



School Overview Report

School Year: 2013-14

Chaparral High School
(02409.3)
Title I

Priority School:

A Priority School is a Title I-served school that has room for substantial improvement in whole school proficiency and growth. Intensive district and community assistance will provide this school with support necessary for improvement.

| Performance Indicators | Points Earned | Points Eligible | Percentage of Points Earned | | | | | | |
|---|--|-----------------|-----------------------------|-------|------------------------|---------------------|---------------------|----------------------|---------------------|
| Status/Growth Measure of Achievement | 17.0 | 30 | 56.7% | | | | | | |
| Reduction in Achievement Gaps | 5.5 | 10 | 55.0% | | | | | | |
| Graduation Measures | 10.0 | 30 | 33.3% | | | | | | |
| College and Career Readiness | 9.0 | 16 | 56.3% | | | | | | |
| Other Indicators | 8.0 | 14 | 57.1% | | | | | | |
| Total Index Score | [Points Earned(49.50)/Points Eligible(100)] X 100 = 49.50 | | | | | | | | |
| Reading/ELA Test Participation | 97.6% | | Math Test Participation | 97.6% | | | | | |
| Whole School Demographics (N = 2204) | | | | | | | | | |
| IEP | ELL | FRL | Am Indian/ AK Native | Asian | Black/ Afr American | Hispanic/ Latino | Pacific Islander | Two or More Races | White/ Caucasian |
| 13.6% | 10.3% | 62.7% | 1.3% | 3.7% | 11.8% | 58.0% | 1.3% | 5.2% | 18.8% |

What do the performance indicators mean?

| Status/Growth Measure of Achievement | Reduction in Achievement Gaps | |
|---|---|-----------------------------|
| The Status/Growth Measure includes the percent of students who pass the State assessments as 10th graders, the percent of 11th grade students who pass the assessments by spring of the 11th grade and the Median Growth Percentile or MGP for 10th graders. The School Median Growth Percentile is a summary of student Growth Percentiles (SGP) for a school. SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one test administration to the next. Separate calculations are made for Reading/ELA and Math for each of the three performance indicators. | High school achievement gaps are calculated as the difference between the subgroup proficiency rate and the statewide proficiency rate for the "all students" group. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). Since this value is computed as a difference, negative numbers are possible. When this measure is reported as zero it means there is no difference between the proficiency of the subgroup and the statewide proficiency rate. | |
| Graduation Measures | College and Career Readiness | |
| High school graduation is a combined measure of the school's graduation rate and a subgroup graduation gap analysis. Graduation gaps are defined as the difference between each subgroup's graduation rate and the statewide graduation rate. Subgroups are identified as students who are on an Individual Education Plan (IEP), are English Language Learners (ELL) or receive Free or Reduced-Price Lunch (FRL). | This indicator represents a combination of multiple measures of College and Career Readiness. It includes the percent of students requiring remediation in Nevada colleges and universities, the percent of students earning advanced diplomas, the percent of students passing Advanced Placement exams and the percent of students participating in the ACT or the SAT. | |
| Other Indicators | Star Rating | Index Score |
| Currently, Other Indicators is a measure of the student Average Daily Attendance or ADA for a school and the percent of 9th grade students who have earned at least five credits by the end of 9th grade. | ★ ★ ★ ★ ★ | at or above 77 |
| Test Participation | ★ ★ ★ ★ ☆ | at or above 68 and below 77 |
| Schools do not earn additional framework points for Test Participation, but in order for a school to be classified as a 2, 3, 4 or 5 star school, the school must meet the 95% participation rate threshold or have an average of 95% participation or better from the two or three most recent years of testing. | ★ ★ ★ ☆ ☆ | at or above 50 and below 68 |
| | ★ ★ ☆ ☆ ☆ | at or above 32 and below 50 |
| | ★ ☆ ☆ ☆ ☆ | below 32 |

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| | Reading/ELA | | | | Math | | | |
|--|--------------|---------------|--------------|--------------------|---|-----------------------------|--------------|--------------------|
| Status/Growth Measures of Achievement | N Count | Points Earned | Measure | State Rate | N Count | Points Earned | Measure | State Rate |
| 10th Grade % Proficient | 446.0 | 3.0 | 41.7 | 62.36 | 454.0 | 3.0 | 43.8 | 60.40 |
| 11th Grade % Proficient | 446.0 | 3.0 | 71.7 | 83.58 | 446.0 | 3.0 | 67.9 | 79.27 |
| MGP - School Meeting | 392.0 | 2.0 | 44.0 | 50.00 | 397.0 | 3.0 | 51.0 | 51.00 |
| Points From Status/Growth | 8.0 | | | | 9.0 | | | |
| Status/Growth Points Earned (eligible 30) | 17.0 | | | | | | | |
| Gap Measures | N Count | Points Earned | Subgroup Gap | State Subgroup Gap | N Count | Points Earned | Subgroup Gap | State Subgroup Gap |
| Proficiency Rate Gap - FRL (%) | 289.0 | 1.00 | -9.4 | -2.31 | 289.0 | 1.00 | -5.5 | -1.64 |
| Proficiency Rate Gap - IEP (%) | 45.0 | 1.00 | -47.5 | -39.03 | 44.0 | 0.50 | -48.0 | -37.88 |
| Proficiency Rate Gap - ELL (%) | 43.0 | 1.00 | -57.7 | -59.22 | 44.0 | 1.00 | -43.5 | -45.20 |
| Proficiency Rate Gap - Supergroup (%) | - | - | - | - | - | - | - | - |
| Points from Gap | 3.00 | | | | 2.50 | | | |
| Gap Points Earned (eligible 10) | 5.50 | | | | | | | |
| Graduation Measures | N Count | Points Earned | Subgroup Gap | State Subgroup Gap | <ul style="list-style-type: none"> Due to the unavailability of data in time for this report, NSPF reporting of Graduation Measures lags one year behind the reporting of performance indicators for Growth, Status, Achievement Gaps, and Other Indicators. | | | |
| Graduation Gap - FRL (%) | 435.0 | 3.00 | 0.3 | 2.19 | | | | |
| Graduation Gap - IEP (%) | 59.0 | 3.00 | -41.4 | -35.35 | | | | |
| Graduation Gap - ELL (%) | 58.0 | 4.00 | -35.9 | -37.35 | | | | |
| Graduation Gap - Supergroup (%) | - | - | - | - | | | | |
| | N Count | Points Earned | School Rate | State Rate | | | | |
| Overall Graduation Rate % | 582.0 | 0.00 | 61.9 | 70.65 | | | | |
| Graduation Points Earned (eligible 30) | 10.00 | | | | | | | |
| College and Career Readiness | N Count | Points Earned | Measure | State Rate | <ul style="list-style-type: none"> Due to the unavailability of data in time for this report, ACT/SAT measures, which are based on student participation, lag one year behind the reporting for the other performance indicators. | | | |
| % of Students in NSHE Institutions Requiring Remediation | 164.0 | 3.0 | 22.0 | 25.93 | | | | |
| % of Students Earning an Advanced Diploma | 360.0 | 2.0 | 20.3 | 30.12 | | | | |
| % AP Proficient/College Credit | 475.0 | 2.0 | 22.5 | 31.27 | | | | |
| % ACT/SAT Participation | 509.0 | 2.0 | 6.1 | 23.33 | | | | |
| College/Career Readiness Points Earned (eligible 16) | 9.0 | | | | | | | |
| Other Indicators | N Count | Points Earned | Measure | State Rate | Star Rating | Index Score | | |
| % Credit Deficient | 564.0 | 2.0 | 18.1 | 13.60 | ★★★★★ | at or above 77 | | |
| Average Daily Attendance Rate | N/A | 6.0 | 93.2 | 92.50 | ★★★★☆ | at or above 68 and below 77 | | |
| Other Indicators Points Earned (eligible 14) | 8.0 | | | | ★★★★☆ | at or above 50 and below 68 | | |
| Total Points Earned | 49.50 | | | | ★★★☆☆ | at or above 32 and below 50 | | |
| Index Score | 49.50 | | | | ★★☆☆☆ | below 32 | | |
| <small>[Points Earned(49.50)/Points Eligible(100)] X 100</small> | | | | | | | | |
| Star Rating | ★★★★☆ | | | | | | | |

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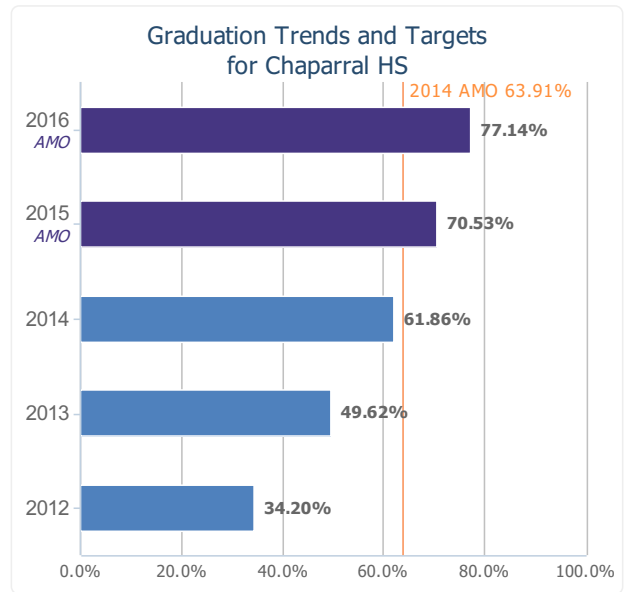
"-" displays when calculations are not applicable.

Student Achievement Comparison by School, District, State

| School Year | % At/Above Proficiency | | | | | | | | | | | |
|-------------|------------------------|------|---------|---------|-------------|------|---------|---------|-------------|------|---------|---------|
| | School | | | | District | | | | State | | | |
| | Reading/ELA | Math | Writing | Science | Reading/ELA | Math | Writing | Science | Reading/ELA | Math | Writing | Science |
| 2013-2014 | 72 | 68 | 70 | 69 | 83 | 79 | 65 | 63 | 84 | 79 | 66 | 67 |
| 2012-2013 | 72 | 66 | 67 | 64 | 80 | 77 | 64 | 62 | 82 | 78 | 67 | 65 |
| 2011-2012 | 67 | 62 | 65 | 55 | 75 | 72 | 73 | 71 | 76 | 72 | 74 | 72 |

Student Achievement by Subpopulation

| Subpopulation | % At/Above Proficiency | | | | | |
|---------------------|------------------------|--------------|--------------|------------|--------------|--------------|
| | Reading/ELA | | | Math | | |
| | Year | 2014 | 2013 | 2012 | 2014 | 2013 |
| AMO | N/A | 81.42 | 76.92 | N/A | 85.04 | 81.51 |
| IEP | 31 | 28 | 29 | 25 | 29 | 18 |
| ELL | 21 | 14 | 22 | 30 | 29 | 29 |
| FRL | 69 | 71 | 64 | 68 | 64 | 61 |
| Am Indian/AK Native | ** | ** | ** | ** | ** | ** |
| Asian | 79 | 72 | 57 | 79 | 72 | 81 |
| Black/Afr American | 61 | 67 | 57 | 50 | 52 | 53 |
| Hispanic/Latino | 68 | 69 | 67 | 67 | 62 | 58 |
| Pacific Islander | ** | ** | ** | ** | ** | ** |
| Two or More Races | 80 | 70 | 73 | 60 | 63 | 82 |
| White/Caucasian | 88 | 84 | 80 | 84 | 83 | 75 |

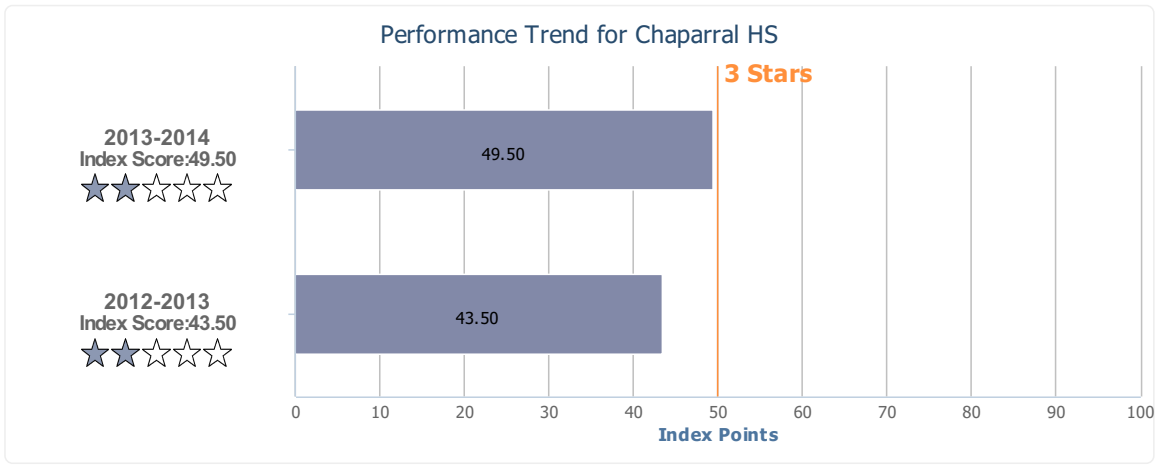


Student Participation on the State Assessments by Subpopulation

| Subpopulation | Reading/ELA | | | Math | | | |
|---------------------|-------------|------|------|------|------|------|------|
| | Year | 2014 | 2013 | 2012 | 2014 | 2013 | 2012 |
| All Students | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| IEP | | ✓ | ✓ | ✓ | ✗ | ✓ | ✓ |
| ELL | | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| FRL | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Am Indian/AK Native | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Asian | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Black/Afr American | | ✗ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Hispanic/Latino | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Pacific Islander | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Two or More Races | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| White/Caucasian | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

✓ = Met participation requirement ✗ = Did not meet participation requirement

When a population/subpopulation does not meet the participation goal of 95%, the school will receive a Warning. Subsequent years of not meeting 95% participation will result in a Penalty.



The Nevada School Performance Framework (NSPF) Trend displays the amount of index points the school earns across each component of the NSPF and the total index points earned over time.

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 ACT/SAT measures are based on student participation and lag one year behind the reporting for the other performance indicators.