

2014–15 California High School Exit Examination (CAHSEE) Results

Summary of CAHSEE Results

A summary of statewide student performance on the CAHSEE is provided below. Note that, while final data are available for years 2004 through 2014, the results reported for 2015 are preliminary.

The data displayed on Tables 1, 2, and 3 are taken from reports produced by the CAHSEE independent evaluator, Human Resources Research Organization (HumRRO). In the annual report to be released in fall 2015, HumRRO will provide additional CAHSEE results by grade.

Table 1 Findings

The results presented in [Table 1](#) display the estimated cumulative percentage of students meeting the CAHSEE requirement for the Class of 2015 in grades ten, eleven, and twelve. (These data are taken from reports produced by HumRRO.) The pass rates presented in Table 1 for grades ten and eleven *include* SWDs in all demographic subgroups. The grade twelve pass rates *exclude* SWDs in all demographic subgroups, as SWDs are exempt from meeting the CAHSEE graduation requirement.

- Approximately 95.8 percent of the students from the Class of 2015 met the CAHSEE requirement by the end of their senior year.
- Approximately 79.8 percent of the English learners (ELs) met the CAHSEE requirement by the end of their senior year.
- Approximately 57.7 percent of the SWDs met the CAHSEE requirement by the end of their senior year.
- Approximately 94.1 percent of the economically disadvantaged students met the CAHSEE requirement by the end of their senior year.
- Over 90 percent of all subgroups, except ELs and SWDs, are meeting the CAHSEE requirement by the end of their senior year.

Table 2 Findings

The results displayed in [Table 2](#) show the estimated cumulative percentage of students meeting the CAHSEE requirement by grade for the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, and 2015. The pass rates presented in Table 2, when grade 12 students took the CAHSEE in grade 10 and grade 11, *include* SWDs. The grade twelve passing rates in Table 2 *exclude* SWDs, as SWDs are exempt from meeting the CAHSEE graduation requirement.

- There was an increase of 0.5 percentage point for grade ten students from the Class of 2015 who met the CAHSEE requirement on their first attempt as compared to grade ten students from the Class of 2014.
- There was an 11.0 percentage point increase in grade ten students from the Class of 2015 who met the CAHSEE requirement on their first attempt as compared to the grade ten students from the Class of 2006.
- There was an 8.0 percentage point increase in grade eleven students from the Class of 2015 who met the CAHSEE requirement as compared to grade eleven students from the Class of 2006.
- An increase of approximately 5.4 percentage points of the grade twelve students from the Class of 2015 met the CAHSEE requirement as compared to grade twelve students from the Class of 2006.

Table 3 Findings

[Table 3](#) displays a point-in-time comparison of the percentage of students for each class meeting the CAHSEE requirement by May in their respective senior years. Table 3 includes SWDs in all subgroups for the Classes of 2008 and 2009. For the Classes of 2006, 2007, 2010, 2011, 2012, 2013, 2014, and 2015, SWDs were exempted from passing the CAHSEE as a graduation requirement and have been *excluded* for all subgroups except the special education subgroup.

- Approximately 95.8 percent of students from the Class of 2015 have met the CAHSEE requirement by the end of their senior year.
- The Achievement Gap for meeting the CAHSEE requirement for Black or African American and Hispanic or Latino students is narrowing when compared to White students. Though White students achieved a 1.5 percentage point increase for the Classes of 2006–2015, the percentage point increase for Black or African American students is 8.3

percentage points, a 6.2 percentage point difference. The percentage point change for Hispanic or Latino students is 8.7 or a difference of 7.2 percentage points compared to white students.

- Hispanic or Latino students in the Class of 2015 display an increase in pass rates when compared to other subgroups. In the Class of 2015 compared to the Class of 2014, the Hispanic or Latino students show a 0.4 percentage point increase and, when compared to the Class of 2006, an 8.7 percentage point increase was realized at the same point in time of their senior year.
- Economically Disadvantaged students in the Class of 2015 demonstrated a 0.1 percentage point decrease compared to the Class of 2014.
- In the Class of 2015, American Indian or Alaska Native students show a percentage point increase of 0.9 compared to the Class of 2014. Native Hawaiian or Pacific Islander students show a percentage point increase of 0.2 compared to 2014.
- Black or African American students show a percentage point decrease of 0.2 when the Class of 2015 is compared with the Class of 2014. Black or African American students show an 8.3 percentage point increase, when comparing the Class of 2015 to the Class of 2006 at the same point in time of their senior year.
- ELs in the Class of 2015 show a percentage point decrease of 0.8 in passing rates when compared to the ELs in the Class of 2014 at the same point in time of their senior year. ELs show a percentage point increase of 3.8 when the Class of 2006 is compared to the Class of 2015. SWDs in the Class of 2015 show an increase in passing rates of 0.5 percentage points when compared to SWDs in the Class of 2014.

Tables 4 and 5 Findings

Tables 4 and 5 present the pass rates for grade ten students in ELA and mathematics, respectively. The grade ten pass rates presented in Tables 4 and 5 *include* SWDs in all subgroups. The data displayed in Tables 4 and 5 are taken from preliminary reports from DataQuest.

- The pass rate on the ELA portion of the CAHSEE for grade ten students in the Class of 2017 was 84.7 percent, an improvement of 10.0 percentage points from the pass rate for grade ten students in the Class of 2006 (Table 4).
- Economically disadvantaged grade ten students in the Class of 2017 compared to economically disadvantaged grade ten students in the Class of 2006 have increased pass rates of 18.8 and 18.5 percentage points in ELA and mathematics, respectively (Tables 4 and 5).
- Additionally, the change in percent for economically disadvantaged students compared to non-economically disadvantaged is approximately eleven percentage points higher for the ELA and mathematics portions of the CAHSEE (Tables 4 and 5).
- For the mathematics portion of the CAHSEE, the pass rate for the students in the Class of 2017 was 84.7 percent, an 11.0 percentage point increase over the passing percentage for grade ten students in the Class of 2006 (Table 5).

Tables 6 and 7 Findings

Tables 6 and 7 display the differences in the percentage of Hispanic or Latino and Black or African American grade ten students passing the CAHSEE compared to White students (i.e., achievement gap) from the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017 for ELA and mathematics. The grade ten data presented in Tables 6 and 7 *includes* SWDs in the pass rates. While there was a slight decrease in percentage point change in ELA for grade 10 Hispanic or Latino and African American students compared to White students in 2016—17, there was a slight increase in mathematics for Hispanic or Latino and African American students compared to White students in that year..

- For the ELA portion of the CAHSEE, the gap between Hispanic or Latino and White students has narrowed by 14.2 percentage points from the Class of 2006 to the Class of 2017.
- For the mathematics portion of the CAHSEE, the gap between Hispanic or Latino and White students has narrowed by 13.6 percentage points from the Class of 2006 to the Class of 2017 (Table 6).
- For the ELA portion of the CAHSEE, the gap between Black or African American and White students has narrowed by eight percentage points from the Class of 2006 to the Class of 2017.
- For the mathematic portion of the CAHSEE, the gap between Black or African American and White students has narrowed by 11.5 percentage points from the Class of 2006 to the Class of 2017 (Table 7).

To see these tables correctly, please view them in HTML.

Table 1: Class of 2015 – Grade 10, Grade 11, and Grade 12 Estimated Cumulative Percentage Meeting the CAHSEE Requirement by Subgroup^{1,2,3}

Demographic Subgroup	Grade 10 Class of 2015 Percent Passed ⁴	Grade 11 Class of 2015 Percent Passed ⁴	Grade 12 Class of 2015 Percent Passed ⁵
All Students	75.3%	86.4%	95.8%
Females	78.2%	88.4%	96.2%
Males	72.5%	84.4%	95.4%
Black or African American	60.2%	76.0%	92.0%
American Indian or Alaska Native	68.6%	84.1%	96.5%
Asian	89.0%	94.1%	98.0%
Filipino	88.5%	94.8%	98.6%
Hispanic or Latino	68.8%	82.5%	94.2%
Native Hawaiian or Pacific Islander	73.0%	85.9%	95.4%
White	85.3%	93.2%	98.8%
Two or More Races	77.9%	83.2%	92.2%
English Learner	31.7%	53.9%	79.8%
Reclassified Fluent English	87.8%	95.5%	98.9%
Economically Disadvantaged	67.4%	82.9%	94.1%
Special Education	26.5%	44.0%	57.7%

¹ For the purposes of this table, "meeting the CAHSEE requirement" is defined as passing both the English-language arts and mathematics portions of the CAHSEE. Students who satisfied the CAHSEE requirement through the local waiver process are *not* included in this table.

² Students identified as grade 12 from the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, and 2014 are *excluded* from the 2015 calculation. Current grade twelve students who also tested as grade twelve students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, and 2015 are *excluded* from this table.

³ Students with disabilities who used modifications were *excluded* from these analyses.

⁴ Students with disabilities were *included* in all rows.

⁵ Students with disabilities in grade 12 were *excluded* from all rows except the last row due to the exemption.

Table 2: Classes of 2006 through 2015 – Grade 10, Grade 11, and Grade 12 Estimated Cumulative Percentage Meeting the CAHSEE Requirement^{1,2,3}

All Students	Grade 10 Percent Passed ⁴	Grade 11 Percent Passed ⁴	Grade 12 Percent Passed ⁵
Class of 2006	64.3%	78.4%	90.4%
Class of 2007	65.4%	78.7%	93.3%
Class of 2008	65.1%	78.0%	93.7%
Class of 2009	65.2%	81.9%	93.4%
Class of 2010	69.2%	82.9%	94.4%
Class of 2011	69.9%	83.9%	94.6%
Class of 2012	71.5%	84.3%	95.0%
Class of 2013	73.8%	85.8%	95.5%
Class of 2014	74.8%	85.9%	95.5%
Class of 2015	75.3%	86.4%	95.8%
Percentage Point Change 2014–2015	0.5	0.5	0.3
Percentage Point Change 2006–2015	11.0	8.0	5.4

¹ For the purposes of this table, "meeting the CAHSEE requirement" is defined as passing both the English-language arts and mathematics portions of the CAHSEE. Students who satisfied the CAHSEE requirement through the local waiver process are *not* included in this table.

² Cohorts for classes are determined when the student meets the CAHSEE requirement in grades 10 or 11, or when the student takes the CAHSEE for the first time in grade 12. The repeat or fifth-year grade 12 student's class is determined when the student took the CAHSEE the first time in grade 12 for the Classes of 2006 through 2015.

³ Students with disabilities who used modifications were *excluded* from these analyses.

⁴ Students with disabilities were *included* in all rows.

⁵ Students with disabilities in grade 12 were *excluded* from all of these rows.

Table 3: Estimated Cumulative Percentage of Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, and 2015¹

Meeting the CAHSEE Requirement through the May Administration of Their Senior Year By Subgroup

Demographic Subgroup	Class of 2006 ² through May 2006 Percent Passed	Class of 2007 ² through May 2007 Percent Passed	Class of 2008 ³ through May 2008 Percent Passed	Class of 2009 ³ through May 2009 Percent Passed	Class of 2010 ² through May 2010 Percent Passed	Class of 2011 ² through May 2011 Percent Passed	Class of 2012 ² through May 2012 Percent Passed	Class of 2013 ² through May 2013 Percent Passed	Class of 2014 ² through May 2014 Percent Passed	Class of 2015 ² through May 2015 Percent Passed	Percentage Point Change 2014–2015	Percentage Point Change 2006–2015
All Students	90.4%	93.3%	90.4%	90.6%	94.4%	94.2%	95.0%	95.5%	95.5%	95.8%	0.3	5.4
Females	90.9%	93.6%	91.8%	91.9%	94.8%	94.7%	95.5%	96.0%	95.9%	96.2%	0.3	5.3
Males	89.9%	92.9%	89.0%	89.3%	93.9%	93.7%	94.6%	95.1%	95.1%	95.4%	0.3	5.5
Black or African American	83.7%	88.4%	80.5%	81.4%	89.6%	89.6%	91.9%	91.8%	92.2%	92.0%	-0.2	8.3
American Indian or Alaska Native	na	na	89.2%	91.6%	95.4%	94.8%	97.2%	95.5%	95.6%	96.5%	0.9	na
Asian	95.3%	96.3%	95.7%	95.3%	97.4%	97.1%	97.8%	97.8%	97.7%	98.0%	0.3	2.7
Filipino	na	na	na	96.3%	98.1%	97.9%	98.4%	98.5%	98.4%	98.6%	0.2	na
Hispanic or Latino	85.5%	88.6%	86.2%	86.6%	91.4%	91.7%	93.1%	93.8%	93.8%	94.2%	0.4	8.7
Native Hawaiian or Pacific Islander	na	na	na	90.7%	95.3%	93.6%	95.2%	94.2%	95.2%	95.4%	0.2	na
White	97.3%	98.4%	96.0%	95.9%	98.1%	98.2%	98.6%	98.5%	98.6%	98.8%	0.2	1.5
Two or More Races ⁵	na	na	na	na	73.8%	76.4%	83.9%	92.4%	90.9%	92.2%	1.3	na
English Learner	76.0%	77.1%	73.5%	73.6%	81.0%	80.3%	81.7%	82.2%	80.6%	79.8%	-0.8	3.8
Reclassified Fluent English	na	na	na	97.5%	98.5%	98.6%	98.9%	98.9%	98.9%	98.9%	0.0	na
Economically Disadvantaged	85.7%	88.3%	85.5%	85.6%	91.3%	91.4%	92.8%	93.5%	94.2%	94.1%	-0.1	8.4
Special Education	47.8%	48.8%	54.5%	56.6%	53.3%	56.3%	55.5%	53.6%	57.2%	57.7%	0.5	9.9

¹ A student's class (year of graduation) is determined by the local educational agency.

² Students identified as receiving special education services were *excluded* from all subgroups except the special education subgroup in these columns. CAHSEE exemption was available to students with disabilities for the Classes of 2006, 2007, 2010, 2011, 2012, 2013, 2014, and 2015. These percentages do not include students with disabilities who tested with modifications or received exemptions.

³ Students identified as receiving special education services were *included* in all subgroups in these columns. CAHSEE exemption was not available to students with disabilities for the Classes of 2008 and 2009. These percentages do not include students with disabilities who tested with modifications.

⁵ Federally mandated demographic subgroup.

English Language Arts

Table 4: Comparison of Pass Rates for Grade Ten Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, and 2017¹

Demographic Subgroup	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
All Students	74.7%	76.4%	77.1%	76.6%	78.8%	79.2%	80.6%	82.4%	83.0%	83.2%	83.2%	84.7%	1.5	10.0
Females	79.0%	81.1%	81.6%	81.2%	82.9%	83.0%	84.4%	85.9%	86.9%	86.8%	86.6%	88.5%	1.9	9.5
Males	70.5%	71.9%	72.7%	72.1%	74.9%	75.6%	76.9%	79.0%	79.3%	79.8%	80.0%	81.2%	1.2	10.7
Black or African American	62.6%	64.5%	65.8%	65.7%	68.5%	68.9%	71.1%	72.1%	73.2%	73.0%	72.8%	74.8%	2.0	12.2
American Indian or Alaska Native	73.4%	73.4%	77.2%	76.1%	77.1%	77.7%	79.2%	79.4%	80.1%	79.5%	78.2%	81.1%	2.9	7.7
Asian	84.7%	85.8%	86.6%	86.5%	88.4%	88.8%	90.9%	90.9%	91.6%	91.1%	91.5%	92.6%	1.1	7.9
Filipino	87.2%	88.1%	89.0%	88.9%	89.8%	89.6%	91.7%	92.0%	92.4%	92.0%	92.1%	93.3%	1.2	6.1
Hispanic or Latino	61.7%	65.1%	66.4%	66.2%	70.0%	70.9%	73.3%	76.4%	77.3%	77.9%	78.0%	80.1%	2.1	18.4
Native Hawaiian or Pacific Islander	71.2%	75.2%	75.4%	75.6%	79.1%	77.3%	79.3%	80.7%	81.9%	81.2%	81.4%	81.2%	-0.2	10.0
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	92.6%	0.7	4.2
Two or More Races ³	na	na	na	na	na	na	82.8%	85.3%	87.9%	87.5%	87.4%	87.5%	0.1	na
English Learner	39.2%	42.4%	38.1%	35.9%	40.2%	40.3%	41.7%	44.2%	44.5%	41.6%	38.2%	42.7%	4.5	3.5
Reclassified Fluent English	86.7%	89.2%	89.3%	88.9%	91.2%	91.4%	92.5%	93.7%	93.9%	93.5%	92.2%	93.4%	1.2	6.7
Economically Disadvantaged	60.0%	63.2%	64.9%	64.6%	68.5%	69.7%	72.3%	75.0%	76.1%	76.6%	76.6%	78.8%	2.2	18.8
Non-Economically Disadvantaged	87.2%	88.2%	88.5%	88.2%	89.5%	90.2%	91.1%	92.0%	92.4%	92.7%	93.0%	93.6%	0.6	6.4
Special Education	30.5%	32.8%	34.6%	33.0%	35.7%	37.2%	37.3%	39.2%	39.4%	39.6%	39.4%	42.5%	3.1	12.0

¹ Percent passing rates equal the number of students passing the CAHSEE divided by number of students taking the CAHSEE. Students with disabilities who used modifications are *excluded* from these analyses.

² Subgroup data are preliminary; school districts have the opportunity to make demographic data corrections.

³ Federally mandated demographic subgroup.

Mathematics

Table 5: Comparison of Passing Rates for Grade Ten Students in the Classes of 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, and 2016¹

Demographic Subgroup	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
All Students	73.7%	74.0%	75.5%	75.8%	78.3%	79.8%	80.7%	82.7%	83.6%	84.1%	85.1%	84.7%	-0.4%	11.0%
Females	74.4%	74.6%	76.1%	76.2%	78.6%	80.1%	81.3%	83.4%	84.6%	85.0%	86.1%	85.8%	-0.3%	11.4%
Males	72.9%	73.4%	75.0%	75.5%	78.0%	79.5%	80.2%	82.0%	82.6%	83.2%	84.1%	83.6%	-0.5%	10.7%
Black or African American	54.4%	54.9%	57.1%	58.4%	61.9%	64.0%	66.3%	68.4%	69.3%	70.6%	72.3%	71.2%	-1.1%	16.8%
American Indian or Alaska Native	69.2%	69.4%	72.9%	72.5%	75.7%	74.8%	77.8%	77.2%	79.5%	79.3%	78.8%	79.6%	0.8%	10.4%
Asian	91.2%	91.7%	92.1%	92.7%	94.1%	94.6%	95.0%	95.7%	96.0%	96.1%	96.6%	96.4%	-0.2%	5.2%
Filipino	86.9%	86.8%	88.1%	89.0%	90.1%	91.6%	92.0%	92.7%	93.5%	93.9%	94.3%	94.2%	-0.1%	7.3%
Hispanic or Latino	61.0%	62.2%	65.1%	65.7%	69.6%	72.3%	73.9%	77.1%	78.3%	79.1%	80.5%	79.9%	-0.6%	18.9%
Native Hawaiian or Pacific Islander	71.2%	72.6%	73.5%	75.0%	78.9%	80.1%	79.8%	82.4%	83.6%	83.9%	84.4%	82.0%	-2.4%	10.8%
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	92.1%	-0.1%	5.3%
Two or More Races ³	na	na	na	na	na	na	82.0%	83.5%	86.2%	86.4%	87.7%	86.9%	-0.8%	na
English Learner	49.2%	48.7%	47.6%	46.5%	50.2%	52.6%	52.2%	55.8%	55.9%	54.2%	54.3%	52.6%	-1.7%	3.4%
Reclassified Fluent English	82.8%	84.5%	85.3%	85.7%	88.6%	90.1%	90.8%	92.2%	92.9%	92.7%	92.6%	92.1%	-0.5%	9.3%
Economically Disadvantaged	60.6%	61.4%	64.3%	65.0%	69.0%	71.8%	73.5%	76.4%	77.6%	78.3%	79.6%	79.1%	-0.5%	18.5%
Non-Economically Disadvantaged	85.1%	85.5%	86.2%	86.5%	88.1%	89.3%	90.1%	91.1%	91.7%	92.4%	93.1%	92.9%	-0.2%	7.8%
Special Education	29.7%	30.3%	32.5%	32.3%	35.4%	38.1%	38.6%	40.1%	41.2%	42.3%	42.5%	42.6%	0.1%	12.9%

¹ Percent passing rates equal the number of students passing the CAHSEE divided by number of students taking the CAHSEE. Students with disabilities who used modifications are *excluded* from these analyses.

² Subgroup data are preliminary; school districts have the opportunity to make demographic data corrections.

³ Federally mandated demographic subgroup.

Achievement Gap on CAHSEE

Table 6: Achievement Gap of Hispanic or Latino Grade Ten Students ELA and Mathematics Compared to White Students¹

ELA	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
Hispanic or Latino	61.7%	65.1%	66.4%	66.2%	70.0%	70.9%	73.3%	76.4%	77.3%	77.9%	78.0%	80.1%	2.1	18.4
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	92.6%	0.7	4.2
Gap	26.7	24.1	23.4	23.2	20.4	19.8	17.8	15.1	14.2	13.8	13.9	12.5	-1.4	-14.2

Mathematics	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
Hispanic or Latino	61.0%	62.2%	65.1%	65.7%	69.6%	72.3%	73.9%	77.1%	78.3%	79.1%	80.5%	79.9%	-0.6%	18.9%
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	92.1%	-0.1%	5.3%
Gap	25.8	24.8	22.8	22.5	19.7	17.6	16.7	13.7	12.9	12.5	11.7	12.2	0.5	-13.6

¹ Differences may occur as a result of rounding. Students with disabilities who used modifications are *excluded* from these analyses.

² Subgroup data are preliminary; school districts have the opportunity to make demographic data corrections.

Achievement Gap on CAHSEE

Table 7: Achievement Gap of Black or African American Grade Ten Students ELA and Mathematics Compared to White Students¹

ELA	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
Black or African American	62.6%	64.5%	65.8%	65.7%	68.5%	68.9%	71.1%	72.1%	73.2%	73.0%	72.8%	74.8%	2.0	12.2
White	88.4%	89.2%	89.8%	89.4%	90.4%	90.7%	91.1%	91.5%	91.5%	91.7%	91.9%	92.6%	0.7	4.2
Gap	25.8	24.7	24.0	23.7	21.9	21.8	20.0	19.4	18.3	18.7	19.1	17.8	-1.3	-8.0

Mathematics	Class of 2006	Class of 2007	Class of 2008	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014	Class of 2015	Class of 2016	Class of 2017 ²	Percentage Point Change 2016–2017	Percentage Point Change 2006–2017
Black or African American	54.4%	54.9%	57.1%	58.4%	61.9%	64.0%	66.3%	68.4%	69.3%	70.6%	72.3%	71.2%	-1.1%	16.8%
White	86.8%	87.0%	87.9%	88.2%	89.3%	89.9%	90.6%	90.8%	91.2%	91.6%	92.2%	92.1%	-0.1%	5.3%
Gap	32.4	32.1	30.8	29.8	27.4	25.9	24.3	22.4	21.9	21.0	19.9	20.9	1.0	-11.5

¹ Differences may occur as a result of rounding. Students with disabilities who used modifications are *excluded* from these analyses.

² Subgroup data are preliminary; school districts have the opportunity to make demographic data corrections.