition to funds specifically marked for teacher quality, the No Child Left Behind Act gives schools new freedom to make spending decisions with up to 50 percent of the federal funds they receive. With this new freedom, a school district can use additional funds for hiring new special education teachers, increasing teacher pay, improving teacher training and development or other uses if it chooses to do so. If a school district receives federal money for technology but decides it would be better spent to train special education teachers, the school district can use the money for that purpose, and does not need prior approval from anyone to do it, including the state and the federal government.

California Exit Exams – in Spirit of the NCLB Act

For years money has been spent on education without insisting on results from our children and the achievement gap between students rich and poor, white and minority remains

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wide. The federal government will no longer fund failure and false hope in education, they want results. Thus, California swung into action and implemented CAHSEE.

Senate Bill 2X (Chapter 1, Statutes of 1999) requires all students completing 12th grade to pass a high school exit exam in language arts and math that is aligned to the state content standards adopted by the State Board of Education, as a condition of receiving a high school diploma. The bill requires the State Superintendent of Public Instruction to develop the exam and the State Board of Education to approve the exam (California Department of Education).

The state guidelines to complete the exam are three hours for math and four hours for the English language. The test is given over a two day period. The exam was scheduled to be a requirement beginning with the class of 2004. However, a 9-0 decision to postpone the CAHSEE came after a state sponsored study showed that even if students continued to improve on the exam, about one of every five seniors would still have failed when it was suppose to take effect. As a result, the exam was delayed until 2006. **(Passing Rates for First-Time Takers – tested in 2001 & 2003 – see Attachment D)**

Controversy Surrounding the California High School Exit Exam

The CAHSEE is a controversial subject. It's under attack by some and praised by others. Many pushed for a test that makes diplomas meaningful. But at the same time, others flinched when it became clear how much some student's struggled. Research on the effects of the exit exam has been mixed and both sides can point to data that support their arguments.

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Proponents of CAHSEE feel that students must be held to high standards to preserve the overall value or meaning of a high school diploma. They feel if students aren't held to high standards, it weakens the education system. They argue that the exit exam increases student and teacher motivation and provides schools with tools to identify and address the needs of struggling students. CAHSEE promotes consistency across the state in what students are learning; prepares students for post secondary education and adult life. Finally, they argue that CAHSEE will raise support for the education system when the public sees yearly gains in achievement.

Critics of the exam argue that it is unwise to base life-altering decisions on a single measure. They state that the cost of the exit exam outweighs the benefits because the exam consumes valuable instructional time, money and doesn't assess students on important skills that are not easily measured by a standardized test. Further, they argue that CAHSEE puts pressure on teachers to focus more time on teaching test content – to the detriment of enrichment and creative activities or other areas of the curriculum. Critics contend that it leads to higher dropout rates among low achieving students and those who have difficulty taking tests, particularly English learners and poor, disabled and minority students. Also, it may serve as a disincentive for high achieving students who are less motivated to work hard in school once they have passed the exam. It's argued by many opponents that the two year delay won't solve problems. They contend that the test will continue to have a disparate effect on poor and minority students because there are fewer qualified teachers and successful schools in low-income neighborhoods.

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According to the California Department of Education, the June 2002 analysis from an independent evaluation of the CAHSEE revealed no evidence that the exit exam has affected grade retention, drop out rates, or students' post secondary plans.

It is also important to look at statewide statistics. The passing rates for Hispanics and African Americans are lower. **(See passing results by Ethnic Designation and other passing results – Attachment E)** As a matter of public policy, are we saying that only these percentages of certain populations will receive diplomas?

The Literature review examined the following:

1. Comparison to other states – What is other states doing?
2. Are Exit Exams Effective? Why have exit exams?
3. What are schools and the state of California doing to help prepare students for the exit exam?
4. What happens to students who fail? What can we do to help students be successful?

What are other states doing?

Proficiency exams are proliferating across the country. According to the Education Commission of the States, at least 24 states now have or are planning to require some form of a high school exit exam. **(List of what other states require – see Attachment F)** Some states, such as Arizona, have put off the consequences of high-stakes tests in the face of high failure rates. Others, such as Indiana and Massachusetts, offer an appeals process for students who

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nearly pass the exams. The state of Georgia, decided to push back its end of course exams for a year switching them to diagnostic tool rather than requirements for graduation, in part because they did not reflect the curriculum students had actually learned. New York voided the results of its math exam after low passing rates suggested that the test was too hard and would have cost many students their diplomas. Alaska delayed its high school exit exam, originally planned for 2002, for two years because the test ended up being more demanding than lawmakers had intended.

Are Exit Exams Effective? Why have Exit Exams?

The purpose of CAHSEE is to ensure that students who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics (California Department of Education). It brings about curriculum change that will improve the academic performance of students and make certain that a high school diploma is meaningful. It promises that students have met some of the same basic skills and common learning requirements. It gives parents specific information as to the student's performance. Finally, it allows schools to collect information on the strengths and weaknesses of our education system so that needs the can be met. We all want higher standards in education and standardized tests are a measuring tool. Exams hold schools accountable and guarantee that the state is providing an adequate education. Jack O'Connell, the state superintendent for public instruction, says "the fact that so many students didn't pass the exam proves the necessity for the exam".

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What are schools and the state of California doing to help prepare students for the exit exams?

Current efforts to fully implement standards based curriculum, instruction, and assessment in all schools within the state are in place (California Department of Education). In addition, study guides and sample test are available on the California Department of Education website. The study guide includes sample test questions with solutions from 2001 and 2002 administrations. The guide gives test taking tips and advice to parents and students.

Many schools are helping students strengthen skills. For example: In San Diego, more than 30,000 students in all grades attended summer school. Some high schools will offer small, intensive standards-based courses during the summer. High-need high schools offered summer intensive with no more than 10 students per teacher, and may receive extended day standard-based classes to focus on math and English language arts. In San Francisco, high schools revamped summer school curriculum and added content specialists in math and English language arts. In Oakland Unified, some 15,000 students attended summer school. The district conducted extensive outreach efforts to all families and students about a four-week intensive summer program called "CAHSEE Success" (Office of the Secretary for Education).

Other resources for preparation include books and software published by the American Book Company; and courses taught by private companies (i.e. TestU). According to the California Department of Education, the best way to prepare for the exit exam is for students to

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take school work seriously, read often, take challenging courses, and parent's should be involved every step of the way.

What happens to students who fail? What can we do to help students be successful?

The next testing dates are scheduled for February 2004 for tenth graders in the Class of 2006. Students who do not pass one or both parts of CAHSEE will have up to three opportunities (per year) to retake the exam. This will include one final time after 12th grade when all other graduation requirements have been met. Students retake only the part(s) of the exam not previously passed. School districts are required by state law to provide additional instruction to assist students who do not pass the exam. Schools can direct existing funds for remedial education and summer school to help students succeed on the exam. Districts are encouraged to reduce electives available to students who have failed the exam, allowing them to receive supplemental help in English Language arts and math during the school year.

According to a study conducted last year by the Center for the Future of Teaching and Learning, students with the highest passing rates in California were more than twice as likely to have had fully credentialed teachers as those with the lowest. And since heavily minority schools are significantly more likely to employ teachers without credentials, the testing question has become a racial issue as well. Jack O'Connell, the state superintendent for public instruction, said "teacher quality is both unequally distributed and an intrinsic part of passing the exam and the state is working with inexperienced teachers and giving additional instruction time

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to struggling students". The key to helping those who fall behind is identifying academic deficiencies early and providing the necessary remediation."

Methodology

My research set out to understand and examine California public schools and evaluate the CAHSEE. I focused on addressing the following questions: 1. Are Exit Exams Necessary? 2. What is being done to prepare students for the exit exams? 3. What happens to students who fail? 4. What can we do to help students be successful?

I relied on current literature, articles, and reports. Publications and reports were gathered from California Education Policy Seminar and the Future of Teaching and Learning, a group that studies teacher education. Other viewpoints came from Ed Source, a non profit organization and the California High School Exit Examination website. In addition, The California Department of Education provided a wealth of valuable information.

Data Collection

Students, parents, teachers and principals participated in my study. The questionnaire consisted of 4 pages (**Questionnaire – Attachment G**). The first part of the questionnaire was a cover letter with directions and return date. The second part of the questionnaire gave background on the NCLB act and CAHSEE. A sample CAHSEE was also attached. Participants were asked to review the sample CAHSEE and rank it based on level of difficulty.

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The questionnaire asked general information about age, age of children and number of children, education level, and satisfaction level at high school completion. Participants were asked to rate their reactions and concerns to several questions. It consisted of nine questions that needed to be ranked from 1 (disagree) 3 (unsure/neutral) 5 (agree) and included two essay questions that requested written feedback.

Because my sample included parents, students, teachers and principals, not all questions were applicable to each respondent. The sample consisted of 35 students, 52 parents of high school students, 12 teachers, 5 principals and 16 others (colleagues, associates).

The questionnaires were sent with self-addressed stamped envelopes and respondents were asked to return the survey within three weeks. Most respondents returned the survey within two weeks; others were followed up with phone calls and completed via phone or by fax. Others were personal interviews. All participants were promised to be given a copy of my findings. My response level was fairly high. I sent out 120 questionnaires and received 86 - a 72% response rate. The questionnaire was of great help because the participants gave excellent feedback.

Findings

My research set out to examine California public schools and evaluate the affects of CAHSEE. My sample included parents, students, teachers and principals ranging from the ages of 15 to 58.

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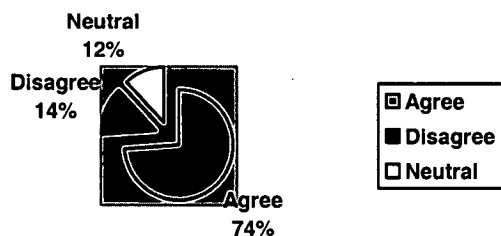
My findings suggest that beyond the importance of the exam, it is important to evaluate the quality of California schools as a whole. Furthermore, my results support the notion that the exam should be in place. I found that most of the participants had similar concerns – apprehensive and eager to see how the CAHSEE will affect students in the years to follow. I also discovered gaps based upon poverty and race/ethnicity. Most participants agreed that more needs to be done to provide appropriate accommodations to students with special needs. When I examined the question of students being prepared the results showed that most respondents felt students are not prepared. Further, the percentage was high when asked if the CAHSEE is at the appropriate difficulty level. Finally, respondents felt that is appropriate for teachers to change their instructional practices in response to the exam.

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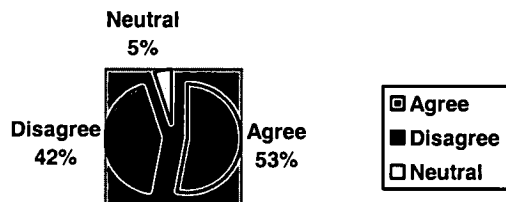
The charts below illustrate my findings

Questionnaire results

The CAHSEE is an important part of a comprehensive assessment program.

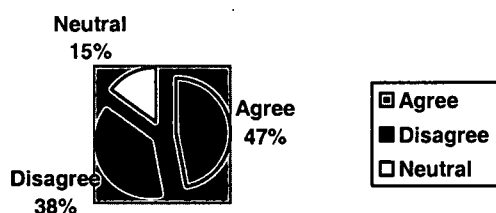


Students are prepared for the exit exams.

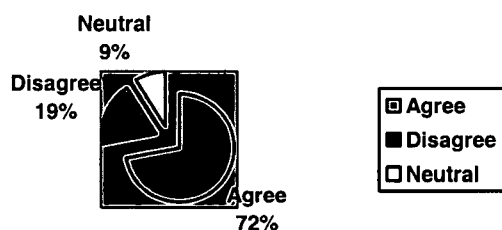


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Adequate professional development is available to teachers to help prepare students for success.

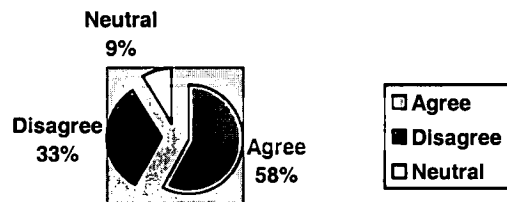


The level of difficulty on the CASHEE is adequate.

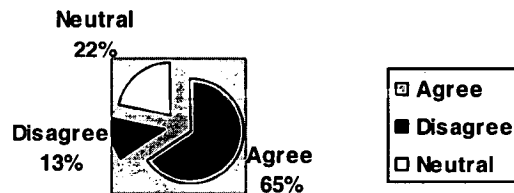


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The material covered on the CASHEE is taught in the classroom.

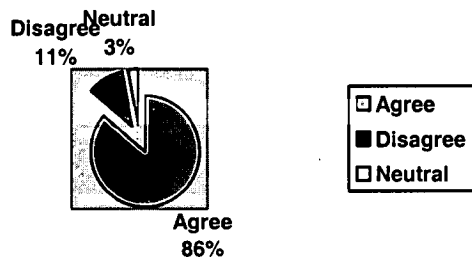


Schools are doing enough to help failing students.

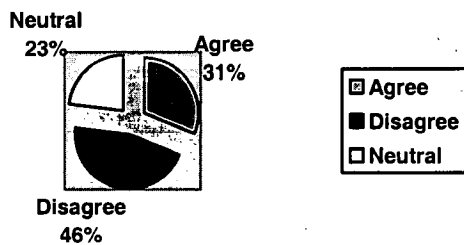


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Teachers are the key to effective instruction.

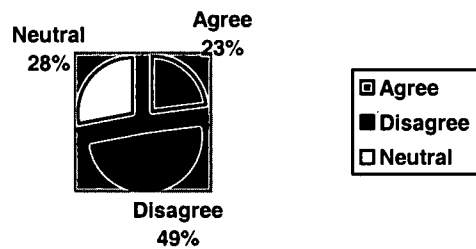


Appropriate accommodations are being made for students with special needs.



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The test creates obstacles for minorities or students with special needs.



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While most of my survey consisted of ranking and yes/no questions, I was able to get first-rate feedback from the essay questions. The respondents were sincere and bestowed their wisdom, insight and perspective and touched on areas that I had not yet thought of.

Below is a synopsis of some of the feedback from the essay questions that were presented on the questionnaire.

"The test results mark the beginning of the CAHSEE. It's the beginning of a program – not the completion. Other states that have had similar programs have found that in the early years of testing, a large number of students did not pass." (Principal)

"We are working hard to train teachers to embed the standards in their instruction". (Principal)

"The Principals are particularly important because if they do not understand the standards and how to supervise their implementation, then they cannot help through modeling". (Teacher)

"We need to have a common message that this is a job that has to be done. What we have been doing in the past has not done the job of making sure that all students graduate with a core set of knowledge. That has to change." (Teacher)

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"It is important for districts who are getting good results to share with other districts what is working because when we get down to the smaller numbers of students who are not passing, we are facing some of the most difficult and challenging students." (Principal)

"Even though we are doing well, we still do not know how many students are not going to make it" (Teacher)

"I knew that there would be controversy over the exit exam regardless of when it was given or how it was given. Change brings about controversy but change is good and I think that in the long run the exit exam will prove itself". (Teacher)

"I'm not ecstatic about the exam but I know that it's important and it will give me the incentive I need so I can go on and be successful in life" (Student)

"I believe that students will be better equipped for success, not only in school particular but life in general" (Parent)

"The future of California schools depends on our efforts to produce classrooms where students will eagerly seek the opportunity to learn" (Principal)

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"Our world is changing – California teachers are preparing our children for a society that is much different from the one that we grew up in." (Parent)

My daughter's school started enrolling students in extended programs for students who have failed the exam; I was very pleased with that." (Parent)

"The key to effective instruction is the teacher, and therefore emphasis must be given to providing professional development and helping teachers gain skills to evaluate programs and their students." (Principal)

"It concerns me that getting a diploma depends on if you pass a test on a given day." (Parent)

The test should be a requirement but assistance and help should be given to those that need it, such as tutoring, smaller classes and more experienced teachers." (Colleague)

"I'm in favor of the exam but feel that students need to have the opportunity to learn the material." (Parent)

"I like the idea of the exam and what it stands for but I feel that important information won't be taught because studies will be focused on passing the test and not on teaching other valuable information." (Parent)

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"The test has lowered student moral and created unfair obstacles for some students." (Student)

"It puts pressure on everyone – parents, students, teachers and the state of California – I think it's great" (Colleague)

"Before the exam was delayed, I was prepared to send my son to the exit exam course that's offered by TestU for \$89.95. Fortunately I can afford to send him, what about the parents who can't?" (Parent)

"I feel like I'm being penalized because I was tested on information that I have haven't been taught." (Student)

"I'm very happy with the delay because it gives struggling students a better opportunity to learn the test material." (Teacher)

"I'm very happy that the exam has been delayed and hopeful that the passing rate will rise as we better integrate the state's new academic standards in classrooms." (Teacher)

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"I passed the math section but not the English. Before the delay, I was afraid that I was going to get all my credits, but not pass the exam and not be able to graduate." (Student)

Finally, when I examined the question of what respondents felt it would take for California to provide a more successful education system, most teachers, principals and parents agreed that the keys to success are: early intervention, empowerment, cultural awareness, and accountability.

Summary & Areas of Further Research

California is faced with challenging conditions that have created a gap between what schools are doing and what is expected. There are several issues: Diversity, poverty and economy.

Diversity: California is a diverse state. More than 65% of students identify themselves with an ethnic group other than white. One in every four California student comes to schools speaking another language and needing to learn English. More than 10% of students have been identified as requiring special education services. Schools today are expected to provide all these students with a quality education (California Department of Education).

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Increasing Poverty: One in four California children live in poverty. The pressures that often afflict low-income communities – isolation, struggling families, health problems, and hunger – affect students' ability to learn (California Department of Education).

Economy: In the 1970's, California ranked 20th among states in the amount of money invested per student. That ranking dropped to 33rd (California Department of Education). In addition California is facing a budget deficit.

In this research paper, I tried unquestionably to lay out the challenges of the California school system as related to the exit exams and address those issues. I presented feedback from students, parents, teachers and principals. I gave concise explanations on what respondents felt and focused on the history, problems and solutions. Hopefully, the approaches and data that I have presented will show that there is much further research needed in this area in order for California to take control of educational outcomes.

The quality of teachers needs to be strengthened. One on one programs need to be provided for failing students. California needs to invest into what we know works. Not enough attention has been focused on ensuring that attention is placed on programs proven to be effective in educating our children. We need to improve bilingual education and make all schools safe and drug free. We need to focus on early intervention programs by addressing remediation needs during the first grade so that there will be fewer students who fail because of a poor

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beginning. Emphasis must be given to providing professional development and to teachers because they are the key to effective instruction. We need California schools to increase accountability and sustain it.

The NCLB act allows parents who find their children trapped in failing school to transfer to better public schools. However, this is not the solution. This is a quick fix to the problem but it's not a solution. What happens to the students who parents aren't active in their education so they don't take the steps to transfer their child to a better school? What happens to the education of these children? The solution is to better the schools not transfer them. Transferring students is not the solution because if a large number of students transfer to better schools it's doubtful that a school district could absorb all the students from other schools. For example, I live in Vallejo and we have four elementary schools listed in a troubled category. How can it accommodate them all within the district? And even if students are transferred to other schools it's almost certain that those students will perform below grade level since they come from troubled schools. It seems unfair to transfer one school's problems to another school and possibly force down its performance level. However, the students from troubled schools deserve relief. What is the solution?

Research shows that reading failure for speakers of nonstandard English dialect is related more to cultural issues than language differences. Research also shows the academic achievement is related to the socioeconomic composition of students. What can be done to help

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these students? We cannot ignore the connection between the classroom and social life if we are to restructure schools successfully. The number of students who live below the poverty line is increasing. Top-down initiatives that require more emphasis on testing, longer school days and emphasis on math and science may work but are not always the solution.

Finally, an extensive examination in the form of a state to state comparison would a great resource. Looking at what other states do to find out what is working and what's not working. For example, many states have diversified their testing programs by including more performance based assessments items, such as short answers, essay, oral responses, open-ended tasks, demonstrations, experiments, group projects, and direct observations. Portfolios, which involve collecting and evaluating examples of a student's work over a period of time. These are all alternatives to multiple-choice formats and have been incorporated in some statewide assessments (Consortium for Policy Research in Education 2001).

Some high schools have special programs but there is little comprehensive thoughtful action being taken and limited creativity for addressing students who are not doing well. The plans for dealing with non-passers are weak. Efforts should involve the very best teachers instead of placing the best teachers with the advanced and honors classes.

More research needs to be done so California can shape educational practices and policies and ensure the appropriate changes (curriculum, professional development, certified

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teachers, etc) are made. I hope to better understand, learn and see improvements in the California schools and plan to conduct further research with the school district in the city that I reside in.

A new vision for education

Today's students are California's future. The quality of California's public schools affects the quality of our lives and the liveliness of our state. They will become our teachers, police officers, lawyers and government officials. Everyone should care about California Schools because we all benefit from a strong education system. If we have a strong education system, our businesses and communities will be strong.

This paper summarized California school systems and discussed reform efforts, and described some of the challenges that California faces when setting standards and developing a system to monitor progress toward those goals. The process of developing a reliable and fair assessment system involves a number of issues and includes many challenges. The biggest challenge for California schools is the uncertainty that surrounds it. What does our new Governor elect Arnold Schwarzenegger have in store for California's educational system? Will teacher training and extra tutoring programs be thrown into jeopardy by California's fiscal crisis? With a \$38 billion budget shortfall, will California be able to summon the financial means needed to replace its old books and improve instruction? Will enough money be on hand to increase the passing rate of the exit exams – despite whatever cut backs will come? The schools

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need the financial resources to support the efforts needed to attain the high standards envisioned by all.

Even with all the research and questionnaires, it is unclear on exactly how to do this and how long it will take California to be able to provide a more successful education system.

Although President Bush emphasizes that "The heart of educational reform is accountability" (Reading Today, April/May 2001), it's unclear how to create a clear vision that is related to the recent changes in the NCLB legislation. Public schools should be avenues of opportunity for children, and children should attend schools where they all have chances of succeeding through hard work. California must find a way to raise performance without lowering expectations and accountability. Teacher salaries need to be increased and we need to replicate the systems that private schools have – institute uniforms, require parent participation hours, etc. Achievement must be defined and evaluated at different levels, school accountability issues must be reviewed and long term collaboration must be set up. Together, poverty and race equal major sources of disadvantages in educational outcomes. Unless we find ways to improve educational outcomes of all children, California schools will continue to suffer.

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Attachments

Attachment A - No Child Left Behind Bill

Attachment B - Sample Exit Exam

Attachment C - Certificate of Accomplishment

Attachment D - Passing Rates for First-Time Takers

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Attachment F - List of 24 States that Require Proficiency Test

Attachment G - Cover letter and Questionnaire

Attachment A

No Child Left Behind Bill

107th CONGRESS
1st Session
S. 940

To leave no child behind.

IN THE SENATE OF THE UNITED STATES

May 23, 2001

Mr. Dodd (for himself, Mr. Kennedy, and Mr. Wellstone) introduced the following bill; which was read twice and referred to the Committee on Finance

A BILL

To leave no child behind.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the ``Leave No Child Behind Act of 2001''.

SEC. 2. TABLE OF CONTENTS.

The table of contents for this Act is as follows:

TITLE I--HEALTHY START--CHILDREN'S HEALTH INSURANCE

Subtitle A--Children's Health Insurance

- Sec. 1001. MediKids health insurance.
- Sec. 1002. Benefits for all children born after 2002.
- Sec. 1003. MediKids premium.
- Sec. 1004. Refundable credit for cost-sharing expenses under MediKids program.
- Sec. 1005. Report on long-term revenues.

Subtitle B--Children's Health Insurance Eligibility Expansion and Enrollment Improvements

Csubchapter a--medicaid and schip

- Sec. 1101. Expansion of children's eligibility for medicaid and SCHIP.
- Sec. 1102. Optional coverage of legal immigrants under the medicaid subchapter b--family opportunity act
- Sec. 1111. Short title; amendments to Social Security Act.
- Sec. 1112. Opportunity for families of disabled children to purchase medicaid coverage for such children.

Sec. 1113. Treatment of inpatient psychiatric hospital services for individuals under age 21 in home or community-based services waivers.

Sec. 1114. Demonstration of coverage under the medicaid program of children with potentially severe disabilities.

Sec. 1115. Development and support of family-to-family health information centers.

Sec. 1116. Restoration of medicaid eligibility for certain SSI beneficiaries.

Chapter 2--Enrollment Improvements

Sec. 1121. Application of simplified title XXI procedures under the medicaid program.

Sec. 1122. Automatic enrollment of children born to title XXI parents.
Chapter 3--Effective Date

Sec. 1131. Effective date.

Subtitle C--Improving Access to Care

Chapter 1--Commission

Sec. 1201. Commission on Children's Access to Care.

Chapter 2--Children's Health Insurance Accountability

Sec. 1211. Short title.

Sec. 1212. Findings.

Sec. 1213. Amendments to the Public Health Service Act.

Sec. 1214. Amendments to the Employee Retirement Income Security Act of 1974.

Sec. 1215. Studies.

Chapter 3--EPSDT

Sec. 1221. Collection of data regarding the delivery of EPSDT services.

Subtitle D--Reducing Public Health Risks

Chapter 1--Asthma Treatments

A resolution providing for consideration of the bill (H.R.1) to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.

Attachment B

Sample Exit Exam

READING

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From *WOULDN'T TAKE NOTHING FOR MY JOURNEY NOW* by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

64B

1. What is the narrator's main purpose in this passage?

- A to entertain readers with a story of an unusual day
- B to inform readers how to organize a day away from home
- C to persuade readers to take some time for themselves
- D to describe to readers what it is like to rediscover a city

L164B007

2. Which sentence below is an example of a simile?

- A I will have set no clock . . .
- B I do not want to know my name . . .
- C We need hours of aimless wandering . . .
- D A day away acts as a spring tonic.

L164B013

3. The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—

- A determination.
- B solitude.
- C bewilderment.
- D relaxation.

L164B006

4. The narrator MOST likely laid out her clothes the night before her day away so that she—

- A wouldn't forget what she wanted to wear.
- B wouldn't have to make a decision in the morning.
- C would be able to sleep late in the morning.
- D would be as stylishly dressed as possible.

L164B010

READING

5. Which BEST describes the narrator's tone in the second half of the passage?

A persuasive
B humorous
C sarcastic
D frustrated

L164B016

6. Which sentence from the passage is an example of figurative language?

A Once a year or so I give myself a day away.
B On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.
C I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.
D It can dispel rancor, transform indecision, and renew the spirit.

L164B014

7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?

A I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.
B I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.
C If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.
D When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

8. Which statement from the passage BEST describes the narrator's motivation for "a day away"?

A ... we will lose our places in the universe.
B ... I sleep the sleep of the just.
C ... I want to forget for a while.
D ... friends can exist one day without any one of us.

L164B009

9. Which of the following is the main theme of the passage?

A Self-energizing oneself is necessary.
B Time is of the essence.
C Problems will solve themselves.
D A single decision has many consequences.

L164B011

A Day Away

| Item Number | Standard | Answer Key |
|-------------|-------------|------------|
| 1 | RL* 10.3.1 | C |
| 2 | RL 10.3.7 | D |
| 3 | RI** 10.2.5 | D |
| 4 | RI 10.2.5 | B |
| 5 | RL 10.3.9 | A |
| 6 | RL 10.3.7 | B |
| 7 | RL 10.3.8 | C |
| 8 | RI 8.2.1 | C |
| 9 | RL 10.3.5 | A |

* Reading: Literary Response and Analysis

** Reading: Informational Texts

READING

Read the following document and answer questions 10 through 17.

HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.



Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary. Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSal*) or (*Tsis-Sal*).

READING

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

BAD PASSWORDS:

782-8973 (phone number)
Butch (nickname)
LittleBoPeep (storybook character)
12-11-86 (birth date)
dejavu (foreign phrase)
leahcim (name spelled backwards)
QQQQQQ (repeated letter)
XyzXyzXyz (repeated pattern of letters)

GOOD PASSWORDS:

NYTXvincent (best friend in first grade preceded by state of birth and current state of residence)
delygd (first letters of coach's favorite saying: Don't ever let your guard down.)
ofcmgr98 (mother's abbreviated job title - Office Manager - in 1998)

65B

10. According to the document, what should you do **FIRST** before choosing a password?

- A determine what type of password must be used
- B think of something memorable from your past
- C decide where to store the information to keep it safe
- D change your password about every three months

L165B005

11. The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs?

- A 1 and 2
- B 3 and 4
- C 5 and 6
- D 6 and 7

L165B004

12. According to the two boxes at the end of the document, which of these would be the **BEST** password?

- A date of a wedding anniversary
- B your family nickname
- C the same number, repeated five times
- D the first letters in the title of your favorite book

L165B009

READING

13. Which question could MOST effectively be developed into a research paper?

- A How often does my computer program require a new password?
- B In what year was the use of passwords first offered in a computer program?
- C Do I have to use a password to do research in the library?
- D What are the advantages and disadvantages of using passwords to protect information?

L165B013

14. Based on information in the document, which statement about passwords is accurate?

- A Computer programs cannot be protected by passwords.
- B Passwords may not be used as a security measure in the future.
- C People only need to use one password for different systems.
- D Bad passwords could give access to unauthorized individuals.

L165B006

15. Which sentence from the document BEST summarizes the author's main point?

- A It is best to have different passwords for each system.
- B Before you can choose a password, however, you must know the prerequisites for the password.
- C Your password should be something you can easily remember but something impossible for anyone else to decode or guess.
- D Some authorities suggest changing passwords every three months.

L165B002

16. What suggestion does the article provide about writing down passwords?

- A Write it down often so you don't forget your password.
- B Disguise your password when you write it down.
- C Do not let people know your password.
- D Change your password frequently when you write it down.

L165B014

17. Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it—

- A is someone's initials.
- B stands for a favorite saying.
- C is a repeated pattern of letters.
- D is an abbreviation of a familiar name.

L165B012

How To Choose A Password

| Item Number | Standard | Answer Key |
|-------------|------------|------------|
| 10 | RI* 10.2.1 | A |
| 11 | RI 10.2.1 | B |
| 12 | RI 8.2.1 | D |
| 13 | RI 10.2.3 | D |
| 14 | RI 10.2.5 | D |
| 15 | RI 10.2.8 | C |
| 16 | RI 10.2.4 | B |
| 17 | RI 8.2.1 | C |

* Reading: Informational Texts

STATISTICS, DATA ANALYSIS, AND PROBABILITY

11. Rico's first three test scores in biology were 65, 90, and 73. What was his mean score?

A 65
B 73
C 76
D 90

M02247

12. Three-fourths of the 36 members of a club attended a meeting. Ten of those attending the meeting were female. Which one of the following questions can be answered with the information given?

A How many males are in the club?
B How many females are in the club?
C How many male members of the club attended the meeting?
D How many female members of the club did not attend the meeting?

M00261

13. To get home from work, Curtis must get on one of the three highways that leave the city. He then has a choice of four different roads that lead to his house. In the diagram below, each letter represents a highway, and each number represents a road.

| | | Highway | | |
|------|---|---------|-----|-----|
| | | A | B | C |
| Road | 1 | A 1 | B 1 | C 1 |
| | 2 | A 2 | B 2 | C 2 |
| | 3 | A 3 | B 3 | C 3 |
| | 4 | A 4 | B 4 | C 4 |

If Curtis randomly chooses a route to travel home, what is the probability that he will travel Highway B and Road 4?

A $\frac{1}{16}$
B $\frac{1}{12}$
C $\frac{1}{4}$
D $\frac{1}{3}$

M02512

STATISTICS, DATA ANALYSIS, AND PROBABILITY

14. Mr. Gulati is holding five cards numbered 1 through 5. He has asked five students to each randomly pick a card to see who goes first in a game. Whoever picks the card numbered 5 goes first. Juanita picks first, gets the card numbered 4, and keeps the card. What is the probability that Yoko will get the card numbered 5 if she picks second?

A $\frac{1}{2}$
 B $\frac{1}{3}$
 C $\frac{1}{4}$
 D $\frac{1}{5}$

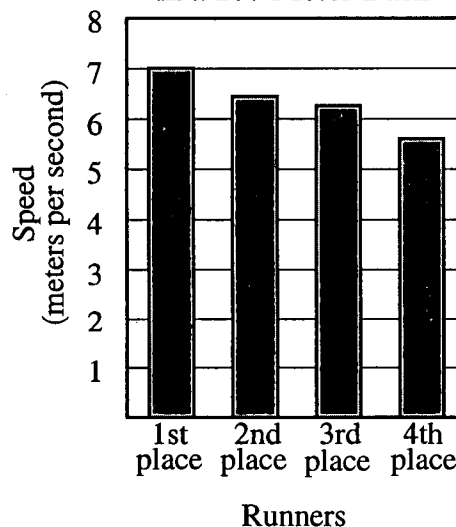
M02145

15. A bag contained four green balls, three red balls, and two purple balls. Jason removed one purple ball from the bag and did not put the ball back in the bag. He then randomly removed another ball from the bag. What is the probability that the second ball Jason removed was purple?

A $\frac{1}{36}$
 B $\frac{1}{9}$
 C $\frac{1}{8}$
 D $\frac{2}{9}$

M03097

**Speed of Four Runners
in a 100-Meter Dash**

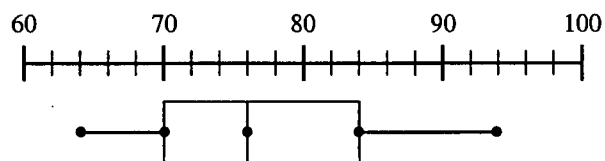


16. Based on the bar graph shown above, which of the following conclusions is true?

A Everyone ran faster than 6 meters per second.
 B The best possible rate for the 100-meter dash is 5 meters per second.
 C The first-place runner was four times as fast as the fourth-place runner.
 D The second-place and third-place runners were closest in time to one another.

M00279

Scores on an Algebra Test



17. According to the box-and-whisker plot, what was the highest score a student received on the algebra test?

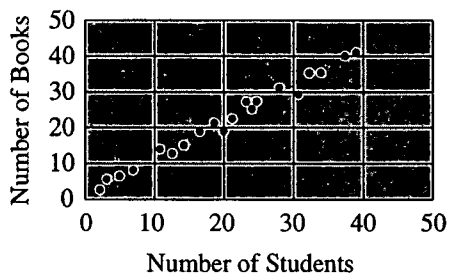
A 76
 B 84
 C 94
 D 100

M02089

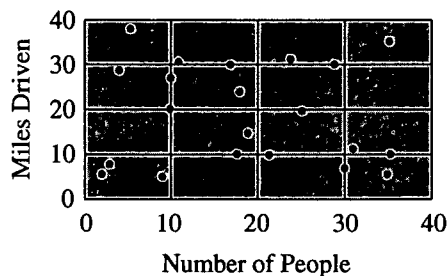
STATISTICS, DATA ANALYSIS, AND PROBABILITY

18. Which scatter plot shows a negative correlation?

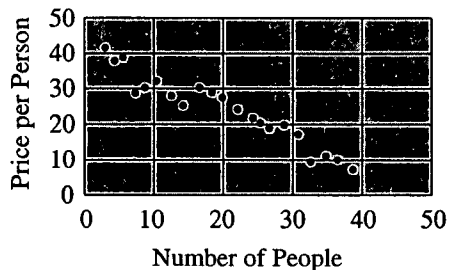
A



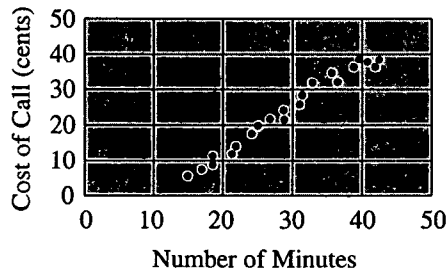
C



B



D



M02546

19. The ages of 100 trees in the Evergreen Nursery range from 1 month to 10 years. The lower quartile value is the median age of the

- A 50 oldest trees.
- B 50 youngest trees.
- C 50 trees in the middle.
- D 50 trees with the average age.

M02756

STATISTICS, DATA ANALYSIS, AND PROBABILITY

| Item Number | Standard | Answer Key |
|-------------|----------|------------|
| 11 | P6 1.1 | C |
| 12 | P6 2.5 | C |
| 13 | P6 3.1 | B |
| 14 | P6 3.5 | C |
| 15 | P6 3.5 | C |
| 16 | P7 1.1 | D |
| 17 | P7 1.1 | C |
| 18 | P7 1.2 | B |
| 19 | P7 1.3 | B |

Mathematics**Released Test Questions****Algebra and Functions**

The Algebra and Functions strand is most closely associated with the representation of quantitative relationships as a style of mathematical thinking for formalizing patterns, functions, and generalizations. As students increase their mathematical knowledge and skills, they work frequently with algebraic symbols, expressions with variables, and graphical representations. It is essential that students develop an understanding of several different meanings and uses of variables through multiple representations. Everyday experiences with linear functions should aid in the development of the concepts of proportionality and the ability to discriminate between linear and nonlinear functions. Students must also learn to recognize and generate equivalent expressions, solve linear equations, and effectively use formulas.

To demonstrate achievement in this strand, students will be asked to:

- work with patterns and relationships
- represent, analyze, and generalize a variety of patterns with tables, graphs, and symbolic rules
- compare different forms of representations
- identify functions
- use algebraic expressions
- solve linear equations

The use of mathematical models to represent and understand quantitative relationships is developed by modeling and solving contextualized problems. The analysis of change in various contexts involves tools such as graphs to analyze the nature of changes in quantities in linear relationships.

The following released test questions address the Algebra and Functions strand on the CAHSEE.

ALGEBRA AND FUNCTIONS

20. Which of the following inequalities represents the statement, "A number, x , decreased by 13 is less than or equal to 39"?

A $13 - x \geq 39$
 B $13 - x \leq 39$
 C $x - 13 \leq 39$
 D $x - 13 < 39$

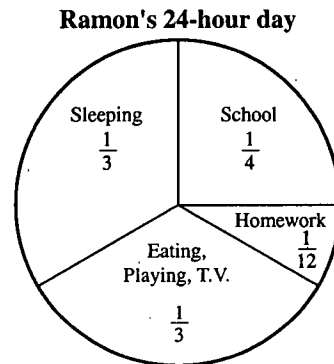
M03049

21. A shopkeeper has x kilograms of tea in stock. He sells 15 kilograms and then receives a new shipment weighing $2y$ kilograms. Which expression represents the weight of the tea he now has?

A $x - 15 \div 2y$
 B $x + 15 + 2y$
 C $x + 15 - 2y$
 D $x - 15 + 2y$

M00110

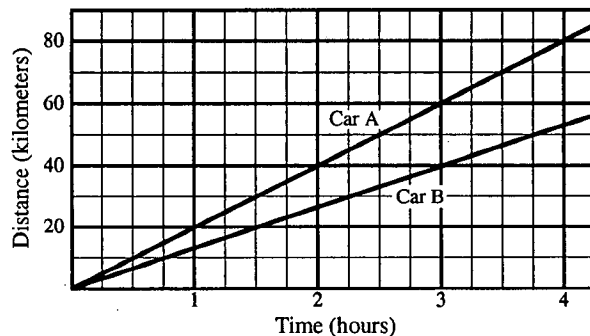
22. Consider the circle graph shown below.



How many hours a day does Ramon spend in school?

A 2 hours
 B 4 hours
 C 6 hours
 D 8 hours

M00076

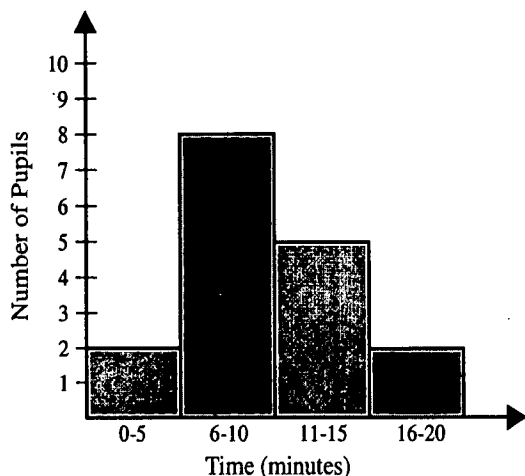


23. After three hours of travel, Car A is about how many kilometers ahead of Car B?

A 2
 B 10
 C 20
 D 25

M00066

ALGEBRA AND FUNCTIONS



24. The graph above shows the time of travel by pupils from home to school. How many pupils must travel for more than 10 minutes?

A 2
B 5
C 7
D 8

M00071

25. $x^3y^3 =$

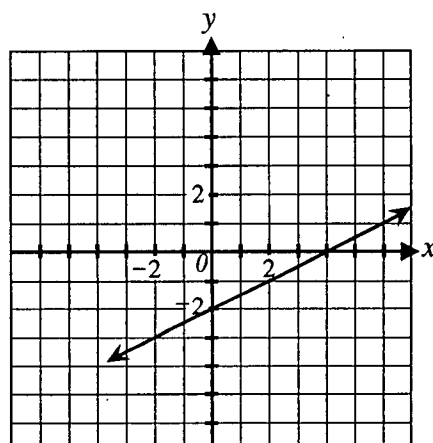
A $9xy$
B $(xy)^6$
C $3xy$
D $xxxyyy$

M02879

26. $\sqrt{4x^4} =$

A 2
B $2x$
C $4x$
D $2x^2$

M03067



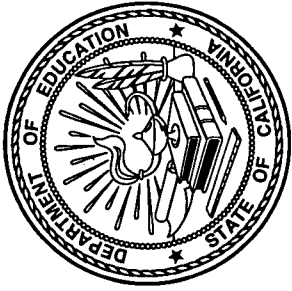
27. What is the slope of the line shown in the graph above?

A -2
B $-\frac{1}{2}$
C $\frac{1}{2}$
D 2

M02556

Attachment C

Certificate of Accomplishment



Certificate of Accomplishment

This certifies that

FIRSTNAME M. LASTNAME

*has achieved a passing score on the
California High School Exit Examination
in English-Language Arts and Mathematics*

Granted: Date

President, State Board of Education

State Superintendent of Public Instruction

President, District Board of Trustees

District Superintendent

Attachment D

Passing Rates for First-Time Takers

CAHSEE Passing Rates for First-Time Test Takers in the Class of 2004 and 2005

| Cohort | English-Language Arts | | |
|---|------------------------------|----------------------|-----------------------|
| | Number Tested | Number Passed | Percent Passed |
| Class of 2004 (Spring 2001 – Grade 9 first-time test takers) | 369,968 | 236,646 | 64% |
| Class of 2005 (March 2003 – Grade 10 first-time test takers) | 379,209 | 299,584 | 79% |

| Cohort | Mathematics | | |
|---|----------------------|----------------------|-----------------------|
| | Number Tested | Number Passed | Percent Passed |
| Class of 2004 (Spring 2001 – Grade 9 first-time test takers) | 365,325 | 161,967 | 44% |
| Class of 2005 (March 2003 – Grade 10 first-time test takers) | 389,702 | 234,230 | 60% |

Attachment E

List of 24 States that Require Proficiency Test

The following 24 states require -- or will require -- students to pass a proficiency test with a minimum score to earn a high school diploma:

Alabama

Class of 2001 will be tested in reading and language. Class of 2002 must also pass math and science. In 2003, a social studies test will be added.

Alaska

Beginning in January, students will have to pass competency tests in reading, English and math.

Arizona

Have proficiency tests in reading, writing and math.

California

Class of 2004 will be the first group required to take an exit exam. Students can begin taking it as freshmen.

Florida

High school competency tests are given in reading, writing and math.

Georgia

High school juniors are required to take a curriculum-based test. The state plans to replace this test with end-of-course assessments.

Indiana

Beginning with Class of 2000, students are required to pass a proficiency test to graduate. Exceptions can be made by principals if other requirements are met by the student.

Louisiana

High school sophomores are required to pass tests in language writing and math. Juniors are tested in science and social studies.

Maryland

Has an exit exam that covers basic levels of math, reading, writing, citizenship, arts and physical education. This will be replaced by end-of-course exams in English, government, algebra, geometry and biology. Freshmen in 2003 will be required to pass those tests to graduate.

Massachusetts

All sophomores are required to take tests in math, science, technology, history, social science and English. Beginning in 2003, all students must pass English and math to graduate. In coming years, the other tests will become requirements.

Minnesota

Students required to pass basic skills tests in reading, writing and math.

Mississippi

Requires mastery of minimum academic skills as measured by assessments developed by the state's Board of Education.

Nevada

Requires a high school exit exam that covers reading, writing and math. Science will be added to the exam in 2001 or 2002.

New Jersey

Requirements include passing an assessment test and demonstrating skills identified by the state Board of Education.

New Mexico

Test covers reading, math, English, science and social science. Students who leave high school can take the test within five years and still earn a diploma.

New York

In 2000, the state's Board of Regents began phasing in a schedule of regents exams, which students must pass to graduate.

North Carolina

All students must pass a computer skills test given in eighth grade. Class of 2003 will be required to pass a basic competency exit exam.

Ohio

Exit exam covers math, reading, writing, science and citizenship.

South Carolina

Exam covers reading, writing and math.

Tennessee

Beginning with the freshmen of fall 2001, students will be required to pass end-of-course exams in English II, Algebra I and biology.

Texas

Exit exams cover English, math, social studies and science.

Utah

The Class of 2005 will be required to pass tests in language arts, math and reading.

Virginia

All students required to pass a literacy test. Starting in 2004, students will be required to pass six end-of-course exams, two in English and four in subjects selected by the student.

Washington

Exit exam required to earn a Certificate of Mastery, which is a requirement for graduation beginning with Class of 2006.

Source: Education Commission of the States.

Attachment F

Other Passing Rates & Results

Class of 2004
Estimated Overall Cumulative Passing Rates
for the California High School Exit Examination (CAHSEE)
March 2001 through May 2002

| Group | Number Enrolled | % of Enrollment* | Number Passing | % of Group Passing |
|--------------------------------|---------------------|---------------------|-------------------|--------------------------|
| Class of 2004 Students | 459,588 (estimated) | 100 | 220,344 | 48 |
| Male | 236,533 | 51 | 112,792 | 48 |
| Female | 223,055 | 49 | 107,450 | 48 |
| Black/African American | 38,240 | 8 | 10,548 | 28 |
| Asian/Asian American | 39,021 | 8 | 27,267 | 70 |
| Hispanic/Latino | 184,120 | 40 | 54,514 | 30 |
| White (not of Hispanic Origin) | 175,797 | 38 | 113,429 | 65 |
| English Learner | 77,446 | 17 | 14,388 | 19 |
| Special Education | 47,169 | 10 | 6,019 | 13 |
| Economically Disadvantaged** | N/A | N/A | 45,637 | N/A |

Note: Produced from 2001 and 2002 Human Resources Research Organization (HumRRO) data files. Enrollment figures changed between 2001 and 2002.

*The ethnic categories do not add up to 100% because the categories reported changed between 2001 and 2002.

**Not available due to the changing status of students between administrations.

California Department of Education
High School Exit Exam Office
File Date: 9/16/2003
Prepared: 10/14/2003 12:50:23 PM

- [Research Files](#)
- [CAHSEE web site](#)

During CAHSEE test administration, demographic data are coded by the district for each student. The sub-groups included in these reports are based on these data.

This report displays the percent of students passing either the Mathematics or English Language Arts (ELA) portion of the exam.

Combined indicates results for all exam administrations in the selected school year.

(Note: Repeat test takers may take the CAHSEE multiple times in a school year.)

California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA) by Gender and Ethnic Designation, (Combined 2003) State Report

* To protect privacy, asterisks appear in place of test scores wherever those scores are based on 10 or fewer students.

| Subject | | All Students | Female | Male | African American (not of Hispanic origin) | American Indian or Alaska Native | Asian | Filipino | Hispanic or Latino | Pacific Islander | White (not of Hispanic origin) | Other |
|------------|----------|--------------|---------------|---------------|---|-------------------------------------|-------------|--------------|-----------------------|---------------------|--------------------------------------|-------------|
| Statewide: | # Tested | Math | 725,123 | 362,176 | 360,838 | 69,468 | 6,244 | 52,688 | 19,216 | 336,411 | 220,753 | 15,149 |
| | Passing | | 314,540 (43%) | 155,616 (43%) | 158,363 (44%) | 17,916 (26%) | 2,556 (41%) | 36,788 (70%) | 11,330 (59%) | 2,153 (41%) | 138,978 (63%) | 4,506 (30%) |
| | # Tested | ELA | 574,794 | 268,553 | 304,918 | 50,952 | 4,893 | 50,427 | 15,315 | 255,790 | 182,567 | 10,850 |
| | Passing | | 377,942 (66%) | 191,553 (71%) | 185,808 (61%) | 28,663 (56%) | 3,328 (68%) | 36,708 (73%) | 12,392 (81%) | 2,622 (66%) | 154,154 (84%) | 5,652 (52%) |

[Printing tips](#)

**Estimated Cumulative Passing Rates
for the English-Language Arts and Mathematics portions of the California High School Exit Examination (CAHSEE)
March 2001 through May 2002**

| Group | Students Enrolled | | Passed ELA Portion | | Passed Math Portion | |
|--------------------------------|---|--|---|--|---|--|
| | 2001-02 Tenth Grade Enrollment ¹ | Percent of Total Enrollment ² | Number of Students Passing ³ | Percent of Students Passing ⁴ | Number of Students Passing ³ | Percent of Students Passing ⁴ |
| All Students (Total) | 459,588 (estimated) | 100% | 334,814 | 73 | 242,294 | 53 |
| Male | 236,533 | 51 | 159,696 | 68 | 126,680 | 54 |
| Female | 223,055 | 49 | 174,574 | 78 | 115,537 | 52 |
| Black/African American | 38,240 | 8 | 23,010 | 60 | 11,928 | 31 |
| Asian/Asian American | 39,021 | 8 | 31,847 | 82 | 30,369 | 78 |
| Hispanic/Latino | 184,120 | 40 | 108,675 | 59 | 62,877 | 34 |
| White (not of Hispanic Origin) | 175,797 | 38 | 149,379 | 85 | 121,243 | 69 |
| English Learner | 77,446 | 17 | 32,919 | 43 | 20,581 | 27 |
| Special Education | 47,169 | 10 | 14,801 | 31 | 7,569 | 16 |
| Economically Disadvantaged | N/A | N/A | 86,614 | N/A | 53,325 | N/A |

¹ Enrollment is based on fall 2001 data from CBEDS. Total estimates of the number of eligible students classified as Economically Disadvantaged are not available separately by grade.

² Percents exceed 100 because students may be included in more than one group.

³ **Revised October 4, 2002.** Students who tested with modifications and who received the equivalent of a passing score were not counted as passing. Note that a very small number of students took and passed the test in both 2001 and 2002 and are double counted here.

⁴ **Revised October 4, 2002.** The estimate of the percent passing ELA and math is inexact because some students who may have passed in 9th grade are no longer enrolled in 10th grade in California. On a statewide level, it is impossible to determine who these students are.

California High School Exit Examination

Demographic Summary for All Students Tested - State Report

English-Language Arts (Combined 2003)

File Date: 9/16/2003

- [To Research Files](#)
- [State Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 574,794

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scaled Score |
|--|---------------|---------------|----------------|-------------------|--------------------|-------------------|
| All Students Tested (Average) | 574,794 | 377,942 | 66% | 196,852 | 34% | 370 |
| Grade | | | | | | |
| Tenth | 402,958 | 315,799 | 78% | 87,159 | 22% | 382 |
| Eleventh | 168,093 | 60,183 | 36% | 107,910 | 64% | 341 |
| Twelfth | 975 | 444 | 46% | 531 | 54% | 347 |
| Adult ed. | 2,463 | 1,402 | 57% | 1,061 | 43% | 355 |
| Unknown | 305 | 114 | 37% | 191 | 63% | 341 |
| Gender | | | | | | |
| Male | 304,918 | 185,808 | 61% | 119,110 | 39% | 364 |
| Female | 268,553 | 191,553 | 71% | 77,000 | 29% | 377 |
| Unknown | 1,323 | 581 | 44% | 742 | 56% | 346 |
| Race/Ethnicity | | | | | | |
| American Indian or Alaska Native | 4,893 | 3,328 | 68% | 1,565 | 32% | 369 |
| Asian | 50,427 | 36,708 | 73% | 13,719 | 27% | 382 |
| Pacific Islander | 4,000 | 2,622 | 66% | 1,378 | 34% | 367 |
| Filipino | 15,315 | 12,392 | 81% | 2,923 | 19% | 386 |
| Hispanic or Latino | 255,790 | 134,423 | 53% | 121,367 | 47% | 355 |
| African American (not of Hispanic origin) | 50,952 | 28,663 | 56% | 22,289 | 44% | 357 |
| White (not of Hispanic origin) | 182,567 | 154,154 | 84% | 28,413 | 16% | 391 |
| Unknown | 10,850 | 5,652 | 52% | 5,198 | 48% | 356 |
| Language Fluency | | | | | | |
| English Only Students | 335,314 | 252,784 | 75% | 82,530 | 25% | 380 |
| Initially Fluent English Proficient (IFEP) | 46,116 | 36,164 | 78% | 9,952 | 22% | 383 |
| Redesignated Fluent English Proficient (RFEP) | 53,179 | 42,452 | 80% | 10,727 | 20% | 379 |
| English Learner Students | 135,319 | 44,009 | 33% | 91,310 | 67% | 338 |
| Unknown | 4,866 | 2,533 | 52% | 2,333 | 48% | 354 |
| Economic Status | | | | | | |
| Non-Economically Disadvantaged Students | 353,297 | 264,835 | 75% | 88,462 | 25% | 380 |
| Economically Disadvantaged Students | 209,207 | 106,742 | 51% | 102,465 | 49% | 353 |
| Unknown | 12,290 | 6,365 | 52% | 5,925 | 48% | 355 |
| Special Education Program Participation | | | | | | |
| Students Receiving Services | 70,631 | 20,064 | 28% | 50,567 | 72% | 334 |
| Students Not Receiving Services | 504,163 | 357,878 | 71% | 146,285 | 29% | 375 |

*Each student essay receives two scores that range from 1 (lowest) to 4 (highest) or non-scorable (NS).

The average of these two scores is listed above. The Writing Applications score counts as 30% of the Total English-Language Arts score

To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site:

<http://www.cde.ca.gov/statetests/cahsee/released.html>

Printing tips

<http://data1.cde.ca.gov/dataquest/ExitProf1.asp?cYear=2002-03&TestType=E&cAdmin=C&tDate=000...> 10/14/2003

California High School Exit Examination

Demographic Summary for All Students Tested - State Report

Mathematics (Combined 2003)

File Date: 9/16/2003

- [To Research Files](#)
- [State Roster Report](#)
- [CAHSEE web site](#)
- [DataQuest Home Page](#)

Number of Students Tested: 725,123

| | Number Tested | Number Passed | Percent Passed | Number Not Passed | Percent Not Passed | Mean Scaled Score |
|--|---------------|---------------|----------------|-------------------|--------------------|-------------------|
| All Students Tested (Average) | 725,123 | 314,540 | 43% | 410,583 | 57% | 350 |
| Grade | | | | | | |
| Tenth | 411,912 | 244,692 | 59% | 167,220 | 41% | 364 |
| Eleventh | 308,742 | 68,892 | 22% | 239,850 | 78% | 333 |
| Twelfth | 1,242 | 219 | 18% | 1,023 | 82% | 326 |
| Adult ed. | 2,688 | 635 | 24% | 2,053 | 76% | 332 |
| Unknown | 539 | 102 | 19% | 437 | 81% | 328 |
| Gender | | | | | | |
| Male | 360,838 | 158,363 | 44% | 202,475 | 56% | 351 |
| Female | 362,176 | 155,616 | 43% | 206,560 | 57% | 350 |
| Unknown | 2,109 | 561 | 27% | 1,548 | 73% | 334 |
| Race/Ethnicity | | | | | | |
| American Indian or Alaska Native | 6,244 | 2,556 | 41% | 3,688 | 59% | 346 |
| Asian | 52,688 | 36,788 | 70% | 15,900 | 30% | 380 |
| Pacific Islander | 5,194 | 2,153 | 41% | 3,041 | 59% | 347 |
| Filipino | 19,216 | 11,330 | 59% | 7,886 | 41% | 363 |
| Hispanic or Latino | 336,411 | 100,313 | 30% | 236,098 | 70% | 338 |
| African American (not of Hispanic origin) | 69,468 | 17,916 | 26% | 51,552 | 74% | 334 |
| White (not of Hispanic origin) | 220,753 | 138,978 | 63% | 81,775 | 37% | 367 |
| Unknown | 15,149 | 4,506 | 30% | 10,643 | 70% | 338 |
| Language Fluency | | | | | | |
| English Only Students | 427,079 | 210,614 | 49% | 216,465 | 51% | 355 |
| Initially Fluent English Proficient (IFEP) | 60,475 | 30,889 | 51% | 29,586 | 49% | 359 |
| Redesignated Fluent English Proficient (RFEP) | 74,298 | 36,211 | 49% | 38,087 | 51% | 355 |
| English Learner Students | 156,753 | 34,897 | 22% | 121,856 | 78% | 332 |
| Unknown | 6,518 | 1,929 | 30% | 4,589 | 70% | 337 |
| Economic Status | | | | | | |
| Non-Economically Disadvantaged Students | 443,963 | 227,842 | 51% | 216,121 | 49% | 358 |
| Economically Disadvantaged Students | 263,529 | 81,447 | 31% | 182,082 | 69% | 339 |
| Unknown | 17,631 | 5,251 | 30% | 12,380 | 70% | 338 |
| Special Education Program Participation | | | | | | |
| Students Receiving Services | 76,352 | 11,040 | 14% | 65,312 | 86% | 322 |
| Students Not Receiving Services | 648,771 | 303,500 | 47% | 345,271 | 53% | 353 |

To protect privacy, no results for any group with 10 or fewer students will be released.

You may obtain copies of selected test questions at your school site or at the following Web site:

<http://www.cde.ca.gov/statetests/cahsee/released.html>[Printing tips](#)

Attachment G

Cover letter and Questionnaire

TO:

FROM: Nicole S. Terrell
P.O. Box 4647
Vallejo Ca. 94591

SUBJECT: California High School Exit Exam (CAHSEE) Questionnaire

I am a student at Golden Gate University conducting research on the California High School Exit Exam. The questionnaire is voluntary and requires comments which will be confidential and combined and presented in a final report. I ask for your assistance in reviewing and commenting freely on this CAHSEE questionnaire. A copy of the questionnaire results will be sent to all respondents.

Please complete the attached questionnaire to the maximum extent possible. Please provide comments (positive/negative) in relation to each applicable area. I have also included some background information on the No Child Left Behind Act and the California State Exit Exam. Once completed, please e-mail, fax or mail the questionnaire to me (in the envelope provided).

Questionnaire should be returned no later than September 13, 2003.

Please feel free to contact me directly with any questions. I can be reached at (707) 246-3040 or mail is the preferred method of response at: nst@uclink4.berkeley.edu.

If I can be of any assistance to you in any future endeavors, please contact me.

Thank you for your assistance.

Nicole S. Terrell

BACKGROUND

No Child Left Behind Act

The No Child Left Behind Act, promises that education reform will bring hope to all children. The No Child Left Behind Act ensures that children are getting the results they deserve from their education. Under the No Child Left Behind Act, schools, school districts, and states are asked to show progress in educating children. The No Child Left Behind Act insists on real results to ensure that all students are getting the quality education they deserve. If expectations are not met, both parents and schools qualify for emergency help. Schools qualify for extra funding and technical assistance. And parents of children in underachieving schools are given new options--including the option of sending their children to higher-achieving public schools or charter schools. Under NCLB, federally-funded schools that have not made adequate yearly progress (as defined by the state) for two consecutive years will be identified by the state or district as needing improvement. Struggling schools qualify for financial and technical assistance to help them turn around and improve special education. The No Child Left Behind reform also provides new resources for teacher recruitment and training and professional development.

In short the bill promises that:

- All students will be taught by highly qualified teachers by 2005-2006
- All students will attain "proficiency" in reading and mathematics by 2014, including students with disabilities and English learners.
- All English learners will become proficient in English.
- All students will learn in schools that are safe and drug free.
- All students will graduate from high school.

The California High School Exit Exam

Beginning with the class of 2006 – students will be required to pass the California High School Exit Exam (CAHSEE) before they can graduate from High School. The test consists of multiple choice questions, reading comprehension, word analysis, writing structure, grammar, fractions, probability, linear equations and geometry. The exams are designed to measure how well students have grasped state standards. The state guidelines to complete the exam are three hours for math and four hours for the English language. Students who pass the test will be given a Certificate of Accomplishment that school districts may use to award students who have passed both parts of the exam.

California High School Exit Examination (CAHSEE) Questionnaire

Key rating scale (unless otherwise stated): 1(Disagree) 2 (Unsure/Neutral) 3 (Agree)

General information on your background - Please circle applicable area

Education Level GED HS Diploma Vocational BA BS Masters>

Age 15-18 19-30 30-40 40-50 50-60 70->

Number of children 0 1-2 3-5 5-6 7->

Status: Student Parent Teacher Principal Other

| | | | |
|---|---|---|---|
| 1. The CAHSEE is an important part of a comprehensive assessment program | 1 | 2 | 3 |
| 2. There are signs that CAHSEE is affecting instruction | 1 | 2 | 3 |
| 3. Students are prepared for the exit exams | 1 | 2 | 3 |
| 4. California public school system and its success are important | 1 | 2 | 3 |
| 5. Adequate professional development is available to teachers to help them prepare students for success | 1 | 2 | 3 |
| 6. The level of difficulty on the CASHEE is adequate (see attached sample CAHSEE). | 1 | 2 | 3 |
| 7. The material covered on the CASHEE is taught in the classroom | 1 | 2 | 3 |
| 8. Retention is appropriate if student fail | 1 | 2 | 3 |
| 9. Schools are doing enough to help students who fail | 1 | 2 | 3 |
| 10. Teachers the key to effective instruction | 1 | 2 | 3 |
| 11. Appropriate accommodations are being made for students with special needs? | 1 | 2 | 3 |
| 12. The test creates obstacles for minorities or students with specials needs? | 1 | 2 | 3 |
| 13. CAHSEE implementation impacts broader efforts at reforming California High Schools? | 1 | 2 | 3 |
| | | | |
| | | | |

14. After reading the background on the NCLB Act and CAHSEE, please give feedback, reaction, concerns and predict how long you feel it will take for California to provide a more successful education system?

15. What should be done to improve California Schools? What will it take to for California to provide a more successful education system?

Please provide your e-mail address and a copy of the results will be sent to you.

THANK YOU FOR YOUR PARTICIPATION!