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

Campus Name: CHICO MIDDLE Campus ID: 249904041 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			Amorican		Dooifio	or More	enaaia	l Econ				
	State	District	Campus	African sAmerican	Hispani		Americar Indian			: More s			ELL	Female	eMaleN	ligran [.]
TAAR Perce								7 10 1011								
Grade 6																
Reading	2015 73%	90%	90%	-	91%	90%	-	-	-	-	88%	88%	*	89%	90%	-
	2014 77%	89%	89%	-	100%	85%	*	-	-	*	*	82%	*	95%	83%	-
NA nation area natio	-0045 700/	700/	700/		000/	700/					*	770/	*	700/	700/	
Mathematic	s2015 72% 2014 78%	78%	78% 84%	-	82% 100%	76% 79%	- *	-	-	- *	*	77% 86%	*	79% 95%	76% 74%	-
	2014 / 6%	04 70	04 70	-	100%	1970		-	-			00%		95%	7470	-
Grade 7																
Reading	2015 72%	93%	93%	-	100%	91%	*	-	-	*	*	90%	*	91%	96%	-
· ·	2014 74%	72%	72%	*	64%	74%	-	-	-	-	*	75%	*	66%	80%	-
Mathematic	s2015 68%	80%	80%	- *	100%	77%	*	-	-	*	*	87%	*	78%	83%	-
	2014 67%	83%	83%	*	73%	86%	-	-	-	-	*	86%	*	83%	84%	-
Writing	2015 69%	84%	84%	_	88%	82%	*	_	_	_	*	84%	*	91%	77%	_
vviidilg	2013 09 %		66%	*	60%	67%	_	-	_	-	*	70%	*		56%	-
	_00/0	0070	/ 0		23/0	J. 70						. 3 / 3		. 5 /0	0070	
Grade 8																
Reading	2015 84%	96%	96%	*	100%	95%	-	-	-	-	*	94%	*	96%	96%	-
	2014 88%	89%	89%	*	86%	89%	-	-	-	*	*	84%	*	87%	91%	-
N 4 = 4 = = = = 4	-0045 740/	CO0/	C00/	*	C20/	740/					*	740/	*	C 40/	700/	
Mathematic	2015 71% 2014 85%	68% 93%	68% 93%	*	63% 100%	71% 92%	-	-	-	- *	*	74% 96%	*	64% 96%	72% 91%	-
	2014 65%	93%	93%		100%	9270	-	-	-			90%		90%	9170	-
Science	2015 67%	71%	71%	*	*	74%	_	_	_	_	*	74%	*	62%	80%	_
	2014 70%	70%	70%	*	*	73%	-	-	-	*	*	65%	*	67%		-
Social																
Studies	2015 61%		55%	*	*	57%	-	-	-	-	*	48%	*	42%	68%	-
	2014 61%	12%	72%		63%	73%	-	-	-	-		69%		67%	78%	-
End of Cour	S.P.															
	y 2015 88%	74%	*	*	_	*	-	-	_	_	_	*	_	-	*	_
	2014 92%		90%	-	100%	88%	-	-	-	*	*	91%	*	90%	90%	-
All Grades																
All Subjects	2015 73%		79%	4000/	81%	79%	100%	-	-	4000/	51%			76%		-
	2014 75%	83%	81%	100%	80%	81%	•	-	-	100%	44%	81%	53%	82%	81%	-
Reading	2015 74%	84%	93%	*	96%	93%	*	_	_	*	73%	91%	*	93%	94%	_
rteading	2014 75%	84%	83%	*	81%	82%	*	_	_	*	*	80%	*	81%	85%	_
		0.70	20,0		0.70	0_70						0070		0.70	0070	
Mathematic	s2015 73%	76%	75%	*	81%	74%	*	-	-	*	43%	80%	*	73%	77%	-
	2014 76%	87%	87%	*	88%	86%	*	-	-	*	*	89%	*	91%	83%	-
VA (:1:	0045 0001	700/	0.404		000/	000/	_				_	0.407	_	040/	770/	
Writing	2015 68%		84%	- *	88%	82% 67%	•	-	-	-	*	84%	*	91%		-
	2014 71%	67%	66%		60%	67%	-	-	-	-		70%		75%	JU%	-
Science	2015 75%	79%	71%	*	*	74%	_	_	_	_	*	74%	*	62%	80%	_
23.51100	2014 77%		70%	*	*	73%	-	-	_	*	*	65%	*	67%		_
Social Studies	2015 74%		57%	*	*	58%						50%	*	42%		

											Two or						
	04-4-	D:-4-:	. 10		frican			America			c More						
	2014 75%				nerican *	Hispani 87%	ewnite 82%	Indian -	Asia -	nisiand -	erRaces 100%		Disad 83%	<u>/ELL </u> *		<u>емаіел</u> 86%	viigra -
TAAD Davase	t at Final I	aval I	lau Ah														
STAAR Percent All Grades	t at Finai L	.evei i	or Ab	ove													
All Subjects					*	28%	32%	67%	-	-	*	21%		31%	33%	30%	-
	2014 39%	37%	299	%	43%	19%	29%	*	-	-	58%	22%	25%	12%	34%	23%	-
Reading	2015 40%	43%	439	%	*	37%	44%	*	_	_	*	33%	38%	*	50%	36%	_
	2014 42%				*	23%	38%	*	-	-	*	*	33%	*	46%	27%	-
NA odlo o mo odi o o	2045 200/	070/	229	.,	*	22%	000/	*			*	4.40/	200/	*	220/	000/	
Mathematics	2015 36% 2014 37%			-	*	22% 27%	23% 26%	*	-	-	*	14% *	20% 19%	*	22% 28%	22% 24%	-
				-													
Writing	2015 31%			-	- *	38%	35%	*	-	-	-	*	32%	*	50%	27%	-
	2014 34%	12%	139	/0		0%	17%	-	-	-	-		11%		18%	8%	-
Science	2015 40%	39%	299	%	*	*	33%	-	-	-	-	*	19%	*	23%	36%	-
	2014 40%	43%	329	%	*	*	32%	-	-	-	*	*	31%	*	38%	26%	-
Social																	
tudies	2015 41%	25%	239	%	*	*	23%	-	-	-	-	*	19%	*	15%	30%	-
	2014 38%	27%	279	%	*	13%	28%	-	-	-	60%	*	24%	*	32%	23%	-
TAAR Percent	tatlovoll	II Adv	ancod														
All Grades	t at Level i	II Auv	anceu														
All Subjects			119		*	4%	13%	33%	-	-	*	10%	8%	0%	12%	10%	-
	2014 14%	9%	7%	0	0%	4%	7%	*	-	-	17%	9%	6%	6%	7%	7%	-
Reading	2015 15%	13%	20%	%	*	11%	21%	*	_	_	*	13%	16%	*	25%	16%	_
	2014 14%				*	8%	13%	*	-	-	*	*	10%	*	14%	10%	-
N 4 - 41 4'	0045 440/	70/	40	,		00/	5 0/					70/	00/	*	00/	40/	
Mathematics	2015 14% 2014 15%	7% 11%	4% 6%	-	*	0% 8%	5% 6%	*	-	-	*	7% *	2% 4%	*	3% 7%	4% 6%	-
	2014 1070	1170	• •	·		070	070						470		7 70	0 70	
Writing	2015 8%	3%	7%	-	-	0%	9%	*	-	-	-	*	10%	*	9%	5%	-
	2014 6%	2%	4%	o	*	0%	5%	-	-	-	-	*	4%	*	4%	4%	-
Science	2015 14%	11%	109	%	*	*	12%	-	_	_	-	*	6%	*	8%	12%	_
	2014 13%	13%	119	%	*	*	11%	-	-	-	*	*	8%	*	4%	17%	-
Social																	
tudies	2015 18%	8%	119	%	*	*	14%	-	-	-	-	*	6%	*	8%	15%	-
	2014 15%	2%	2%	6	*	0%	2%	-	-	-	20%	*	3%	*	2%	3%	-
TAAR Particip	ation (All																
All Tests			99%			100%			100%		67%		100%				
		2014	99%	99%	100%	88%	99%	100%	-		100%	100%	99%	100%	0 100	% 100	J%
Reading		2015	99%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	6 100°	% 100)%
		2014	99%	100%	100%	*	100%	100%	*		*	100%	100%	100%	6 100°	% 100)%
Mathematics		2015	99%	100%	100%	100%	100%	100%	100%		100%	100%	100%	100%	. 100°	% 100	1%
Matricinatios	,		99%		100%			100%	*		*		100%				
Writing		2015		98%	96%	- *	100%	97%	100%		0%	100%	100%	100%			
		2014	99%	100%	100%		100%	100%	-		-		100%		1009	% 100	770
Science		2015	99%	100%	100%	100%	100%	100%	-		-	100%	100%	100%	6 100°	% 100)%
		2014	99%	99%	100%	*	100%	100%	-		*	100%	100%	*	100°	% 100)%
Social Studie	20	2015	99%	100%	100%	100%	100%	100%			_	100%	100%	100%	6 100°	% 100	10/2
Social Studie	55		99%	98%	98%	*	96%	100%	-			100%		*	99%		
			_						_								
TAAR Particip	ation Res	uits b	y Asse	ssmer	nt Type	tor Stu	ents S	erved ir	Speci	iai Educ	cation S	ettings	(All Gr	ades)			
eading Tests																	
	nts	20	015 9	8%	98%	100%	- *	100%	, -		-	100%	100%	-	100%	100%	%
% of Participar																	
of Participar % STAAR/E % ccommodation.	OC With N		015 1	7%	4%	0%	*	0%				0%	0%	_	0%	0%	

% STAAR/EOC With Accommodations	2015	71%	84%	93%	-	*	92%	-	-	-	-	93%	91%	-	100%	90%	-
% STAAR Alternate2 % of Non-Participants	2015 2015	10% 2%	9% 2%	7% 0%	-	*	8% 0%	-	-	-	-	7% 0%	9% 0%	-	0% 0%	10% 0%	-
Mathematics Tests % of Participants % STAAR/EOC With No	2015	99%	100%	100%	-	*	100%	-	-	-	-	100%	100%	-	100%	100%	-
Accommodations % STAAR/EOC With	2015	13%	5%	0%	-	*	0%	-	-	-	-	0%	0%	-	0%	0%	-
Accommodations	2015	74%	86%	93%	-	*	92%	-	-	-	-	93%	90%	-	100%	89%	-
% STAAR Alternate2 % of Non-Participants	2015 2015	11% 1%	8% 0%	7% 0%	-	*	8% 0%	-	-	-	-	7% 0%	10% 0%	-	0% 0%	11% 0%	-

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

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 Students	African American	Hienanic	White	American Indian	Asian	Pacific Islander	More	Econ Disady	Special Ed	(Current & Monitored)	
Performance Status :	_	American	mapanic	VVIIIC	maian	Asian	isianaei	Naces	Disauv		womtorea	
Target	• 83%	83%	83%	83%					83%	83%	83%	
Reading	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ			n/a
Mathematics	N		N	N	n/a	n/a	n/a	n/a	Υ			n/a
Participation Status	ŧ											
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 S	Status (Tar	net: 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.

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.

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

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

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

^{&#}x27;+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

^{***&#}x27; 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%

								Two or			ELL	
	All Students	African	Hienanic	White	American Indian	Δeian	Pacific Islander	More	Econ Disady	Special Ed	(Current & Monitored)	ELL (Current)
Performance Rates ‡	Students	American	Пізрапіс	vviiite	IIIulali	Asiaii	isianuei	Naces	Disauv	Lu	<u> womtorea)</u>	(Current)
Booding												
Reading	122	*	26	92	*			*	76	10	16	2/2
# at Phase-in	122		20	92		-		-	70	10	16	n/a
Satisfactory Standard	129	*	27	98	*			*	82	13	17	
Total Tests		*	96%			-		-				
% at Phase-in	95%	-	96%	94%		-		- "	93%	77%	94%	n/a
Satisfactory Standard												
Mathematics		*			*						40	,
# at Phase-in	98	^	22	74		-		- ^	67	6	13	n/a
Satisfactory Standard	400	*	~-						<u> </u>			
Total Tests	128		27	97		-		- *	81			
% at Phase-in	77%	*	81%	76%	*	-		- *	83%	50%	76%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	36	-	**	27	*	-			25	*	*	n/a
Satisfactory Standard												
Total Tests	42	-	**	32		-			29		*	,
% at Phase-in	86%	-	88%	84%	*	-			86%	*	*	n/a
Satisfactory Standard												
Science												
# at Phase-in	34	*	*	29	-	-			22	*	*	n/a
Satisfactory Standard												
Total Tests	48	*	*	39		-			29		*	,
% at Phase-in	71%	*	*	74%	-	-			76%	*	*	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	27	*	*	23	-	-			15	*	*	n/a
Satisfactory Standard												
Total Tests	48	*	*	39	-	-			29	*	*	,
% at Phase-in	56%	*	*	59%	-	-			52%	*	*	n/a
Satisfactory Standard												
Participation Rates ‡												
Boodings 2044 2047 4 -												
Reading: 2014-2015 As		*	27	107	*			*	00	4.5	2/2	,
Number Participating	138 138	*	27 27	107		-		*	89 89			
Total Students	100%	*	100%	100%		-		*	09			
Participation Rate			100%	100%		-		- "	100%	100%	n/a	
Mathematics: 2014-201		ents *	07	105	*			*		4.4	/	,
Number Participating	136	*	27	105		-		- ^ *	88			
Total Students	136	*	27	105		-		- ^	00			
Participation Rate	100%	•	100%	100%	•	-		- ^	100%	100%	n/a	•

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
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.
In/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 Rat	e (Gr 9-12)	: Class	of 2014							
Number Graduated	-							_	-			- n/
Total in Class	-							-	-			-
Graduation Rate	-		-				-	-	-			- n/
4-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)	: Class	of 2013							
Number Graduated	-							-	-	. <u>-</u>		- n/
Total in Class	-		-					-	-	. <u>-</u>		-
Graduation Rate	-							-	-	. <u>-</u>		- n/
5-year Extended Gradı	uation Rate	(Gr 9-12)	: Class of	2013								
Number Graduated	-	-	-					-	-	-		- n/
Total in Class	-	-	-					-	-	-		-
Graduation Rate	-	-	-					-	-	-		- n/
Graduation Rate District: Met Federal L	-	-	. <u>-</u>					-	-	-		-

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
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

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	9.2	79.6%	90.8%	75.1%
Masters	2.4	20.4%	9.2%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

^{**&#}x27; When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27; Indicates there are no students in the group.

^{&#}x27;n/a' Indicates data are not applicable to this report.

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	Tota
Total Number of Teachers		11	0	1.
Total Number of Classes		48	0	48
Number of Classes Taught by Highly Qualified Teachers	Number	48	0	48
• , • ,	Percent	100.00%		100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	(
3 , 3 , ·	Percent	0.00%		0.00%

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

	Number of To	eachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0
•		

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

neral Education	Special Education
U	0
0	0
	0

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

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	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
	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
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
	-	Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment