Texas Education Agency 2014-15 Federal Report Card for Texas Public Schools

Campus Name: CHICO EL Campus ID: 249904101 District Name: CHICO ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
				African			Americar	1	Pacific		Special	Econ				
	State	District	Campus	Americar	nHispani									Female	eMaleM	ligra
TAAR Perce	nt at Phase-	in 1 Le	vel II or	Above												
Grade 3																
Reading	2015 74%		84%	*	67%	91%	-	-	-	-	*	74%	*		83%	-
	2014 75%	90%	90%	*	82%	93%	-	-	-	*	67%	83%	83%	84%	93%	-
Mathamati	002015 740/	72%	72%	*	78%	73%					*	63%	*	79%	67%	
Manieman	cs2015 74% 2014 69%		94%	*	88%	97%	-	-	_	*	67%		83%	95%		-
	2014 09 /0	94 /0	3 4 /0		00 /0	91 /0	-	-	-		07 /0	90 /6	03 /0	95/0	93 /0	-
Grade 4																
Reading	2015 71%	78%	78%	*	69%	81%	-	-	_	*	*	78%	55%	95%	67%	_
· ·	2014 73%	74%	74%	*	100%	76%	-	-	-	*	*	72%	*	78%	69%	-
Mathemati	cs2015 71%	80%	80%	*	75%	81%	-	-	-	*	*	74%	64%	95%	70%	-
	2014 70%	77%	77%	*	86%	76%	-	-	-	*	*	72%	*	78%	75%	-
Writing	2015 67%	63%	63%	*	69%	58%	-	-	-	*	*		55%	89%		-
	2014 72%	69%	69%	*	86%	66%	-	-	-	*	*	72%	*	78%	56%	-
Grade 5	2045 020/	040/	040/	*	750/	070/				*	*	000/	*	000/	000/	
Reading	2015 83%	91%	91%	-	75%	97% 87%	-	-	-	-		86%	*		83%	-
	2014 86%	86%	86%	-	83%	0/%	-	-	-	-	88%	88%		90%	83%	-
Mathemati	cs2015 75%	74%	74%	*	75%	75%				*	*	76%	*	72%	78%	_
Maulelliau	2014 87%	88%	88%	_	75% 75%	94%	_	_	_	_	88%	84%	*	95%		-
	20140170	0070	00 /0		1070	J-7/0					00 /0	0470		33 /0	00 /0	
Science	2015 69%	77%	77%	*	75%	81%	_	_	_	*	*	72%	*	76%	78%	_
	2014 73%		81%	-	75%	84%	-	-	_	-	63%	84%	*		74%	_
All Grades																
All Subject	s 2015 73%	78%	77%	55%	72%	80%	-	-	-	83%	28%			85%		-
	2014 75%	83%	83%	*	84%	84%	-	-	-	*	69%	81%	80%	86%	81%	-
Reading	2015 74%	84%	84%	*	70%	90%	-	-	-	*	33%	80%		92%	76%	-
	2014 75%	84%	84%	*	86%	85%	-	-	-	*	72%	81%	86%	84%	84%	-
M - 41 C	0045 700/	700/	700/		700/	700/					*	740/	070/	040/	740/	
Mathemati	cs2015 73%	76%	76%	*	76%	76%	-	-	-	*				81%		-
	2014 76%	87%	87%		83%	89%	-	-	-		72%	84%	81%	89%	85%	-
Writing	2015 68%	73%	63%	*	69%	58%				*	*	59%	55%	89%	47%	
vviiting	2013 00 %	67%	69%	*	86%	66%	-	_	_	*	*	72%	*	78%		-
	20147170	07 70	03/0		00 /0	00 /0	-	-	_			12/0		1070	JU /0	_
Science	2015 75%	79%	77%	*	75%	81%	_	_	_	*	*	72%	*	76%	78%	_
Colciloc	2014 77%	83%	81%	_	75%	84%	_	_	_	_	63%	84%	*	90%	74%	_
	20111170	0070	0170		1070	0170					0070	0170		0070	1 170	
TAAR Perce	nt at Final L	evel II o	or Above	9												
All Grades																
All Subject	s 2015 38%	34%	33%	0%	28%	36%	-	-	-	33%	8%	30%	17%	41%	26%	-
	2014 39%	37%	40%	*	36%	43%	-	-	-	*	22%	35%	35%	43%	38%	-
Reading	2015 40%		41%	*	30%	46%	-	-	-	*	7%			54%		-
	2014 42%	46%	42%	*	39%	44%	-	-	-	*	17%	35%	29%	48%	37%	-
	0045 000	0=01			0=0/	0001						0501	4	0601	0001	
Mathemati	cs2015 36% 2014 37%	27%	29% 47%	*	27% 42%	30% 52%	-	-	-	*	* 39%			32% 48%		-

0%

											Two	•					
				Afri	can		А	merican	1	Pac	or ific Mor	e Speci	al Econ	1			
	Statel	Distric	tCamp	usAme	ricanH	ispanic	White	Indian	Asia	nislar	nderRace	s Ed	Disad	vELLF	emale	MaleMi	grant
0	015 31% 014 34%	29% 12%	20% 10%		*	25% 14%	19% 10%	-	-	-	*	*	19% 4%	9%	37% 13%	10% 6%	-
	015 40% 014 40%	39% 43%	35% 40%	,	*	25% 25%	41% 45%	-	-	-	. *	* 0%	38% 32%			39% 39%	-
TAAR Percent a	at Level II	I Adva	nced														
All Subjects 2	015 14% 014 14%	9% 9%	10% 14%		% *	4% 12%	12% 16%	-	-	-	17%	0% 4%	7% 14%	3% 10%	12% 18%	8% 10%	-
U	015 15% 014 14%	13% 10%	16% 13%		*	6% 11%	19% 15%	-	-	-	. * . *	0% 11%	11% 15%		21% 19%	11% 7%	-
Mathematics2	015 14% 014 15%	7% 11%	8% 18%		*	6% 11%	9% 22%	- -	-	-	*	* 0%	6% 16%	5% 10%	8% 24%	8% 13%	-
	015 8% 014 6%	3% 2%	0% 0%		* *	0% 0%	0% 0%	-	-	-	. * . *	*	0% 0%	0%	0% 0%	0% 0%	-
	015 14% 014 13%	11% 13%	7% 16%		*	0% 25%	9% 13%	- -	-	-	* -	* 0%	3% 20%	*	8% 15%	6% 17%	-
All Tests Reading		2015 2014 2015 2014	99% 99% 99%	100% 99% 100% 100%	100% 100% 100% 100%	100% 100% 100%	100% 100% 100% 100%	100% 100% 100% 100%	- - -		100% 100% 100%	100% 100% 100% 100%	100% 100%	100% 100% 100% 100%	100%		-
Mathematics		2015	99%	100%	100%	100%	100%	100%	-		100%	100%	100%	100%	100%	100%	-
		2014	99%	100%	100%	1000/	100%	100%	-		1000/	100%	100%	100%	100%		-
Writing		2015 2014	99% 99%	98% 100%	100% 100%	100%	100% 100%	100% 100%	-		100%	100%	100% 100%	100%	100% 100%		-
Science		2015 2014	99% 99%	100% 99%	100% 100%	100% -	100% 100%	100% 100%	-		100% -	100% 100%		100% 100%	100% 100%	100% 100%	
TAAR Participa	tion Resu	ılts by	Asses	sment	Type fo	or Stude	ents Se	rved in S	Speci	ial Ed	ucation	Settings	s (All Gı	rades)			
eading Tests % of Participants % STAAR/EO		201	5 98	% 98	% 10	0% -	100%	½ 100%	-	-		100%	100%	100%	6 *	100%	-
ccommodations % STAAR/EO		201	5 17	% 4%	6 7 '	% -	14%	0%	-	-		7%	8%	14%	*	9%	-
ccommodations % STAAR Alte	rnato?	201 201)% - 3% -	86% 0%	75% 25%	-	-		80% 13%	75% 17%	86% 0%		82% 9%	-
% of Non-Partici		201					0%	0%	-	-		0%	0%	0%		0%	-
athematics Tests % of Participants	S	201	5 99	% 100	% 10	0% -	100%	½ 100%	-	-		100%	100%	100%	6 *	100%	-
% STAAR/EO ccommodations % STAAR/EO		201	5 13	% 5%	% 7 '	% -	14%	0%	-	-		7%	8%	14%	*	9%	-
ccommodations		201				% -	86%		-	-		80%	75%	86%		82%	-
STAAR Alte % of Non-Partici		201 201				3% -	0% 0%	25% 0%	-	-		13% 0%	17% 0%	0% 0%	*	9% 0%	-

^{&#}x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

'*' Indicates results are masked due to small numbers to protect student confidentiality.

0%

0%

1%

% of Non-Participants

2015

0%

0%

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

Part II: Student Achievement and State Academic Annual Measureable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Υ		N	Υ	n/a	n/a	n/a	n/a	N			n/a
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ		n/a	
Mathematics	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ		n/a	
Federal Graduation St	tatus (Targ	get: See Re	eason Cod	es)								
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

- ‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
- +' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
- **** Federal Graduation Rate Reason Codes:
 - a = Graduation Rate Goal of 90%
 - b = Four-year Graduation Rate Target of 83%
 - c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
 - d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a' Indicates data are not applicable to this report.

								Two				
								or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates ‡												
Reading												
# at Phase-in	101	,	' 21	76	-	-		- *	61	5	13	n/a
Satisfactory Standard												
Total Tests	118	,	[*] 29	84	-	-		- *	74	. 12	! 21	19
% at Phase-in	86%	,	72%	90%	-	-		- *	82%	42%	62%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	94	,	23	67	-	-		- *	56	*	16	n/a
Satisfactory Standard												
Total Tests	119	,	[*] 30	84	-	-		- *	75	*	22	20
% at Phase-in	79%	,	77%	80%	-	-		- *	75%	*	73%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	30	,	' 11	17	· -	-		- *	15	*	7	n/a
Satisfactory Standard												
Total Tests	45	,	' 14			-		- *	24	. *	10	
	67%	*	79%	59%	-	-		- *	63%	*	70%	n/a

								Two				
					_			or	_		ELL	
	All Students	African	Lienanie	White	American Indian	Asian	Pacific Islander	More	Econ	Special Ed	(Current & Monitored)	ELL (Current
% at Phase-in	Students	American	пізрапіс	vviiite	iliulali	ASIAII	isianuei	Naces	Disauv	Eu	wioriitoreu)	Current
Satisfactory Standard												
Science												
# at Phase-in	30	*	6	23				_ *	20	*	*	n/
Satisfactory Standard	00		· ·	20					20			11/
Total Tests	38	*	. 8	28	-			- *	26	*	*	
% at Phase-in	79%							- *			*	n/
Satisfactory Standard	. 0 , 0		. 0 , 0	0_70					,0			
Social Studies												
# at Phase-in	_	_		_		-				_	-	. n/
Satisfactory Standard												
Total Tests	_	_		-						_	-	
% at Phase-in	_	_		-						_		. n/
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 As	sessments	;										
Number Participating	135		33	96	· -			- *	83	15	n/a	. 2
Total Students	135	*	33	96	· -	-		- *	83	15	n/a	
Participation Rate	100%	*	100%	100%	-	-		- *	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	ents										
Number Participating	135	*	33	96	i –	-		- *	83	15	n/a	. 2
Total Students	135	*	33	96	i –			- *	83	15	n/a	. 2
Participation Rate	100%	*	100%	100%	-	-		- *	100%	100%	n/a	1009
'‡' Results for grade 3-												

n/a' Indicates data are not applicable to this report.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra	tes											
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2014							
Number Graduated	-	-	_					-	-	· -		- n/a
Total in Class	-		-					-	-	-		
Graduation Rate	-		_					-	-	-		- n/a
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2013							
Number Graduated	-	-	-					-	-	-		- n/a
Total in Class	-	-	-					-	-	-		
Graduation Rate	-	-	_					-	-	-		- n/a
5-year Extended Gradu	ation Rate	e (Gr 9-12):	Class of 2	2013								
Number Graduated	-	-	-					-	-	-		- n/a
Total in Class	-	-	-					-	-	-		
Graduation Rate	-	-	-					-	-	-		- n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a Total Federal Cap n/a Limit

Mathematics

Number Proficient n/a Total Federal Cap n/a

Limit

Indicates results are masked due to small numbers to protect student confidentiality.

Source: 2015 Accountability Federal System Safeguards Report

Indicates results are masked due to small numbers to protect student confidentiality.

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

n/a' Indicates data are not applicable to this report.

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Priority School Identification: Priority School Reason: N/A
No Focus School Reason: N/A

Focus School Identification:

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.0%	0.9%
Bachelors	20.4	91.1%	90.8%	75.1%
Masters	2.0	8.9%	9.2%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		19	0	19
Total Number of Classes		19	0	19
Number of Classes Taught by Highly Qualified Teachers	Number	19	0	19
	Percent	100.00%		100.00%

		General Education	Special Education	Total
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	q
	Percent	0.00%		0.00%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	Elem	
	Liciti	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	0	C
Emergency (for uncertified personnel)	0	C
Non-renewable	0	C
Temporary Classroom Assignment	0	C
District Teaching	0	C
Temporary	0	C

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	Numbe	r of Teachers
_	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	d

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
	_	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2 2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
	Ü	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Reading	Students with Disabilities Limited English Proficient	72 92
	Limited English Proficient	വാ
	•	92
Mathematics	Students with Disabilities	80
	Limited English Proficient	95
Reading	Students with Disabilities	81
	Limited English Proficient	95
Mathematics	Students with Disabilities	81
	Limited English Proficient	90
	Reading	Limited English Proficient Reading Students with Disabilities Limited English Proficient Mathematics Students with Disabilities

Source: TEA Division of Student Assessment