Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: ZAVALA EL Campus ID: 254901106 District Name: CRYSTAL CITY 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 2016-17 school year. These results include all students tested, whether or not they were in the accountability

		State	District	: Campus	African American	Hispanio	: White	American Indian		Pacific		Special		ELL	Female	Male	Migrant
STAAR Percent a	t or Abo	ove Ap	proach	nes Grade	e Level (20	17) or Le	evel II S	Satisfactor	y Stan	dard (201	16)						
Grade 3	0047	700/	470/	4=0/		400/							400/	*	450/	100/	*
Reading	2017 2016		47% 43%	47% 43%	*	48% 43%	*	-	-	-	-	* 56%	40% 38%	*	45% 52%	48% 36%	56%
Mathematics	2017 2016		61% 51%	61% 51%	*	62% 50%	*	- -	-	-	-	* 67%	56% 43%	*	57% 55%	65% 48%	*
Grade 4																	
Reading	2017 2016		39% 47%	39% 47%	-	39% 47%	*	-	-	-	- *	* 24%	30% 47%	*	42% 46%	36% 48%	*
Mathematics	2017 2016		59% 54%	59% 54%	-	59% 54%	*	-	-	-	- *	*	54% 54%	*	60% 51%	58% 57%	67% *
Writing	2017 2016		29% 38%	29% 38%	-	29% 37%	*	-	-	-	- *	*	21% 37%	*	40% 39%	19% 37%	*
	20.0	0070	0070	00,0		0.70							0.70		0070	0. 70	
All Grades All Subjects	2017 2016		59% 56%	47% 47%	*	47% 46%	*	-	-	-	- *	29% 31%	40% 44%	29% 48%	49% 49%	45% 45%	33% 37%
Reading	2017	71%	55%	43%	*	43%	*	_	_	_	_	28%	35%	*	43%	42%	*
ŭ	2016		54%	45%	*	45%	*	-	-	-	*	33%	42%	56%	49%	42%	47%
Mathematics	2017 2016		66% 57%	60% 53%	*	60% 52%	*	-	-	-	- *	28% 33%	55% 48%	*	58% 53%	61% 52%	53% 40%
Writing	2017 2016		36% 47%	29% 38%	-	29% 37%	*	-	-	-	- *	*	21% 37%	*	40% 39%	19% 37%	*
STAAR Percent a	t Moote	Grade	a Lovol	(2017) or	· Final I ov	al II Stan	dard ('	2016)									
	it ivicets	Orau	LOVE	(2017) 01	i iliai Lev	ei ii Otali	uaru (2010)									
All Grades All Subjects	2017 2016		28% 21%	24% 19%	*	24% 19%	*	-	-	-	- *	21% 26%	18% 18%	4% 14%	28% 19%	20% 20%	10% 11%
Reading	2017	43%	27%	23%	*	24%	*	-	-	-	-	22%	18%	*	28%	19%	*
	2016	42%	23%	18%	*	17%	*	-	-	-	*	27%	17%	11%	20%	16%	7%
Mathematics	2017 2016		31% 20%	30% 25%	*	30% 24%	*	- -	-	-	- *	17% 27%	24% 24%	*	31% 22%	29% 27%	13% 20%
Writing	2017 2016		15% 14%	11% 11%	-	11% 11%	*	-	-	-	- *	*	7% 9%	*	19% 8%	4% 13%	*
STAAR Percent a	t Masto	re Gra	ıda I av	ر (2017) ام	or Level II	l Advanc	od (20	16)									
	t maste	13 016	ide Lev	er (2017)	OI LEVEI II	Auvanc	eu (20	10,									
All Grades All Subjects	2017 2016		8% 5%	10% 6%	*	11% 6%	*	-	-	-	- *	5% 5%	9% 6%	4% 0%	12% 6%	9% 6%	0% 3%
Reading	2017 2016		9% 5%	11% 4%	*	11% 4%	*	<u>-</u>	-	-	- *	6% 3%	10% 4%	* 0%	12% 5%	10% 4%	* 0%
Mathematics	2017	21%	11%	14%	*	14%	*	-	-	-	-	6%	11%	*	15%	12%	0%
	2016	1/%	6%	10%	*	9%	*	-	-	-	*	7%	9%	*	10%	10%	7%

s	tate Distr	ict Cam		frican erican H	ispar	nic White	Americ India		sian	Pacific		Specia		, ELI	L Female	Male I	Migrant
Writing 2017 2016	11% 3%	3%	6	-	3% 2%	*	-		-	-	- *	*	4% 1%	*	6% 0%	0% 3%	*
STAAR Participation (All	Grades)																
All Tests	2017 2016	99% 99%	100% 100%		*	100% 100%	100%	-	-	- :				0% 0%	100% 100%	100% 100%	100% 100%
Reading	2017 2016	99% 99%	99% 100%	100% 100%	*	100% 100%	*	-	-	- ·				0% 0%	99% 100%	100% 100%	100% 100%
Mathematics	2017 2016	100% 100%	100% 100%		*	100% 100%	*	-	-					0% 0%	100% 100%	100% 100%	100% 100%
Writing	2017 2016	100% 99%	100% 100%		-	100% 100%	*	-	-				U /0	*	100% 100%	100% 100%	100% 100%
STAAR Participation Resu	ılts by As	sessme	nt Type	for Stud	dents	Served	in Spec	ial Ed	luca	tion Setti	ings (<i>l</i>	All Grade	es)				
Reading Tests % of Participants % STAAR/EOC With No	2017	98%	98%	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
Accommodations % STAAR/EOC With	2017	13%	5%	6%	*	6%	-	-	-	-	-	6%	0%	*	0%	11%	-
Accommodations % STAAR Alternate 2	2017 2017	73% 12%	85% 9%	72% 22%	*	71% 24%	-	-	-	-	-	72% 22%	92% 8%	*	89% 11%	56% 33%	-
% of Non-Participants	2017	2%	2%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests % of Participants % STAAR/EOC With No	2017	99%	99%	100%	*	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
Accommodations % STAAR/EOC With	2017	12%	3%	6%	*	6%	-	-	-	-	-	6%	0%	*	0%	11%	-
Accommodations	2017	74%	85%	72%	*	71%	-	-	-	_	-	72%	92%	*	89%	56%	_
% STAAR Alternate 2	2017	13%	12%	22%	*	24%	-	-	-	-	-	22%	8%	*	11%	33%	-
% of Non-Participants	2017	1%	1%	0%	*	0%	-	-	-	-	-	0%	0%	*	0%	0%	-

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 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.

	All Students	African sAmerican	Hispanic	White	American Indian	Asian	Pacific Islander		Econ		ELL I (Current & Monitored)			Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N			n/a	0	3	0
Mathematics	Υ		Υ						N			n/a	2	3	67
Writing	N		N						N			n/a	0	3	0
Science												n/a	0	0	
Social Studies												n/a	0	0	
Total													2	9	22
Performance Status - Federa	I														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N		n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	Ν			n/a			

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

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

[&]quot;?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

															Percent of
								Two or			ELL				Eligible
	All	African			American		Pacific			Snecia	I (Current 8	FII	Total	Total	Measures
		American	Hisnanic	White		Δsian	Islander				Monitored			Eligible	
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	Monitorea	95%	wict	Liigibio	Mice
Reading	Y	0070	Y	0070	0070	0070	0070	0070	Y	0070	n/a	0070	3	3	100
Mathematics	Ý		Ý						Ý		n/a		3	3	100
Total													6	6	100
Federal Graduation Status (T Graduation Target Met Reason Code *** Total	arget: See	Reason Co	des)								n/a		0	0 0	
District: Met Federal Limits o	n Alternati	ve Assessn	ments												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit Mathematics	n/a														
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													8	15	53

⁺ Participation uses ELL (Current), Graduation uses ELL (Ever HS) *** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

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

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading				*						_	_	
# at Approaches Grade Level	124	*	124	*	-	-	-	-	71	5	5	n/a
Standard		*										*
Total Tests	281	*	277	*	-	-	-	-	193	17	12	
% at Approaches Grade Level Standard	44%	*	45%	*	-	-	-	-	37%	29%	42%	n/a
Mathematics												
# at Approaches Grade Level	174	*	173	*	-	-	-	-	110	5	7	n/a
Standard												
Total Tests	282	*	278	*	-	-	-	-	194	17	12	*
% at Approaches Grade	62%	*	62%	*	-	-	-	-	57%	29%	58%	n/a
Level Standard												
Writing	43		**	*					21	*	*	/
# at Approaches Grade Level Standard	43	-			-	-	-	-	21			n/a
Total Tests	143		**	*					98	*	*	*
% at Approaches Grade	30%	-	30%	*	-	-	-	-	21%	*	*	n/a
Level Standard	30%	-	30%		-	-	-	-	2170			II/a
Science												
# at Approaches Grade Level	_	_	_	_	_	_	_	_	_	_	_	n/a
Standard												11/4
Total Tests	_	_	_	_	_	_	_	_	_	_	_	_
% at Approaches Grade	-	-	_	-	_	-	-	-	-	_	_	n/a
Level Standard												
Social Studies												
# at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade	-	-	-	-	-	-	-	-	-	-	-	n/a
Level Standard												
Participation Rates												
Reading: 2016-2017 Assessments Number Participating	298	*	294	*	_	_	_	_	208	18	n/a	10
Total Students	299	*	295	*	-	-	-	-	209	18	n/a	10
Participation Rate	100%	*	100%	*	_	_	-	-	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessm			10070		_	=	=	-	10070	10070	II/G	10070
Number Participating	299	*	295	*	_	_	-	-	209	18	n/a	10
Total Students	299	*	295	*	_	_	-	-	209	18	n/a	10
Participation Rate	100%	*	100%	*	-	-	-	-	100%	100%	n/a	100%
•												

b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 91%

Two or **ELL** ΑII **Pacific** More Special (Current & **ELL** African American Econ Students American Hispanic White Indian Asian Islander Races Disadv Ed Monitored) (Current)

- 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.

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2016									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gi	9-12): Clas	s of 2015										
Number Graduated	·-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

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

- 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.

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: Priority School Reason: IR/Safeguards

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 mathematics 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: Percentage 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 percentage 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%	0.7%	1.2%
Bachelors	29.8	100.0%	88.1%	74.5%
Masters	0.0	0.0%	10.5%	23.6%
Doctorate	0.0	0.0%	0.7%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and lowpoverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 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
	ŭ	American Indian	n/a	n/a	n/a	n/a

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
	•	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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment