



Alabama



Alabama High School Graduation Exam (AHSGE), 3rd Edition

Type of test	Comprehensive standards-based exam
Purpose	<p>The purpose of the exam is to:</p> <ul style="list-style-type: none"> • Provide schools with student academic diagnostic information. • Determine prospective high school graduates' mastery of the state curriculum. • Increase alignment of local curriculum and programs of instruction with state education standards. • Meet a state mandate. • Meet federal No Child Left Behind (NCLB) requirements for reading, math, and science.
Test used by colleges or universities for undergraduate admission?	Some public universities and community colleges use the Alabama High School Graduation Exam (AHSGE). Some community colleges and universities require students who graduate from non-accredited high schools to pass this exam or receive a GED as a requirement for admission.
Major changes/pending changes in exit exam policy	As of May 2008, Alabama adopted a new diploma option, the Credit-Based Endorsement, that requires students to pass required courses and pass three out of five subject-area tests of the Alabama High School Graduation Exam (reading; mathematics; and either science, language, or social studies).
Year first administered	The 1 st edition of the AHSGE was first administered in 1984. A second version of the state graduation exam, the High School Basic Skills Exit Exam, was first administered in 1995. The 3 rd edition was first administered in 1999.
Year diplomas first withheld	2001 for the 3 rd edition (1985 for the 1 st edition)
Subjects tested	Reading, mathematics, science, social studies, language
Types of Questions	Multiple-choice
Grade first administered	10 th (considered a pre-graduation administration, but if students pass one or more subjects they receive credit toward graduation)
Grade(s) exam aligned to	11 th
Number of retakes allowed before end of grade 12	Four opportunities to retake; additional opportunity in the summer between 11 th and 12 th grade
Retakes after grade 12	Unlimited retakes after grade 12



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<p>Alternate paths to graduation for general education students</p>	<p>No</p>
<p>Alternate paths to graduation specifically for students with disabilities</p>	<p>Yes. Students with disabilities may receive an Alabama Occupational Diploma, which does not require passing the AHSGE, or apply for a waiver for one subject-area test in the student’s major disability to obtain a regular diploma. In 2007, 20% of students with disabilities received an Alabama Occupational Diploma and 13% applied for a waiver.</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>No</p>
<p>Exit exam used for No Child Left Behind?</p>	<p>Since 2003-04, the state has been using the AHSGE to meet the NCLB math and reading test requirements. The spring administration in 11th grade counts for NCLB. The state will use the new science (biology) section of the AHSGE for NCLB purposes in 2007-08.</p>
<p>Same cut score for graduation and NCLB?</p>	<p>Yes</p>
<p>Types of assistance provided by the state to all districts to raise <i>initial</i> pass rates for all students on the high school exit exam</p>	<p>The state offers technical assistance to help:</p> <ul style="list-style-type: none"> • Teachers administer the exam, which includes specialist(s) in the state education agency and train-the-trainer workshops. • All teachers prepare students for the exam, which includes online assistance, specialists in the state education agency, and train-the-trainer workshops. • Teachers become more proficient in their content area, which includes specialists in the state education agency, field-based specialists, and train-the-trainer workshops. • Schools identify and target students for assistance, which includes specialist(s) in the state education agency and train-the-trainer workshops. • Schools implement comprehensive school reform, which includes specialists in the state education agency, field-based specialists, and train-the-trainer workshops. • Districts improve formative uses of assessment, which includes specialists in the state education agency, field-based specialists, and train-the-trainer workshops. • Districts improve the instructional leadership provided by administrators, which includes specialists in the state education agency, field-based specialists, and train-the-trainer workshops. • Districts improve professional development for teachers, which includes specialists in the state education agency, field-based specialists, and train-the-trainer workshops. <p>The state also provides exam preparation materials for teachers.</p>
<p>Types of assistance or remediation provided by the state to all districts to help students who have failed their initial attempt to pass the exit exam</p>	<p>The state provides funds for remediation and additional professional development for teachers in the formative uses of assessment.</p>

Are districts mandated by law to provide remediation?	No																																																																														
Does the state have reciprocity with other states?	No																																																																														
Evaluations of the state exit exam	The state did an alignment evaluation of the reading, mathematics, and science exams that was used for internal review and will not be published. Data Recognition Corporation conducted this evaluation in 2005.																																																																														
State test contractor	Data Recognition Corporation																																																																														
11th grade cumulative pass rates, 2007	<table border="1"> <thead> <tr> <th colspan="6">Percentage of Students Passing Exit Exam, 11th Grade Cumulative Pass Rate</th> </tr> <tr> <th>Student Group</th> <th>Reading</th> <th>Language Arts</th> <th>Math</th> <th>Science</th> <th>Social Studies</th> </tr> </thead> <tbody> <tr> <td>All students</td> <td>84%</td> <td>82%</td> <td>86%</td> <td>85%</td> <td>76%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>89%</td> <td>91%</td> <td>92%</td> <td>84%</td> </tr> <tr> <td>African American</td> <td>74%</td> <td>71%</td> <td>78%</td> <td>71%</td> <td>62%</td> </tr> <tr> <td>Latino</td> <td>74%</td> <td>68%</td> <td>85%</td> <td>75%</td> <td>64%</td> </tr> <tr> <td>Asian</td> <td>83%</td> <td>85%</td> <td>96%</td> <td>89%</td> <td>81%</td> </tr> <tr> <td>Native American</td> <td>88%</td> <td>86%</td> <td>90%</td> <td>91%</td> <td>80%</td> </tr> <tr> <td>English language learners</td> <td>50%</td> <td>50%</td> <td>77%</td> <td>59%</td> <td>44%</td> </tr> <tr> <td>Migrant</td> <td>71%</td> <td>65%</td> <td>85%</td> <td>74%</td> <td>58%</td> </tr> <tr> <td>Students with disabilities</td> <td>30%</td> <td>27%</td> <td>36%</td> <td>40%</td> <td>31%</td> </tr> <tr> <td>Free or reduced-price lunch eligible</td> <td>74%</td> <td>71%</td> <td>78%</td> <td>74%</td> <td>63%</td> </tr> <tr> <td>Passing score (scale of 0-999)</td> <td>563</td> <td>560</td> <td>477</td> <td>491</td> <td>509</td> </tr> </tbody> </table> <p>Note: Students actually take the AHSGE for the first time in the spring of 10th grade as a pre-graduation administration. The pass rates in this table, however, are for the spring administration in 11th grade, when the exam first counts toward the graduation requirement. These data came from the Alabama Department of Education Web site at www.alsde.edu/Accountability/Accountability.asp.</p>	Percentage of Students Passing Exit Exam, 11 th Grade Cumulative Pass Rate						Student Group	Reading	Language Arts	Math	Science	Social Studies	All students	84%	82%	86%	85%	76%	White	90%	89%	91%	92%	84%	African American	74%	71%	78%	71%	62%	Latino	74%	68%	85%	75%	64%	Asian	83%	85%	96%	89%	81%	Native American	88%	86%	90%	91%	80%	English language learners	50%	50%	77%	59%	44%	Migrant	71%	65%	85%	74%	58%	Students with disabilities	30%	27%	36%	40%	31%	Free or reduced-price lunch eligible	74%	71%	78%	74%	63%	Passing score (scale of 0-999)	563	560	477	491	509
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12th grade cumulative pass rates, 2007

Percentage of Students Passing by the End of 12 th Grade					
Student Group	Reading	Language Arts	Math	Science	Social Studies
All students	95%	95%	96%	96%	94%
White	98%	97%	97%	98%	96%
African American	91%	91%	92%	91%	89%
Latino	88%	88%	95%	91%	87%
Asian	95%	96%	99%	97%	95%
Native American	96%	95%	96%	98%	97%
English language learners	74%	76%	93%	84%	76%
Migrant	88%	94%	98%	95%	95%
Students with disabilities	61%	59%	62%	70%	64%
Free or reduced-price lunch eligible	92%	91%	93%	92%	90%

Note: These data came from the Alabama Department of Education Web site at www.alsde.edu/Accountability/Accountability.asp.