

Chico Unified
School District

2005 Growth API
Academic Performance Index

October 27, 2005

2004–05

Academic Performance Index Growth Report

What is the Academic Performance Index?

The Academic Performance Index (API) is the cornerstone of California's Public Schools Accountability Act of 1999 (PSAA). The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school's score on the API is an indicator of a school's performance level. The statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school improved in a year.

Tests included in the 2004-05 Growth Academic Performance Index

California Standards Tests (CSTs)

- The California English-Language Arts Standards Test (CST in ELA) was included for all grade levels assessed: grades two through eleven, including a writing assessment at grades four and seven.
- The California Mathematics Standards Test (CST in mathematics) was included for all grade levels assessed: grades two through seven, and grades eight through eleven for the following course-specific tests:
 - General mathematics (grades eight and nine only)
 - Algebra I
 - Geometry
 - Algebra II
 - Integrated mathematics 1, 2, or 3
 - High School Summative Mathematics Test
- The California History-Social Science Standards Test (CST in history-social science) was included for grade eight, grade ten (world history), and grade eleven (U.S. history).
- The California Science Standards Test (CST in science) was included for grade five and for grades nine through eleven for the following course-specific tests:
 - Biology/life sciences
 - Earth science
 - Chemistry
 - Physics
 - Integrated/coordinated science 1, 2, 3, or 4

California Alternate Performance Assessment (CAPA)

The CAPA in English-language arts and mathematics was included for grades two through eleven. The CAPA is based on alternate statewide standards for students with severe cognitive disabilities.

Norm-referenced test (NRT)

The California Achievement Test, Sixth Edition Survey, (CAT/6 Survey) was included for all content areas at grades three and seven only. Content areas tested included reading, language, spelling, and mathematics.

2005 California High School Exit Examination (CAHSEE)

The CAHSEE, administered in February and March 2005 (and May for make-ups), was included for grade ten and for grade eleven if the student passed. The CAHSEE covers English-language arts, including a writing assessment, and mathematics.

What Is Growth in the API?

Growth in the API (2004–05 API Growth) is calculated by subtracting the 2004 API Base from the 2005 API Growth.

Example of API Growth from 2004 to 2005

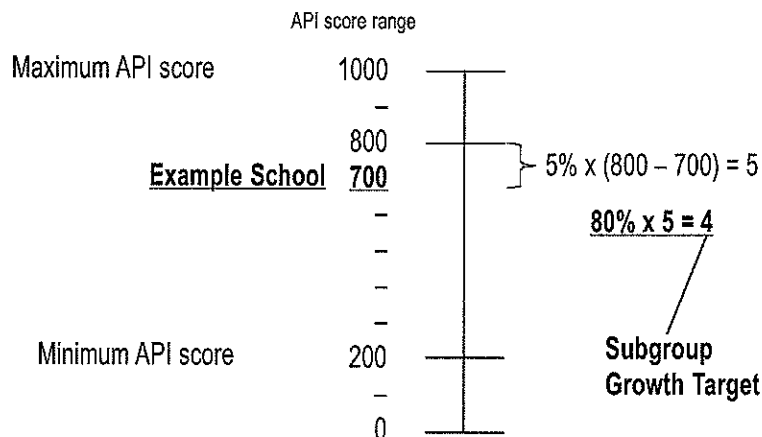
<i>Schoolwide</i>				
2005 API Growth	2004 API Base	2004–05 API Growth	2004–05 Growth Target	Met Growth Target?
720	700	20	5	Yes
<i>Each Numerically Significant Subgroup</i>				
2005 Subgroup API Growth	2004 Subgroup API Base	2004–05 Subgroup API Growth	2004–05 Subgroup Growth Target	Met Subgroup Growth Target?
740	730	10	4	Yes
800	810	–10	A	Yes
700	680	20	4	Yes
690	685	5	4	Yes

The third column shows growth in the API from 2004 to 2005. The fourth column shows the growth targets. **An “A” in this column means the school or subgroup scored at or above the statewide performance target of 800 for the 2004 API Base.** In these cases, the school must maintain 800 or above to meet its API growth target. The fifth column shows whether the school and subgroups met their growth targets. See the “Sample Internet Reports” on pages 46 through 61 for further notations.

The subgroup API is calculated in exactly the same way as the school API. To meet comparable improvement, each numerically significant subgroup at the school must meet its subgroup growth target.

The 2004–05 API Growth is compared to the 2004–05 Growth Target to determine if state required targets were met. To meet its state API growth targets, a school must meet or exceed its schoolwide growth target and its subgroups must demonstrate comparable improvement (i.e., each numerically significant subgroup at the school must meet its growth target).

Example of API Subgroup Growth Target (80% of Schoolwide Growth Target)



Definitions of Subgroups Used in the 2004-05 API Growth Reports

The SBE has defined subgroups for the API as follows:

<p>A "numerically significant subgroup" for the API is defined as:</p>	<ul style="list-style-type: none"> ■ 100 or more students with valid STAR Program scores OR ■ 50 or more students with valid STAR Program scores who make up at least 15 percent of the total valid STAR Program scores <p>For the Growth API, subgroups must be numerically significant in both the base and growth years.</p>
<p>Subgroups used in API calculations include:</p>	<ul style="list-style-type: none"> ■ African American or Black (not of Hispanic origin) ■ American Indian or Alaska Native ■ Asian ■ Filipino ■ Hispanic or Latino ■ Pacific Islander ■ White (not of Hispanic origin) ■ Socioeconomically Disadvantaged
<p>"Socioeconomically disadvantaged" is defined as:</p>	<ul style="list-style-type: none"> ■ A student whose parents both have not received a high school diploma OR ■ A student who participates in the free or reduced price lunch program, also known as the National School Lunch Program (NSLP)

These data are based on the results of the spring STAR Program administration student answer document.

Chico Unified School District Academic Performance Index (API)

2004 Base API and 2005 Growth API

Released by the California Department of Education on October 27, 2005

School	District	Percentage of Students Tested	Number of Scores in the 2005 API	2005 API (Growth)	2004 API (Base)	2004-2005 Growth Target	2004-2005 API Growth	2005 African American API (Growth)	2004 African American API (Base)	2005 American Indians API (Growth)	2004 American Indians API (Base)	2005 Asian API (Growth)	2004 Asian API (Base)	2005 Hispanics API (Growth)	2004 Hispanics API (Base)	2005 Whites API (Growth)	2004 White API (Base)	2005 Low SES API (Growth)	2004 Low SES API (Base)
Shasta Elementary	Chico Unified	100	381	851	833	A	18									861	845	726	730
Sierra View Elementary	Chico Unified	100	411	851	818	A	33									858	823		
Marsh (Harry M.) Jr. High	Chico Unified	99	656	829	813	A	16									851	833	737	708
Marigold Elementary	Chico Unified	100	372	807	801	A	6									829	820	694	714
Chico Country Day Elem	Chico Unified	100	181	806	796	1	10									826	796		
Hooker Oak Elementary	Chico Unified	100	281	799	764	2	35									803	762	742	707
Neal Dow Elementary	Chico Unified	99	300	789	717	4	72									789	725	745	656
Little Chico Creek Elementary	Chico Unified	99	363	789	772	1	17									800	785	753	717
Wilson (Emma) Elementary	Chico Unified	100	407	777	747	3	30									795	758	692	633
Cohasset Elementary	Chico Unified	100	31	771	722	4	49												
Forest Ranch Elementary	Chico Unified	100	40	766	787	1	-21												
Partridge (Jay E.) Elementary	Chico Unified	100	232	761	743	3	18									793	775	739	698
Bidwell Junior High	Chico Unified	99	781	759	742	3	17									784	763	675	663
Pleasant Valley High	Chico Unified	100	1352	751	724	4	27							692	624	761	742	658	616
CHICO UNIFIED	Chico Unified	98	9555	748	724	D	24	639	621	712	667	707	674	641	614	783	759	664	635
Chico Junior High	Chico Unified	100	723	745	725	4	20							630	584	797	785	646	635
Parkview Elementary	Chico Unified	100	345	732	717	4	15							653	634	811	796	660	655
Citrus Avenue Elementary	Chico Unified	100	272	723	685	6	38					671	646	672	626	774	746	679	654
McManus (John A.) Elementary	Chico Unified	100	331	710	679	6	31							655	613	761	718	660	632
Chico High	Chico Unified	97	1390	704	685	6	19					677	619	586	550	751	736	599	552
Nord Elementary	Chico Unified	100	36	693	660	7	33												
Rosedale Elementary	Chico Unified	100	223	666	665	7	1							643	623	715	723	653	644
Chapman Elementary	Chico Unified	100	265	644	622	9	22					695	645	591	580			632	607
Oakdale	Chico Unified	90	43	570	549	13	21												
Center for Alternative Learning	Chico Unified	99	55	466	456	D	10												

Chico Unified School District Academic Performance Index (API)

2004 Base API and 2005 Growth API

Released by the California Department of Education on October 27, 2005

School	District	Percentage of Students Tested	Number of Scores in the 2005 API	2005 API (Growth)	2004 API (Base)	2004-2005 Growth Target	2004-2005 API Growth	2005 African American API (Growth)	2004 African American API (Base)	2005 American Indians API (Growth)	2004 American Indians API (Base)	2005 Asian API (Growth)	2004 Asian API (Base)	2005 Hispanics API (Growth)	2004 Hispanics API (Base)	2005 Whites API (Growth)	2004 White API (Base)	2005 Low SES API (Growth)	2004 Low SES API (Base)	
Shasta Elementary	Chico Unified	100	381	851	833	A	18							861	845	726	730			
	Chico Unified	100	411	851	818	A	33							858	823					
	Chico Unified	99	656	829	813	A	16							851	833	737	708			
	Durham Unified	100	272	813	776	1	37													
	Chico Unified	100	372	807	801	A	6							829	820	694	714			
	Chico Unified	100	181	806	796	1	10							826	796					
	Chico Unified	100	281	799	764	2	35							803	762	742	707			
	Chico Unified	99	300	789	717	4	72							789	725	745	656			
	Chico Unified	99	363	789	772	1	17							800	785	753	717			
	Palermo Union Elementary	100	18	789	590	11	199													
	Durham Unified	100	344	788	772	1	16							805	787	694	715			
	Oroville City Elementary	100	462	788	786	1	2							792	789	721	756			
	Durham Unified	100	934	782	761	D	21							796	774	706	683			
	Chico Unified	100	407	777	747	3	30							795	758	692	633			
	Chico Unified	100	31	771	722	4	49													
	Chico Unified	100	40	766	787	1	-21													
	Durham Unified	100	289	765	737	3	28								769	751	687	633		
	Chico Unified	100	232	761	743	3	18								793	775	739	698		
	Oroville City Elementary	100	70	761	747	3	14										743	744		
Chico Unified	99	781	759	742	3	17								784	763	675	663			
Biggs Unified	100	45	751	785	1	-34														
Chico Unified	100	1352	751	724	4	27								692	624	761	742	658	616	
Manzanita Elementary	100	190	751	711	D	40								696	616	783	753	677	634	

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Manzanita Elementary	Manzanita Elementary	100	190	751	711	4	40							696	616	783	753	677	634
CHICO UNIFIED																			
Chico Unified	Chico Unified	98	9555	748	724	D	24	639	621	712	667	707	674	641	614	783	759	664	635
Chico Junior High																			
Chico Unified	Chico Unified	100	723	745	725	4	20							630	584	797	785	646	635
Pines Elementary	Paradise Unified	99	189	738	757	2	-19									740	752	700	729
	Paradise Unified	98	3775	734	719	D	15							709	678	736	721	683	669
Parkview Elementary																			
Chico Unified	Chico Unified	100	345	732	717	4	15							653	634	811	796	660	655
Stanford Avenue Elementary	Oroville City Elementary	100	358	729	693	5	36									738	710	701	656
Citrus Avenue Elementary																			
Chico Unified	Chico Unified	100	272	723	685	6	38					671	646	672	626	774	746	679	654
Eastside Elementary	Oroville City Elementary	100	48	723	756	2	-33												
Helen M. Wilcox Elementary	Palermo Union Elementary	100	385	721	706	5	15							701	685	748	720	703	689
Plumas Avenue Elementary	Thermalito Union Elementary	100	210	718	B							656				738		702	
Biggs High	Biggs Unified	99	167	712	658	7	54									726	683	693	608
Wilson Elementary	Gridley Unified	100	502	712	698	5	14							676	656	767	764	683	665
McManus (John A.) Elementary																			
Chico Unified	Chico Unified	100	331	710	679	6	31							655	613	761	718	660	632
Chico High																			
Chico Unified	Chico Unified	97	1390	704	685	6	19					677	619	586	550	751	736	599	552
Sierra Avenue Elementary	Palermo Union Elementary	100	962	702	676	D	26			706	678			690	664	711	687	688	663
Concow Elementary	Thermalito Union Elementary	100	194	698	641	8	57					641	609			706	660	693	622
	Golden Feather Union Elementary	100	31	697	636	8	61												
Nord Elementary																			
Oroville City Elementary	Oroville City Elementary	99	2309	695	678	D	17	598	578	681	651	659	641	659	633	716	703	654	634
Chico Unified	Chico Unified	100	36	693	660	7	33												
Palermo	Palermo Union Elementary	100	546	690	665	7	25			712	675			679	648	689	676	676	657
Spring Valley Elementary	Golden Feather Union Elementary	100	46	684	575	11	109												
Gridley High	Gridley Unified	98	472	680	656	7	24							612	573	735	707	627	601

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Biggs Middle	Biggs Unified	100	125	679	681	6	-2									708	698	658	639
Blue Oak Charter	Butte Co. Office of Education	100	29	678	700	5	-22												
	Thermalito Union Elementary	100	1072	678	641	D	37					666	632			681	648	667	627
	Biggs Unified	99	569	677	676	D	1							608	645	707	695	646	637
Las Plumas High	Oroville Union High	98	1034	676	660	7	16					700	673	614	590	682	673	630	610
Bangor Elementary	Bangor Union Elementary	99	98	673	716	4	-43									677	699	624	676
	Bangor Union Elementary	99	97	672	719	D	-47									675	703	620	681
	Golden Feather Union Elementary	100	85	670	607	D	63									662	609	646	577
Central Middle	Oroville City Elementary	99	708	670	654	7	16					633				694	678	622	595
Nelson Avenue Middle	Thermalito Union Elementary	100	478	668	643	8	25					684	658			669	638	658	633
Rosedale Elementary	Chico Unified	100	223	666	665	7	1							643	623	715	723	653	644
	Gridley Unified	98	1478	666	657	D	9							624	603	710	711	636	613
Oroville High	Oroville Union High	98	846	665	669	7	-4					711	709			665	670	655	646
Oakdale Heights Elementary	Oroville City Elementary	100	274	660	623	9	37					656	612			664	633	655	614
Sycamore Middle	Gridley Unified	100	431	660	636	8	24							598	578	721	690	608	580
Poplar Avenue Elementary	Thermalito Union Elementary	100	157	659	659	7	0									645	681	641	639
	Oroville Union High	98	2105	656	648	D	8			597	571	702	693	595	602	658	655	622	609
Berry Creek Elementary	Pioneer Union Elementary	98	71	653	595	10	58											649	586
Biggs Elementary	Biggs Unified	100	220	647	686	6	-39							578	674	681	697	623	666
Chapman Elementary	Chico Unified	100	265	644	622	9	22					695	645	591	580			632	607
Challenge Charter High	Oroville Union High	100	80	644	621	9	23									651	629		
	Pioneer Union Elementary	99	77	639	586	D	53											639	577
Wyandotte Avenue Elementary	Oroville City Elementary	100	309	624	577	11	47					654	628			613	554	624	574

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Learning Community Charter	Butte Co. Office of Education	99	274	620	564	12	56									644	591	523	488
Paradise Charter Network (155)	Paradise Unified	74	29	618	B														
Feather Falls Elementary	Feather Falls Union Elementary	100	27	608	645	D	-37												
	Feather Falls Union Elementary	100	27	608	645	8	-37												
	Butte Co. Office of Education	99	341	582	529	D	53			494	431					601	560	478	459
Oakdale	Chico Unified	90	43	570	549	13	21												
Special Education	Butte Co. Office of Education	96	42	555	523	14	32												
Ridgeview High (Cont.)	Paradise Unified	93	54	537	528	D	9												
Esperanza High (Cont.)	Gridley Unified	71	24	482	B	D													
Center for Alternative Learning	Chico Unified	99	55	466	456	D	10												
South County Community	Butte County Office of Education	100	25	389	B														
Prospect High (Cont.)	Oroville Union High	98	33	360	414	D	-54												
School of Applied Resources	Butte Co. Office of Education	100	13	348	B	D													



Local Educational Agency (LEA) List of Schools

2004-05 Academic Performance Index (API) Growth Report

California Department of
Education
Policy and Evaluation Division
October 20, 2005

District: Chico Unified

County: Butte

CD Code: 04-61424

LEA Report

LEA Demographic Characteristics

LEA Content Area Weights

County List of Schools

(An LEA is a school district or county office of education.)

- [Glossary for the 2004-05 API Growth Report](#) contains more details about the displayed information.
- Select the school name
 - For a School Report or
 - For explanation if no data are printed here

LEA API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	17	81	2	100
API Grew, Targets Not Met**	3	14	0	0
API Remained Same or Declined, Targets Not Met	1	5	0	0

Only schools with a valid 2004 API Base and a valid 2005 API Growth are included in these LEA and state summaries.

State API Summary

	All Schools		Deciles 1 and 2	
	Number	Percent	Number	Percent
Targets Met*	4,596	68	889	66
API Grew, Targets Not Met**	1,088	16	239	18
API Remained Same or Declined, Targets Not Met	1,104	16	228	17

* Includes schools with 2005 Growth APIs of 800 or more.

** Includes schools that met schoolwide 2004-05 API growth targets but did not meet one or more subgroup targets.

School Type for 2004 API Base	STAR 2005 Percent Tested	API				Met Growth Target		
		2005 Growth	2004 Base	2004-05 Growth Target	2004-05 Growth	School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI
CHICO UNIFIED	98	748	724	D	24			
Elementary Schools								
Chapman Elementary	100	644	622	9	22	Yes	Yes	Yes
Chico Country Day	100	806	796	1	10	Yes	Yes	Yes
Citrus Avenue Elementary	100	723	685	6	38	Yes	Yes	Yes
Hooker Oak Elementary	100	799	764	2	35	Yes	Yes	Yes
Little Chico Creek	99	789	772	1	17	Yes	Yes	Yes
Marigold Elementary	100	807	801	A	6	Yes	No	No
McManus (John A.)	100	710	679	6	31	Yes	Yes	Yes

<u>Neal Dow Elementary</u>	99	789	717	4	72	Yes	Yes	Yes
<u>Parkview Elementary</u>	100	732	717	4	15	Yes	Yes	Yes
<u>Partridge (Jay)</u>	100	761	743	3	18	Yes	Yes	Yes
<u>Rosedale Elementary</u>	100	666	665	7	1	No	No	No
<u>Shasta Elementary</u>	100	851	833	A	18	Yes	No	No
<u>Sierra View Elementary</u>	100	851	818	A	33	Yes	Yes	Yes
<u>Wilson (Emma) Elementary</u>	100	777	747	3	30	Yes	Yes	Yes
Middle Schools								
<u>Bidwell Junior</u>	99	759	742	3	17	Yes	Yes	Yes
<u>Chico Junior High</u>	100	745	725	4	20	Yes	Yes	Yes
<u>Marsh (Harry M.)</u>	99	829	813	A	16	Yes	Yes	Yes
High Schools								
<u>Chico High</u>	97	704	685	6	19	Yes	Yes	Yes
<u>Pleasant Valley</u>	100	751	724	4	27	Yes	Yes	Yes
Small Schools								
<u>Cohasset Elementary</u>	100	771*	722*	4	49	Yes	Yes	Yes
<u>Forest Ranch Elementary</u>	100	766*	787*	1	-21	No	Yes	No
<u>Loma Vista</u>								
<u>Nord Elementary</u>	100	693*	660*	7	33	Yes	Yes	Yes
<u>Oakdale</u>	90	570*	549*	13	21	Yes	Yes	Yes
ASAM Schools								
<u>Center for Alternative</u>	99	466*	456*	D	10			
<u>Fair View High</u>								

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the statewide performance target of 800 in 2004.

"B" means the school did not have a valid 2004 API Base and will not have any growth or target information.

"C" means the school had significant demographic changes and will not have any growth or target information.

"D" indicates this is an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or to ASAM schools.

"E" indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

Targets Met - In the "Met Growth Target" column, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is a 2005 API Growth score of 590, or a one-point increase from 2004 API Base to 2005 API Growth for a school or school district.

[Download](#) a data file containing the information displayed above.



County List of Schools

2004-05 Academic Performance Index (API) Growth Report

California Department of
Education
Policy and Evaluation Division
October 20, 2005

County: Butte
C Code: 04

- [Glossary for the 2004-05 API Growth Report](#) contains more details about the displayed information.
- Select the Local Educational Agency (LEA) name for a LEA List of Schools.
- Select the school name
 - For a School Report or
 - An explanation if no data are printed here
 (An LEA is a school district or county office of education.)

School Type for 2004 API Base	STAR 2005 Percent Tested	API		2004-05		Met Growth Target		
		2005 Growth	2004 Base	Growth Target	2004-05 Growth	Comparable School- wide	Improve- ment (CI)	Both Schoolwide and CI
<u>BANGOR UNION ELEMENTARY</u>	99	672	719	D	-47			
Small Schools								
<u>Bangor Elementary</u>	99	673*	716*	4	-43	No	No	No
<u>BIGGS UNIFIED</u>	99	677	676	D	1			
Elementary Schools								
<u>Biggs Elementary</u>	100	647	686	6	-39	No	No	No
Middle Schools								
<u>Biggs Middle</u>	100	679	681	6	-2	No	Yes	No
High Schools								
<u>Biggs High</u>	99	712	658	7	54	Yes	Yes	Yes
Small Schools								
<u>Richvale Elementary</u>	100	751*	785*	1	-34	No	Yes	No
ASAM Schools								
<u>Biggs Intermediate Community Day</u>								
<u>Biggs Secondary Community Day</u>								
<u>BUTTE CO. OFFICE OF EDUCATION</u>	99	582	529	D	53			
High Schools								
<u>Learning Community Charter</u>	99	620	564	12	56	Yes	Yes	Yes
Small Schools								
<u>Blue Oak Charter</u>	100	678*	700*	5	-22	No	Yes	No
<u>Special Education</u>	96	555*	523*	14	32	Yes	Yes	Yes
ASAM Schools								
<u>Juvenile Hall/Community</u>								
<u>School of Applied Resources</u>	100	348*	B	D				
<u>North County Community</u>								
<u>South County Community</u>	100	389*	B					
<u>CHICO UNIFIED</u>	98	748	724	D	24			
Elementary Schools								
<u>Chapman Elementary</u>	100	644	622	9	22	Yes	Yes	Yes
<u>Chico Country Day Elem</u>	100	806	796	1	10	Yes	Yes	Yes
<u>Citrus Avenue Elementary</u>	100	723	685	6	38	Yes	Yes	Yes
<u>Hooker Oak Elementary</u>	100	799	764	2	35	Yes	Yes	Yes
<u>Little Chico Creek Elementary</u>	99	789	772	1	17	Yes	Yes	Yes
<u>Marigold Elementary</u>	100	807	801	A	6	Yes	No	No
<u>McManus (John A.) Elementary</u>	100	710	679	6	31	Yes	Yes	Yes
<u>Neal Dow Elementary</u>	99	789	717	4	72	Yes	Yes	Yes
<u>Parkview Elementary</u>	100	732	717	4	15	Yes	Yes	Yes
<u>Partridge (Jay E.) Elementary</u>	100	761	743	3	18	Yes	Yes	Yes
<u>Rosedale Elementary</u>	100	666	665	7	1	No	No	No
<u>Shasta Elementary</u>	100	851	833	A	18	Yes	No	No
<u>Sierra View Elementary</u>	100	851	818	A	33	Yes	Yes	Yes

<u>Wilson (Emma) Elementary</u>	100	777	747	3	30	Yes	Yes	Yes
<u>Middle Schools</u>								
<u>Bidwell Junior High</u>	99	759	742	3	17	Yes	Yes	Yes
<u>Chico Junior High</u>	100	745	725	4	20	Yes	Yes	Yes
<u>Marsh (Harry M.) Jr. High</u>	99	829	813	A	16	Yes	Yes	Yes
<u>High Schools</u>								
<u>Chico High</u>	97	704	685	6	19	Yes	Yes	Yes
<u>Pleasant Valley High</u>	100	751	724	4	27	Yes	Yes	Yes
<u>Small Schools</u>								
<u>Cohasset Elementary</u>	100	771*	722*	4	49	Yes	Yes	Yes
<u>Forest Ranch Elementary</u>	100	766*	787*	1	-21	No	Yes	No
<u>Loma Vista</u>								
<u>Nord Elementary</u>	100	693*	660*	7	33	Yes	Yes	Yes
<u>Oakdale</u>	90	570*	549*	13	21	Yes	Yes	Yes
<u>ASAM Schools</u>								
<u>Center for Alternative Learning</u>	99	466*	456*	D	10			
<u>Fair View High (Cont.)</u>								
<u>DURHAM UNIFIED</u>	100	782	761	D	21			
<u>Elementary Schools</u>								
<u>Durham Elementary</u>	100	788	772	1	16	Yes	No	No
<u>Middle Schools</u>								
<u>Durham Intermediate</u>	100	813	776	1	37	Yes	Yes	Yes
<u>High Schools</u>								
<u>Durham High</u>	100	765	737	3	28	Yes	Yes	Yes
<u>ASAM Schools</u>								
<u>Mission High (Cont)</u>								
<u>FEATHER FALLS UNION ELEMENTARY</u>	100	608	645	D	-37			
<u>Small Schools</u>								
<u>Feather Falls Elementary</u>	100	608*	645*	8	-37	No	Yes	No
<u>GOLDEN FEATHER UNION ELEMENTAR</u>	100	670	607	D	63			
<u>Small Schools</u>								
<u>Concow Elementary</u>	100	697*	636*	8	61	Yes	Yes	Yes
<u>Spring Valley Elementary</u>	100	684*	575*	11	109	Yes	Yes	Yes
<u>GRIDLEY UNIFIED</u>	98	666	657	D	9			
<u>Elementary Schools</u>								
<u>Wilson Elementary</u>	100	712	698	5	14	Yes	No	No
<u>Middle Schools</u>								
<u>Sycamore Middle</u>	100	660	636	8	24	Yes	Yes	Yes
<u>High Schools</u>								
<u>Gridley High</u>	98	680	656	7	24	Yes	Yes	Yes
<u>ASAM Schools</u>								
<u>Esperanza High (Cont)</u>	71	482*	B	D				
<u>Gridley Unified Community Day</u>								
<u>Gridley Unified Community Day</u>								
<u>MANZANITA ELEMENTARY</u>	100	751	711	D	40			
<u>Elementary Schools</u>								
<u>Manzanita Elementary</u>	100	751	711	4	40	Yes	Yes	Yes
<u>OROVILLE CITY ELEMENTARY</u>	99	695	678	D	17			
<u>Elementary Schools</u>								
<u>Oakdale Heights Elementary</u>	100	660	623	9	37	Yes	Yes	Yes
<u>Ophir Elementary</u>	100	788	786	1	2	Yes	No	No
<u>Stanford Avenue Elementary</u>	100	729	693	5	36	Yes	Yes	Yes
<u>Wyandotte Avenue Elementary</u>	100	624	577	11	47	Yes	Yes	Yes
<u>Middle Schools</u>								
<u>Central Middle</u>	99	670	654	7	16	Yes	Yes	Yes
<u>Small Schools</u>								
<u>Bird Street Elementary</u>	100	761*	747*	3	14	Yes	No	No
<u>Eastside Elementary</u>	100	723*	756*	2	-33	No	Yes	No
<u>OROVILLE UNION HIGH</u>	98	656	648	D	8			
<u>High Schools</u>								
<u>Las Plumas High</u>	98	676	660	7	16	Yes	Yes	Yes

<u>Oroville High</u>	98	665	669	7	-4	No	No	No
Small Schools								
<u>Challenge Charter High</u>	100	644*	621*	9	23	Yes	Yes	Yes
ASAM Schools								
<u>Oroville High Community Day</u>								
<u>Prospect High (Cont.)</u>	98	360*	414*	D	-54			
<u>PALERMO UNION ELEMENTARY</u>	100	702	676	D	26			
Elementary Schools								
<u>Helen M. Wilcox Elementary</u>	100	721	706	5	15	Yes	Yes	Yes
Middle Schools								
<u>Palermo</u>	100	690	665	7	25	Yes	Yes	Yes
Small Schools								
<u>Honcut Elementary</u>	100	789*	590*	11	199	Yes	Yes	Yes
ASAM Schools								
<u>Palermo Union Community Day</u>								
<u>PARADISE UNIFIED</u>	98	734	719	D	15			
Elementary Schools								
<u>Cedarwood Elementary</u>								
<u>Children's Community Charter</u>								
<u>Paradise Elementary</u>								
<u>Pines Elementary</u>	99	738	757	2	-19	No	No	No
<u>Ponderosa Elementary</u>								
Middle Schools								
<u>Mountain Ridge Middle</u>								
<u>Paradise Intermediate</u>								
High Schools								
<u>Paradise Senior High</u>								
Small Schools								
<u>Homotech Charter School</u>								
<u>Paradise Charter Middle</u>								
<u>Paradise Charter Network (155)</u>	74	618*	B					
ASAM Schools								
<u>Paradise Community Day</u>								
<u>Ridgeview High (Cont.)</u>	93	537*	528*	D	9			
<u>PIONEER UNION ELEMENTARY</u>	99	639	586	D	53			
Small Schools								
<u>Berry Creek Elementary</u>	98	653*	595*	10	58	Yes	Yes	Yes
ASAM Schools								
<u>Bald Rock Community Day</u>								
<u>THERMALITO UNION ELEMENTARY</u>	100	678	641	D	37			
Elementary Schools								
<u>Plumas Avenue Elementary</u>	100	718	B					
<u>Poplar Avenue Elementary</u>	100	659	659	7	0	No	No	No
<u>Sierra Avenue Elementary</u>	100	698	641	8	57	Yes	Yes	Yes
Middle Schools								
<u>Nelson Avenue Middle</u>	100	668	643	8	25	Yes	Yes	Yes
ASAM Schools								
<u>Pioneer Community Day School</u>								

In order to meet federal requirements of No Child Left Behind, a 2005 API Growth is posted even if a school or LEA had no 2004 API Base or if a school had significant population changes from 2004 to 2005. However, the presentation of growth targets and actual growth would not be appropriate and, therefore, are omitted.

"N/A" means a number is not applicable or not available due to missing data.

" * " means this API is calculated for a small school, defined as having between 11 and 99 valid STAR test scores. The API is asterisked if the school was small in either 2004 or 2005. APIs based on small numbers of students are less reliable and therefore should

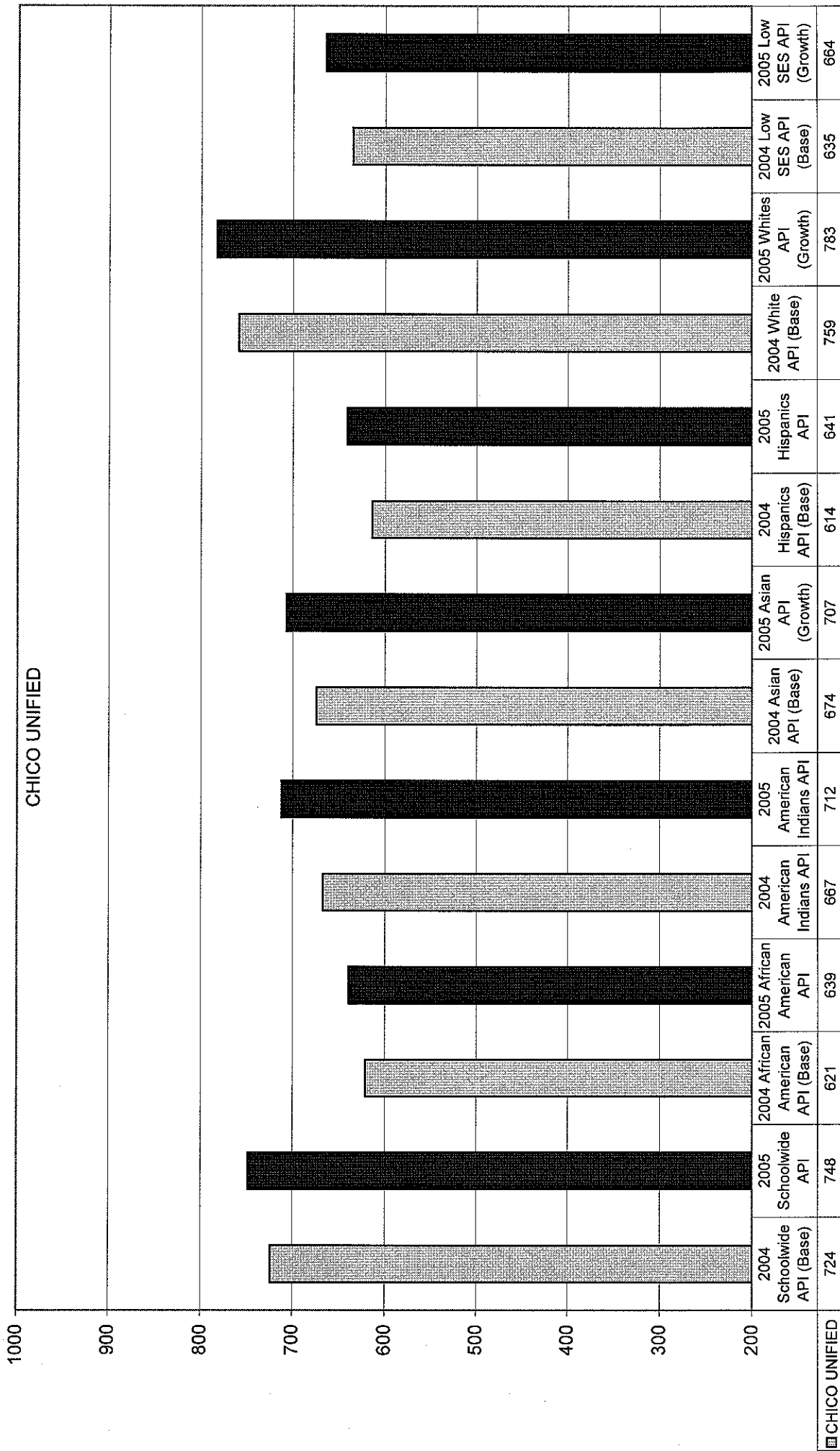
be interpreted with caution.

- "A" means the school scored at or above the statewide performance target of 800 in 2004.
- "B" means the school did not have a valid 2004 API Base and will not have any growth or target information.
- "C" means the school had significant demographic changes and will not have any growth or target information.
- "D" indicates this is an Alternative Schools Accountability Model (ASAM) school. Target information is not applicable to LEAs or ASAM schools.
- "E" indicates this school was an Alternative Schools Accountability Model (ASAM) school in the API Base report and has no target information even though the school is no longer an ASAM school.

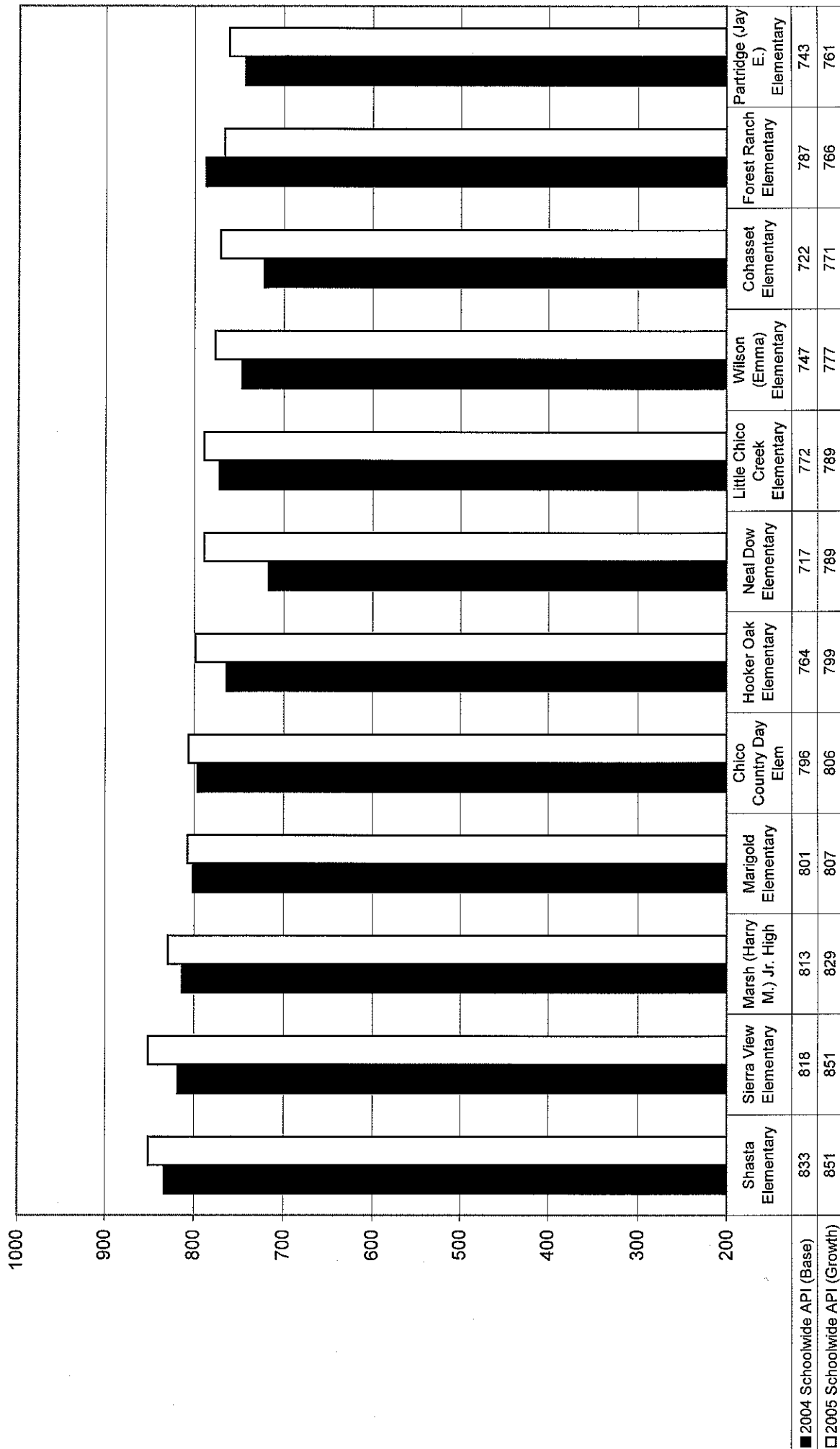
Targets Met - In the "Met Growth Target" columns, the growth target requirement is part of the state accountability system and does not match the Adequate Yearly Progress (AYP) requirements. The AYP requirement for the API is: a 2005 API Growth score of 590, or a one-point increase from the 2004 API Base to the 2005 API Growth for a school or LEA.

[Download](#) a data file containing the information displayed above.

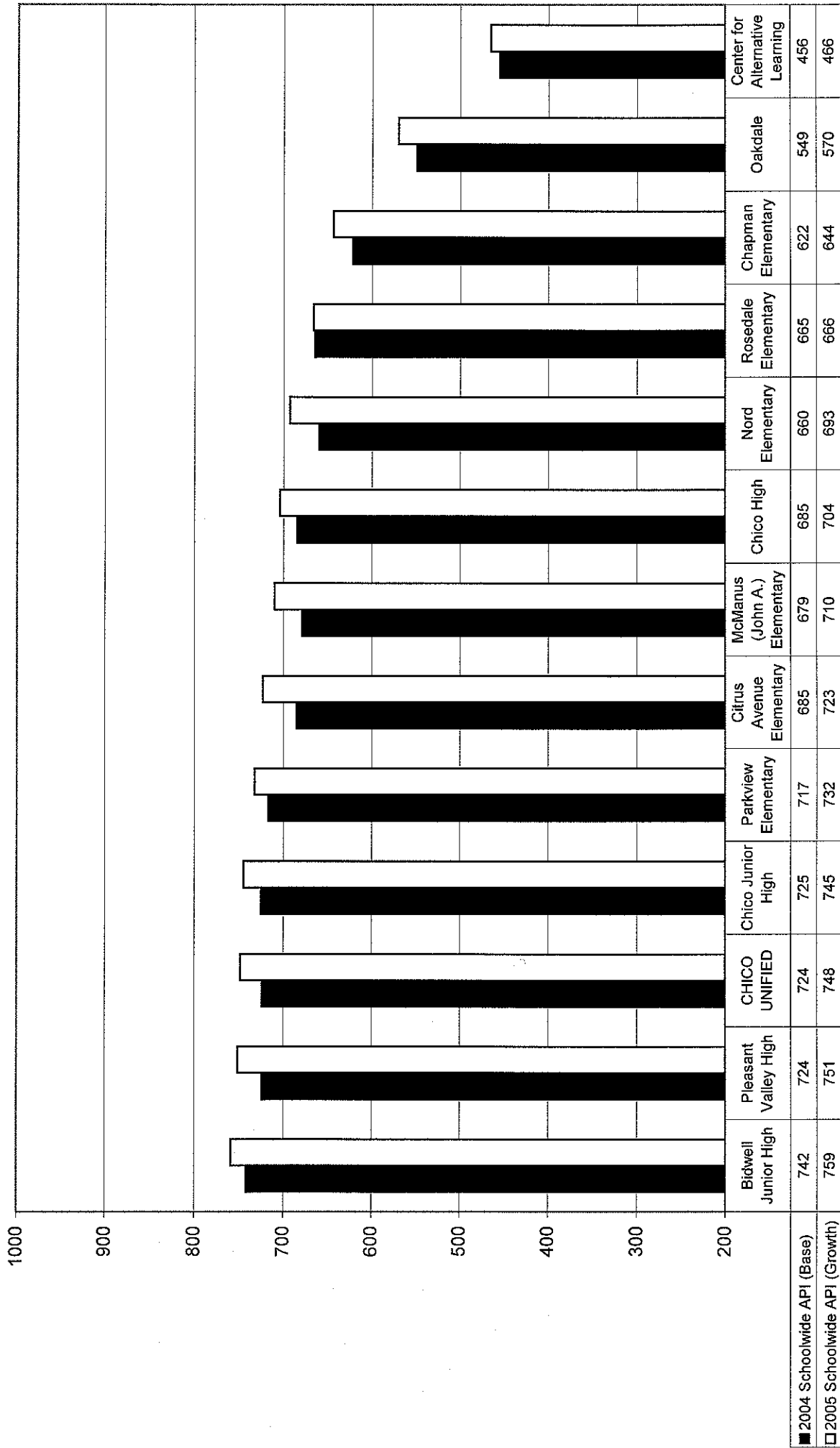
Chico Unified School District Academic Performance Index (API) 2004 Base API and 2005 Growth API Released by the California Department of Education on October 27, 2005



Chico Unified School District Academic Performance Index (API)
 2004 Base API and 2005 Growth API
 Released by the California Department of Education on October 27, 2005



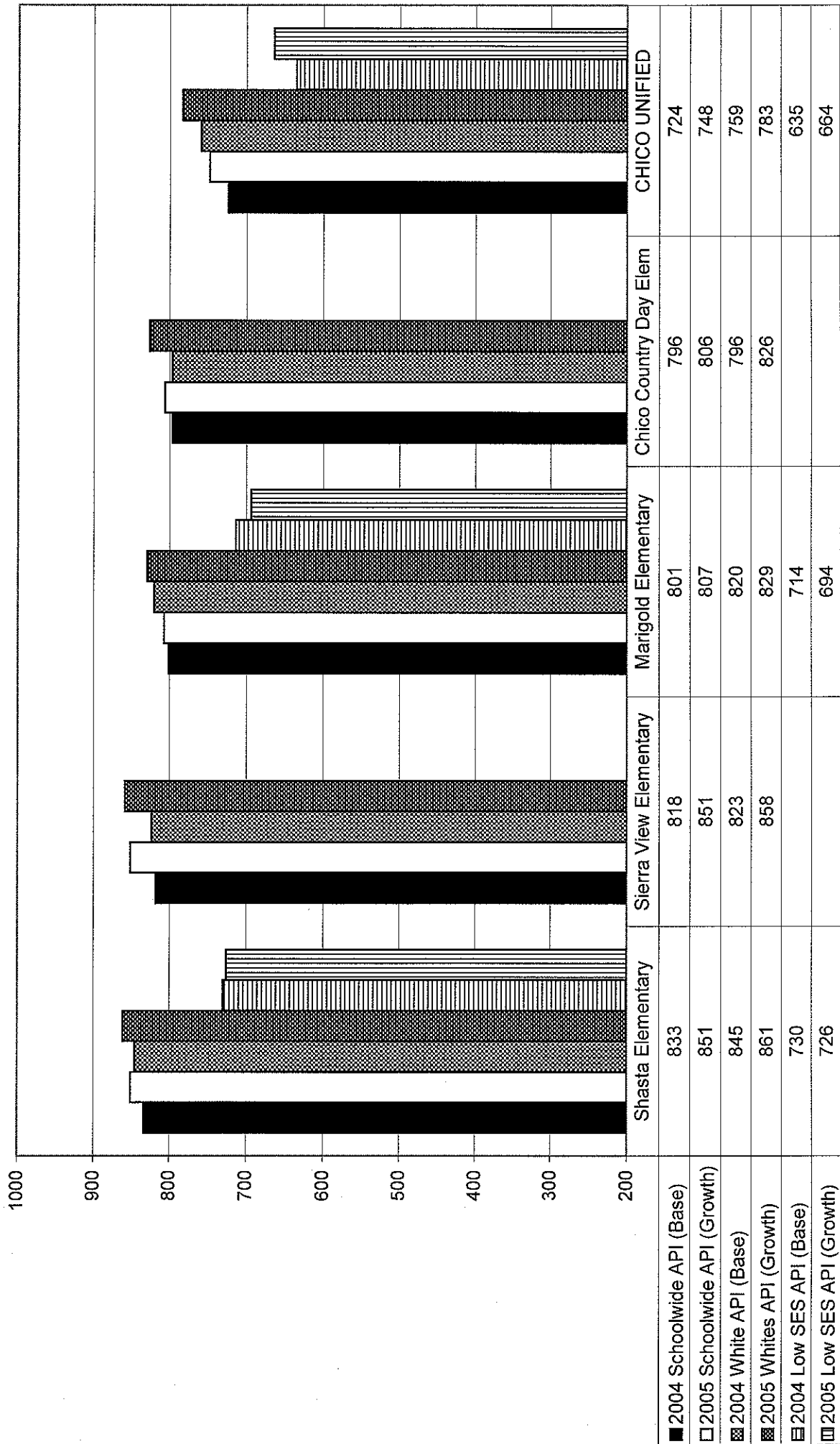
Chico Unified School District Academic Performance Index (API)
 2004 Base API and 2005 Growth API
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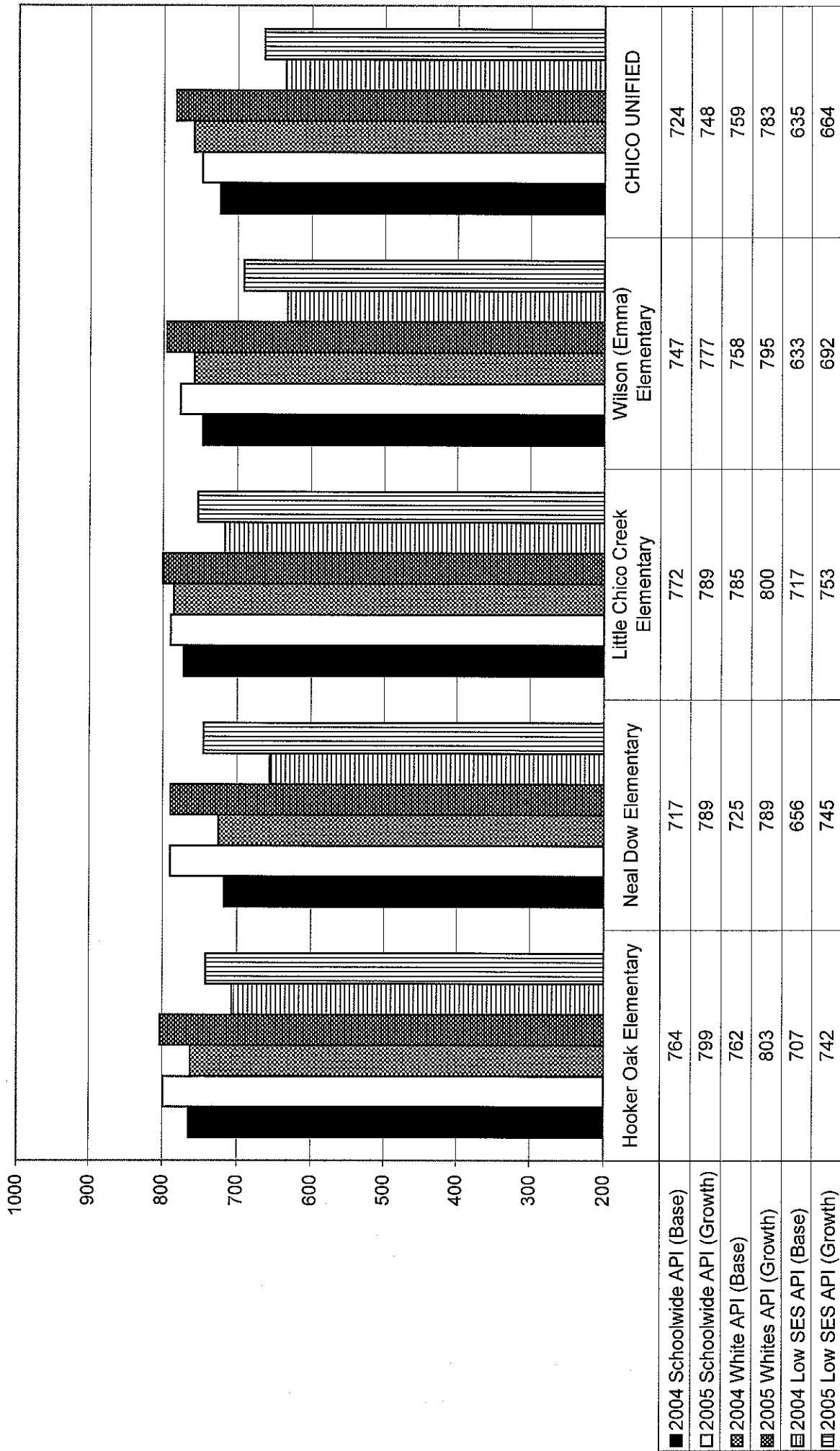
Chico Unified School District Academic Performance Index (API)

2004 Base API and 2005 Growth API

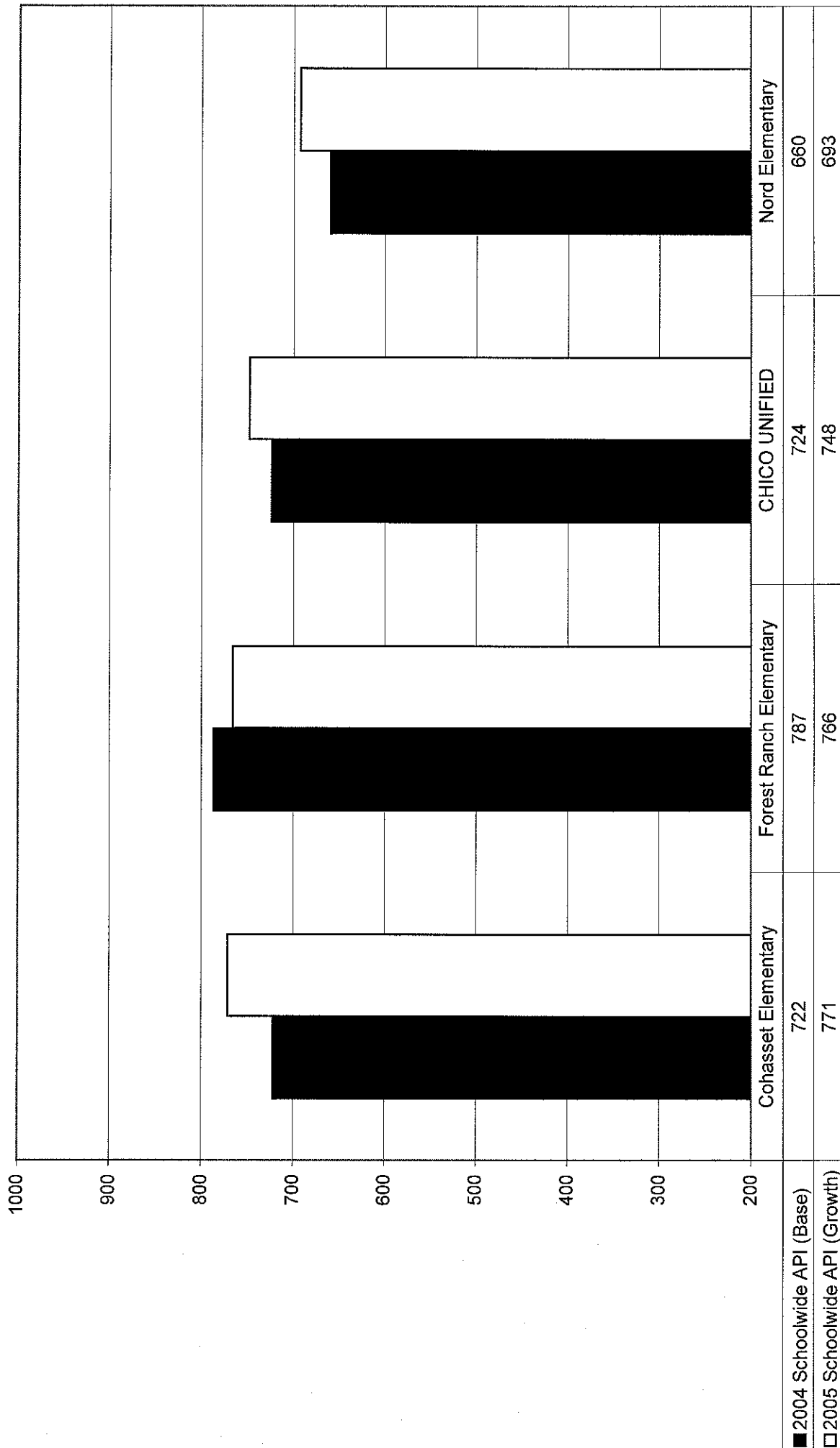
Released by the California Department of Education on October 27, 2005



Chico Unified School District Academic Performance Index (API)
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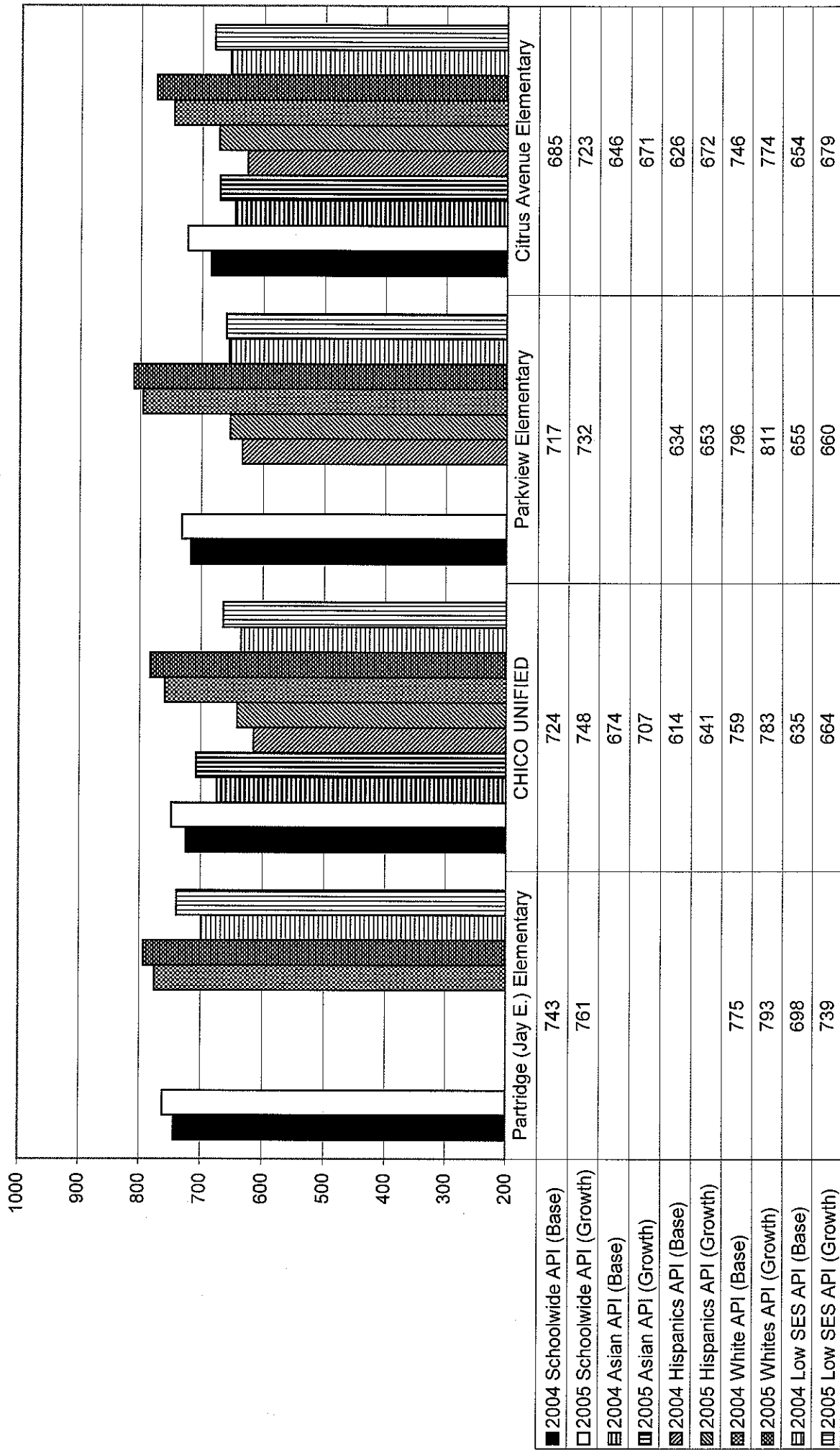
Chico Unified School District Academic Performance Index (API)
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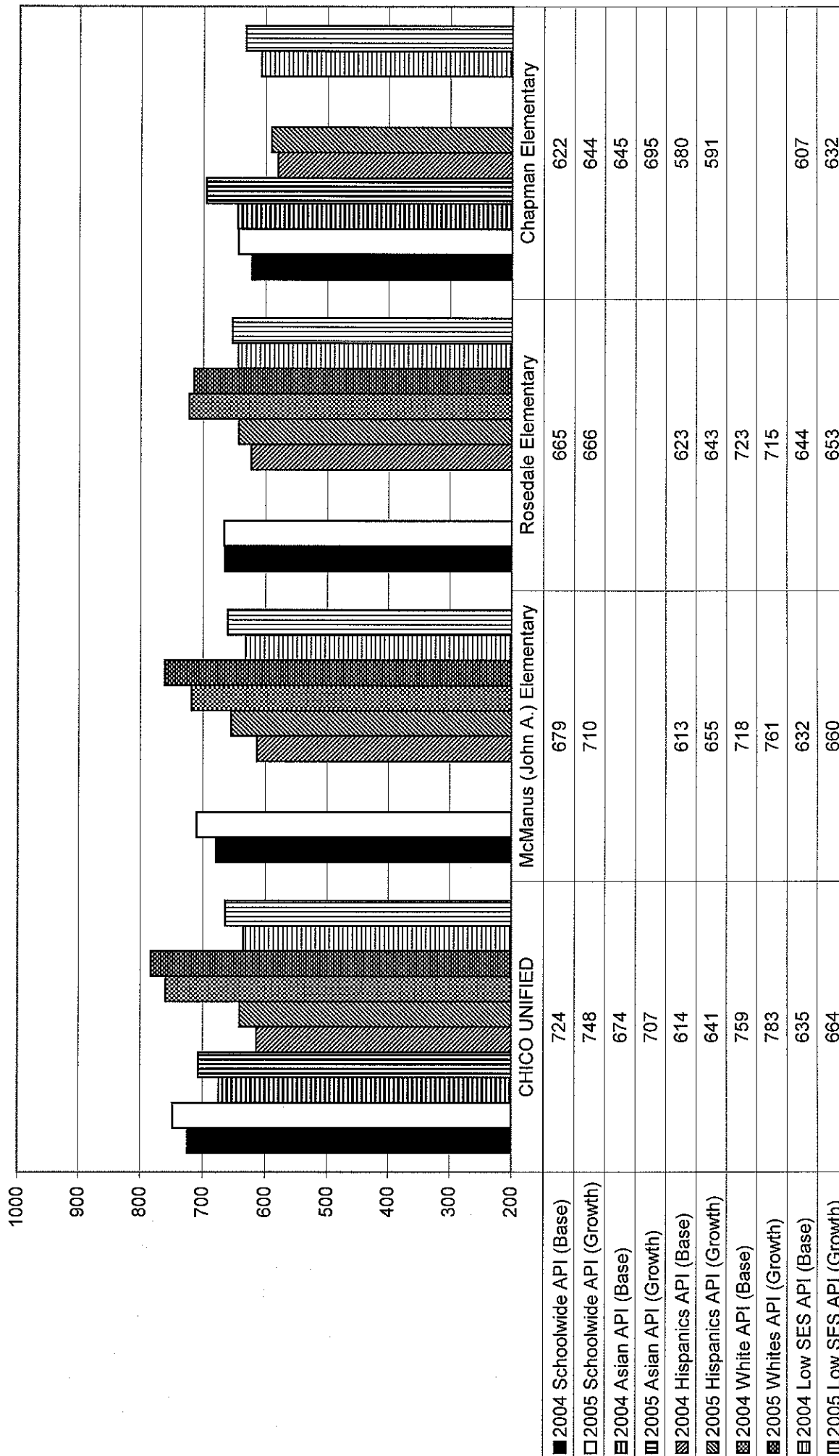
Chico Unified School District Academic Performance Index (API)

2004 Base API and 2005 Growth API

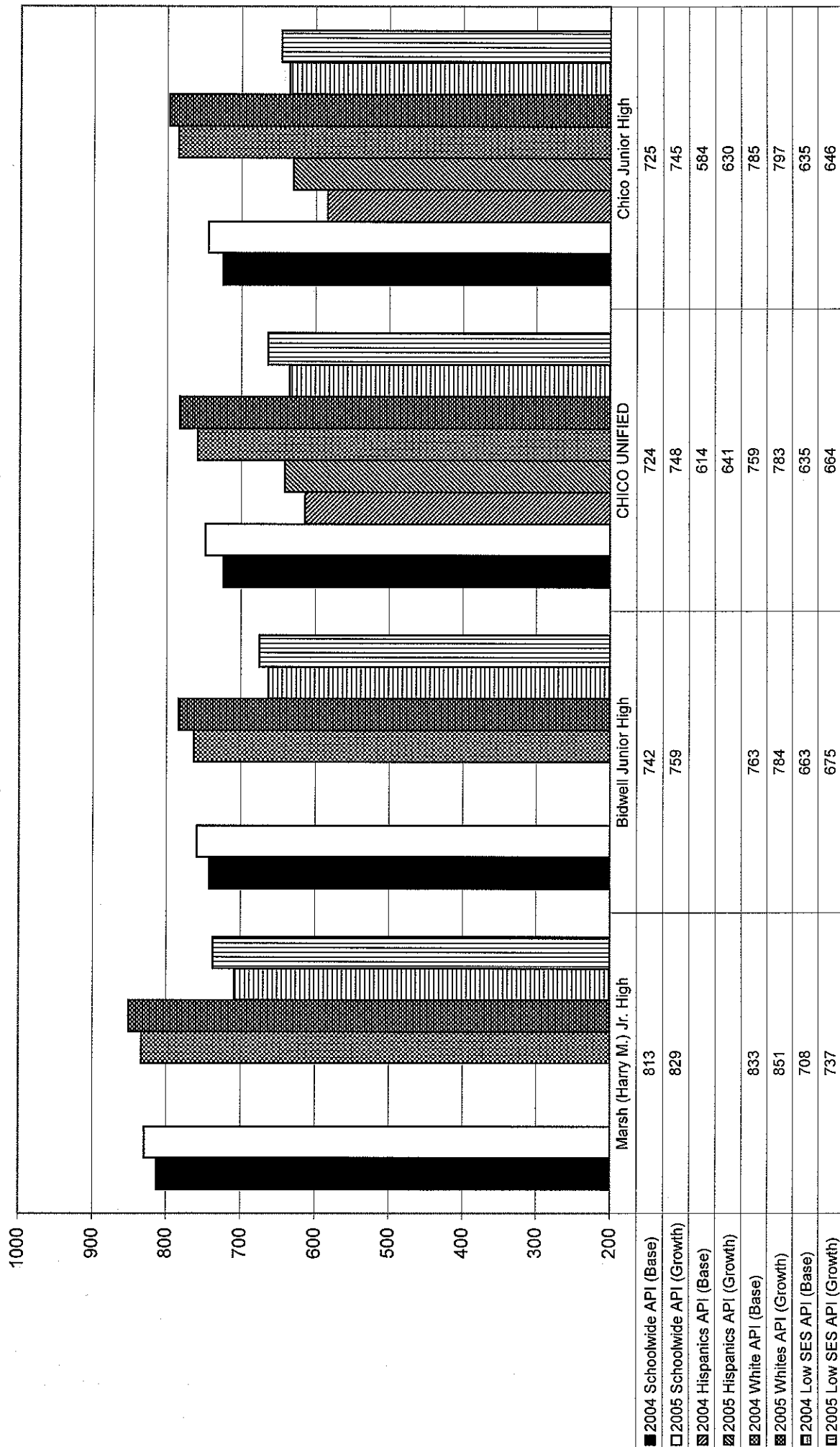
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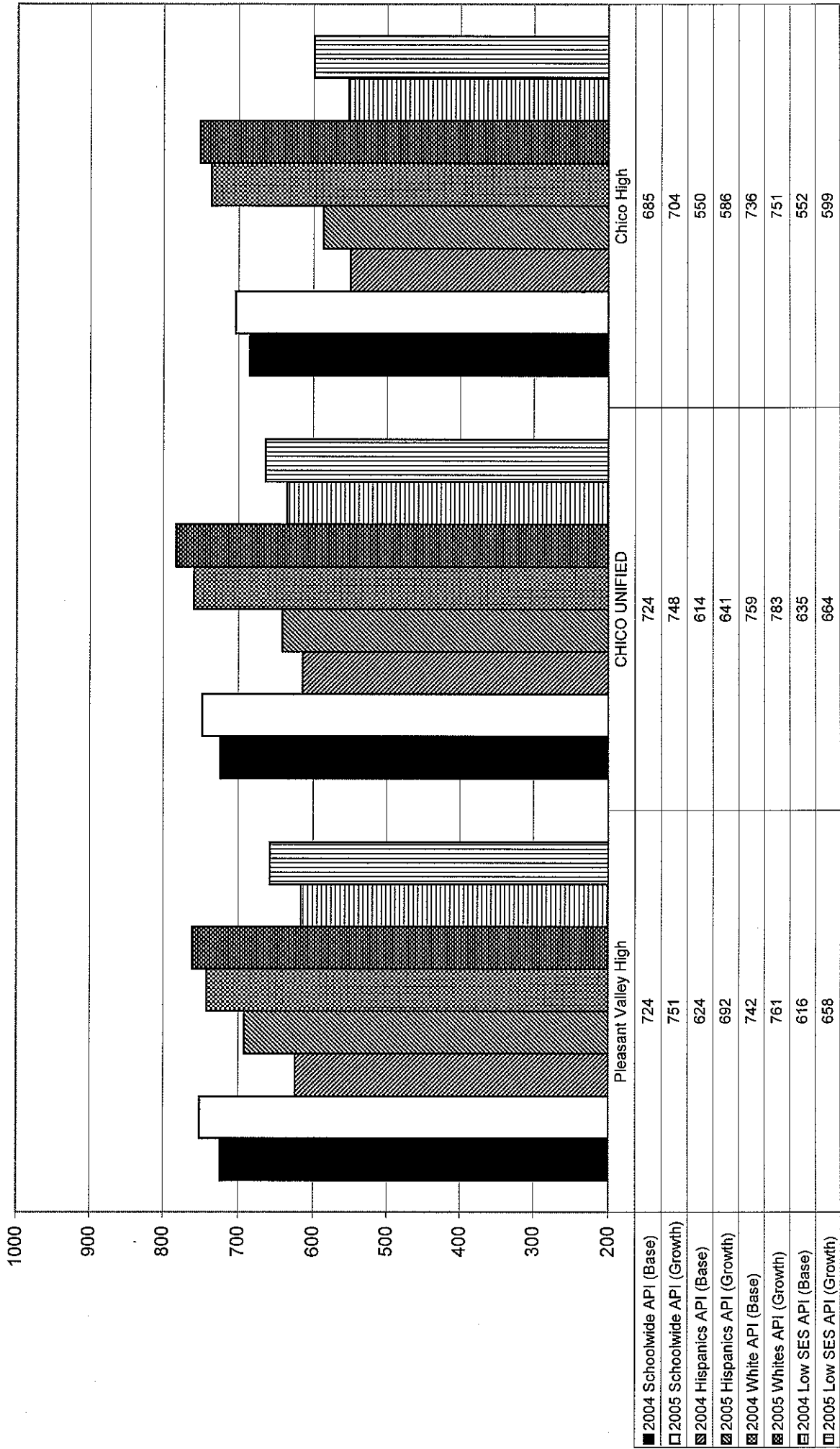
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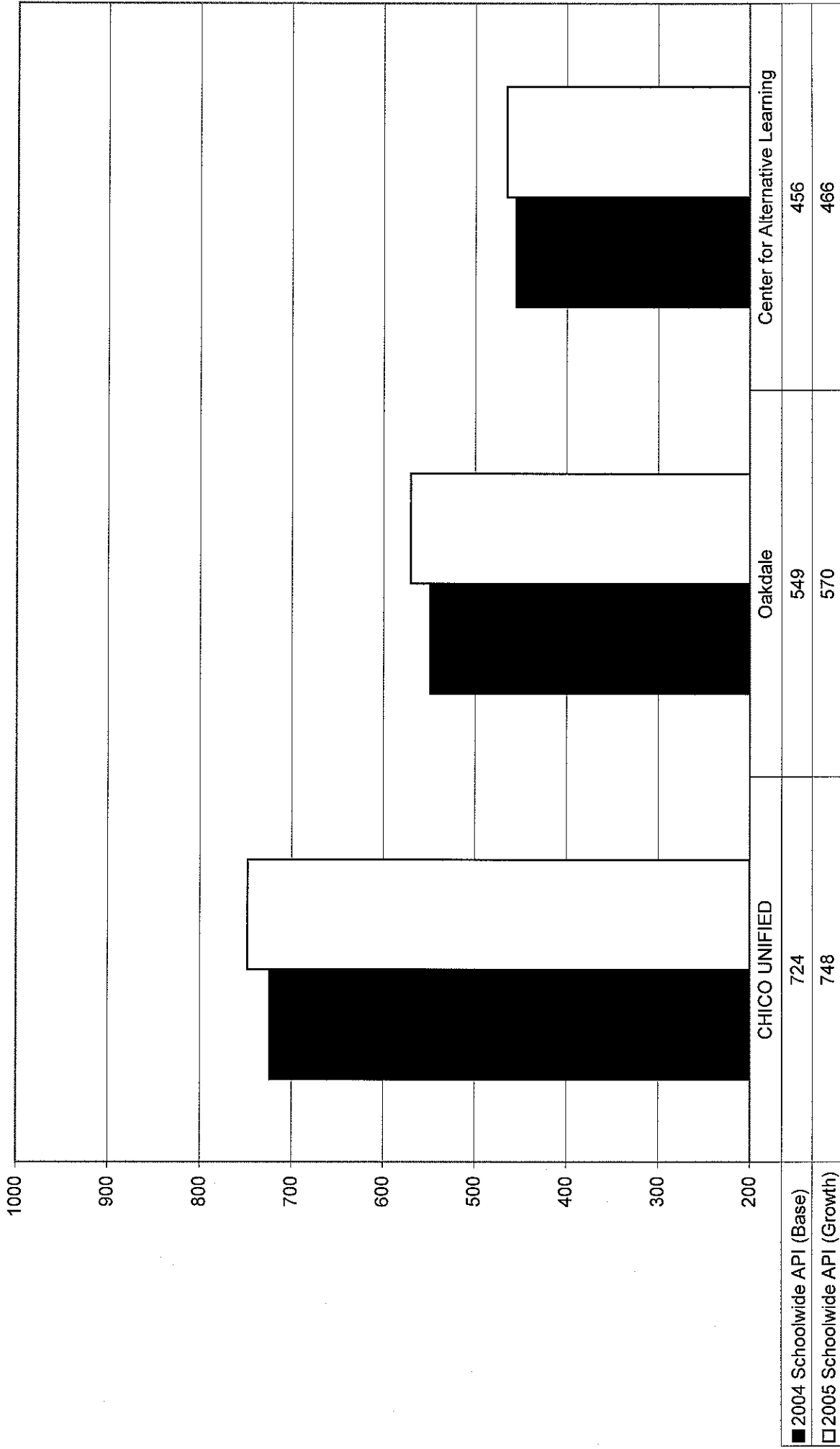
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Glossary of Terms and Acronyms

Additional Indicator	The federal No Child Left Behind Act (NCLB) requires that each state adopt an additional indicator for Adequate Yearly Progress (AYP). California has chosen to use the Academic Performance Index (API) as the additional indicator for all schools and local educational agencies (LEAs). Schools must show at least one point of growth or be above a minimum level of the API each year to meet this part of the AYP criteria. The API criteria for federal requirements are different from the API criteria for state requirements.
API	The Academic Performance Index (API), required by the state Public Schools Accountability Act (PSAA) of 1999, is a measure of the academic performance and growth of schools. It is a numeric index (or score) that ranges from a low of 200 to a high of 1000. The interim statewide API performance target for all schools is 800. A school's growth is measured by how well it is moving toward or past that goal. A school's API Base is subtracted from its API Growth to determine how much the school grew in a year. The API also functions as the Additional Indicator for AYP.
APR	The Accountability Progress Report (APR), released in August each year prior to the start of the school year, provides information on (1) state API results that focus on the reporting of year-to-year schoolwide and LEA-wide growth in achievement, (2) federal AYP results that feature a comparison of school and LEA results against statewide targets, and (3) federal Program Improvement (PI) information confirming that a school or LEA is identified for PI and required to implement specific intervention activities as a result of missing AYP for multiple years.
ASAM	Schools in the Alternative Schools Accountability Model (ASAM) are alternative schools serving a majority of high-risk students, including continuation schools, community day schools, and county-run schools.
AYP	Under NCLB, all states are required to develop and implement a single, statewide accountability system that will ensure all public schools make their AYP toward enabling all students to perform at or above the proficient level in English-language arts (ELA) and mathematics. Under AYP requirements, schools and LEAs are required to meet criteria in four areas: participation rate, percent proficient (also known as Annual Measurable Objectives or AMOs), API as additional indicator, and graduation (if applicable).

CAHSEE	Students in California public schools must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. The purpose of the CAHSEE is (1) to improve student achievement in high school and (2) to help ensure that students who graduate from high school can demonstrate competency in state academic content standards for reading, writing, and mathematics. There are two parts to the CAHSEE: English-language arts and mathematics. The CAHSEE is included in API and AYP calculations.
CAPA	The California Alternate Performance Assessment (CAPA) is an alternate assessment for students with significant cognitive disabilities who cannot participate in the California Standards Tests (CSTs), even with accommodations or modifications. A student's individualized education program (IEP) specifies whether the student should take the CAPA. The CAPA was administered for the first time statewide in the spring of 2003 and is part of the Standardized Testing and Reporting (STAR) Program. CAPA in ELA and mathematics is included in API and AYP calculations.
CAT/6 Survey	As part of the STAR Program, all California public school students in grades three and seven take a nationally norm-referenced test (NRT) each spring to measure achievement in basic academic skills. The NRT designated by the State Board of Education (SBE) for 2003 through 2005 is the California Achievement Test, Sixth Edition Survey (CAT/6 Survey). The CAT/6 Survey for these grade levels covers reading, language, spelling, and mathematics
CBEDS	The California Basic Educational Data System (CBEDS) is a system for collecting and sharing demographic data about students, schools, school districts, and classified and professional education staff in the California public school system in kindergarten through grade twelve. The data are collected once a year on a Wednesday in early October that is designated as "Information Day."
CDE	The California Department of Education (CDE) is California's state education agency.
Compensatory Accountability System	California's state API accountability system is based on a compensatory system model because different component test results that are the basis of an API score will offset, or compensate, for one another as the API is calculated. For example, an API is not calculated separately for ELA and mathematics. Rather, the API score is one score for both content areas. As a result, a school could still have a high API if it had high ELA test results but low mathematics test results. This is because the ELA results would compensate for the mathematics results.

CSR program	<p>The Comprehensive School Reform (CSR) Program is a federally funded school reform initiative that offers schools and school districts the opportunity to implement schoolwide research-based reform strategies to increase student achievement. Formerly known as the Comprehensive School Reform Demonstration Program (CSRD), the program was re-named with the passage of NCLB. The purpose of the CSR program is to improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low-performing, high poverty schools, can meet challenging state content and academic achievement standards. Grants are awarded to successful LEAs in an amount up to \$200 per student in each funded school, with a minimum allocation of \$50,000 per school. Grants are renewable for two additional years, contingent on federal funding and substantial progress toward meeting the school's goals and benchmarks.</p>
CST	<p>The California Standards Tests (CSTs) are part of the STAR Program and include several content areas. The CSTs in ELA and mathematics for grades two through eleven became part of the STAR program in 1999. The CSTs in English-language arts (including writing at grades four and seven) and mathematics are included in API and AYP calculations. CSTs in history-social science and science are also administered and used in the API. The CSTs are aligned to state-adopted standards that describe what students should know and be able to do in each grade and subject tested.</p>
Direct Funded Charter Schools	<p>A direct-funded charter school is considered a school (rather than an LEA) for API purposes.</p>
EL	<p>An English learner (EL), formerly known as limited-English-proficient or LEP, is a student for whom there is a report of a primary language other than English on the state-approved Home Language Survey and who, upon initial assessment by the appropriate state assessment (currently the California English Language Development Test or CELDT) and from additional information when appropriate, has been determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.</p> <p>The EL subgroup in the AYP calculations includes R-FEP students who have not scored at the proficient level or above on the CST in ELA for three times since being redesignated.</p>
ELA	<p>ELA refers to the content area of English-language arts.</p>

Growth Model Accountability System	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars.
HPSGP	The High Priority Schools Grant Program (HPSGP) provides assistance to the very lowest performing schools (API decile 1) regardless of their relative API growth. The purpose of the voluntary program is to improve pupil performance in legislatively identified areas by offering additional resources to schools.
II/USP	The PSAA established the Immediate Intervention/Underperforming Schools Program (II/USP) to promote the improvement of academic achievement in California's low-performing schools. The voluntary program provides fiscal resources and incentives for schools to implement reform strategies. There are fiscal and nonfiscal rewards or sanctions as possible consequences, depending on schools' progress while they are funded through II/USP.
LEA	A local educational agency (LEA) is a term used to designate a school district or county office of education.
LEP	A limited English proficient (LEP) student is one whose primary language is not English and who is not proficient in English. An LEP student is also referred to as an English learner (EL). (See "EL" for a precise definition.)
NCLB	The No Child Left Behind (NCLB) Act of 2001 is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for ELA and mathematics by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal.

Numerically Significant Subgroups

A subgroup is numerically significant if it has at least 100 students or 50 students who represent at least 15 percent of the students to be tested at the school or LEA. A numerically significant subgroup under API includes the following subgroup types:

- African American (not of Hispanic Origin)
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic Origin)
- Socioeconomically disadvantaged

A numerically significant subgroup under NCLB includes these subgroups as well as the English learner subgroup and students with disabilities subgroup.

Participation Rate

The participation rate for the API is used to determine the validity of an API. A school or LEA must have tested at least 85 percent of students in every content area to have a valid API. This rule is applied only if the school has at least 100 or more students enrolled in each content area since the CBEDS data collection date. The participation rate also is used to determine API eligibility for awards. Funding for API awards is currently unavailable but may be reinstated in future years.

In addition, all schools and LEAs must test at least 95 percent of eligible students to meet federal AYP criteria. These rates are calculated for ELA and mathematics separately. The 95 percent criterion also applies to all numerically significant subgroups in the school or LEA.

PI

Program Improvement (PI) is a formal designation for Title I schools. A Title I school becomes a PI school if it does not meet AYP for two consecutive years. There are certain types of required services and/or interventions schools must offer during each year they are identified as PI. A school is eligible to exit PI if it makes AYP for two consecutive years.

PSAA

The Public Schools Accountability Act (PSAA) of 1999 established California's accountability system. Its primary goal is to help schools improve the academic achievement of all students. The PSAA has three components: (1) the Academic Performance Index (API), (2) the Immediate Intervention/Underperforming Schools Program (II/USP), and (3) the Governor's Performance Awards (GPA). The PSAA also requires the development of an alternative accountability system for schools that serve nontraditional student populations (the Alternative Schools Accountability Model or ASAM).

R-FEP	A reclassified-fluent English proficient (R-FEP) student is one whose primary language is something other than English and who was reclassified from English learner to fluent-English proficient based on assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the CELDT, teacher evaluation, parent input, and the student's performance of basic skills. Basic skills are measured by the CST in ELA. This process demonstrates that students being redesignated have an English language proficiency comparable to that of average native English speakers.
SBE	The California State Board of Education (SBE) is the governing and policy-determining body of the California Department of Education (CDE). The SBE sets K-12 education policy in the areas of standards, curriculum, instructional materials and assessment.
STAR	The Standardized Testing and Reporting (STAR) program is California's statewide testing program. The current STAR program has four components: the CAT/6, published by CTB/McGraw-Hill; the California Standards Tests (CSTs), produced for California public schools; the Spanish Assessment of Basic Education, Second Edition (SABE/2), an achievement test in Spanish published by CTB/McGraw-Hill; and the California Alternate Performance Assessment (CAPA), an assessment related to the California academic content standards that is designed to assess the performance of students with significant cognitive disabilities.
Status Model Accountability System	California's accountability requirements, reported as APIs, differ from federal accountability requirements, reported as AYP. API requirements are based on a "growth model," which measures the academic success of a school on the basis of how much it improves from one year to the next. A growth model acknowledges that not all schools start at the same place. Federal AYP requirements, however, are based on a "status bar model," which measures how well a school or LEA meets common minimum performance targets or status bars. It assumes all schools or LEAs must meet common minimum academic levels, regardless of where they start at the beginning of the school year. For example, a school that showed 100 points growth in the API from 2004 to 2005 reflects a school that greatly improved its results on statewide assessments from 2004 to 2005. The growth in the school's API reflects the progress the school made, regardless of the level of its beginning API score in 2004. However, the same school might not meet AYP criteria because its 2005 participation rate or percent proficient was below the AYP minimum target (or status bar) set for all schools.
USED	The United States Department of Education (USED) is the federal agency that administers the NCLB program.
