Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools

Campus Name: OAKMONT EL
Campus ID: 220912107
District Name: CROWLEY 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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 3																	
Reading	2016	72%	66%	**74%**	75%	84%	48%	*	100%	-	*	50%	69%	82%	80%	68%	-
	2015	74%	70%	**74%**	71%	67%	85%	-	*	*	83%	60%	69%	75%	81%	68%	-
Mathematics	2016	74%	66%	**76%**	75%	80%	74%	*	89%	-	*	58%	72%	65%	75%	78%	-
	2015	74%	70%	**81%**	78%	72%	90%	-	*	*	83%	60%	80%	83%	79%	83%	-
Grade 4																	
Reading	2016	74%	66%	**77%**	76%	69%	81%	-	*	*	83%	*	80%	69%	76%	77%	-
	2015	71%	63%	**64%**	49%	78%	74%	*	83%	-	100%	*	52%	83%	69%	58%	-
Mathematics	2016	72%	68%	**78%**	67%	88%	81%	-	100%	*	83%	*	83%	85%	74%	81%	-
	2015	71%	63%	**70%**	56%	78%	84%	*	100%	-	*	*	59%	100%	71%	67%	-
Writing	2016	68%	61%	**83%**	89%	87%	71%	-	*	*	83%	*	84%	69%	81%	84%	-
	2015	67%	57%	**62%**	51%	78%	68%	*	83%	-	*	36%	55%	83%	71%	51%	-
All Grades																	
All Subjects	2016	74%	64%	**77%**	76%	81%	71%	*	91%	*	85%	49%	77%	74%	77%	77%	-
	2015	73%	65%	**70%**	61%	74%	80%	*	88%	*	81%	42%	63%	85%	74%	66%	-
Reading	2016	72%	63%	**75%**	76%	78%	64%	*	93%	*	90%	48%	74%	77%	79%	72%	-
	2015	74%	67%	**69%**	60%	72%	79%	*	80%	*	91%	43%	61%	79%	75%	63%	-
Mathematics	2016	75%	65%	**77%**	72%	83%	77%	*	93%	*	80%	48%	77%	73%	74%	79%	-
	2015	73%	64%	**75%**	67%	75%	87%	*	100%	*	82%	43%	70%	92%	75%	76%	-
Writing	2016	68%	59%	**83%**	89%	87%	71%	-	*	*	83%	*	84%	69%	81%	84%	-
	2015	68%	58%	**62%**	51%	78%	68%	*	83%	-	*	36%	55%	83%	71%	51%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	31%	**45%**	42%	48%	41%	*	58%	*	65%	37%	41%	36%	42%	48%	-
	2015	38%	29%	**34%**	23%	40%	47%	*	62%	*	33%	15%	28%	45%	34%	35%	-
Reading	2016	42%	32%	**44%**	43%	44%	39%	*	43%	*	70%	33%	38%	27%	43%	44%	-
	2015	40%	31%	**38%**	25%	47%	49%	*	50%	*	55%	22%	32%	42%	41%	34%	-
Mathematics	2016	40%	29%	**46%**	38%	51%	48%	*	71%	*	60%	38%	40%	47%	39%	51%	-
	2015	36%	27%	**34%**	20%	39%	51%	*	70%	*	27%	13%	27%	50%	28%	40%	-
Writing	2016	39%	29%	**49%**	50%	53%	33%	-	*	*	67%	*	47%	31%	47%	50%	-
	2015	31%	21%	**28%**	23%	28%	37%	*	67%	-	*	7%	20%	42%	33%	23%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	10%	**23%**	18%	27%	23%	*	36%	*	38%	12%	19%	18%	23%	23%	-
	2015	14%	9%	**16%**	8%	20%	28%	*	35%	*	15%	8%	12%	20%	15%	18%	-
Reading	2016	16%	10%	**24%**	22%	27%	23%	*	29%	*	40%	5%	19%	13%	26%	23%	-
	2015	15%	10%	**20%**	11%	33%	28%	*	30%	*	9%	13%	17%	25%	22%	19%	-
Mathematics	2016	17%	11%	**24%**	19%	27%	27%	*	36%	*	40%	19%	21%	17%	23%	25%	-
	2015	14%	9%	**16%**	5%	17%	33%	*	30%	*	27%	9%	10%	25%	10%	22%	-
Writing	2016	14%	8%	**17%**	4%	27%	14%	-	*	*	33%	*	18%	31%	16%	18%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
2015	8%	4%	**10%**	7%	0%	16%	*	50%	-	*	0%	4%	0%	12%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	100%	97%	99%	100%	100%	99%	-
Reading	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	**99%**	99%	100%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
Mathematics	2016	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	**99%**	99%	100%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
Writing	2016	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	**98%**	98%	100%	95%	100%	100%	-	100%	100%	96%	100%	98%	98%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests																	
% of Participants	2016	98%	99%	**100%**	100%	*	*	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	12%	**5%**	0%	*	*	-	*	-	*	5%	9%	*	0%	7%	-
% STAAR/EOC With Accommodations	2016	73%	75%	**67%**	67%	*	*	-	*	-	*	67%	73%	*	50%	73%	-
% STAAR Alternate2	2016	11%	12%	**29%**	33%	*	*	-	*	-	*	29%	18%	*	50%	20%	-
% of Non-Participants	2016	2%	1%	**0%**	0%	*	*	-	*	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	**100%**	100%	*	*	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	13%	**10%**	0%	*	*	-	*	-	*	10%	9%	*	0%	13%	-
% STAAR/EOC With Accommodations	2016	75%	73%	**62%**	67%	*	*	-	*	-	*	62%	73%	*	50%	67%	-
% STAAR Alternate2	2016	12%	14%	**29%**	33%	*	*	-	*	-	*	29%	18%	*	50%	20%	-
% of Non-Participants	2016	1%	1%	**0%**	0%	*	*	-	*	-	*	0%	0%	*	0%	0%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' 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 2015-16 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 American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y				5	5	100
Mathematics	Y	Y	Y	Y					Y				5	5	100
Writing	Y								Y				2	2	100
Science													0	0	
Social Studies													0	0	
Total													**12**	**12**	**100**
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y	Y					Y			Y	6	6	100
Mathematics	Y	Y	Y	Y					Y			Y	6	6	100
Total													**12**	**12**	**100**

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met		0	0
Reason Code ***			
Total		**0**	**0**

District: Met Federal Limits on Alternative Assessments

Reading				
Alternate 1%	n/a			
Number Proficient	n/a			
Total Federal Cap Limit	n/a			
Mathematics				
Alternate 1%	n/a			
Number Proficient	n/a			
Total Federal Cap Limit	n/a			
Total				
Overall Total		**24**	**24**	**100**

\+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%
b = Four-year Graduation Rate Target of 88%
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 90%

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 Level II Satisfactory Standard	135	59	27	28	*	11	*	9	76	10	21	n/a
Total Tests	177	76	36	42	*	11	*	10	102	21	25	24
% at Level II Satisfactory Standard	76%	78%	75%	67%	*	100%	*	90%	75%	48%	84%	n/a
Mathematics												
# at Level II Satisfactory Standard	138	55	30	34	*	10	*	8	80	10	20	n/a
Total Tests	177	76	36	42	*	11	*	10	102	21	25	24
% at Level II Satisfactory Standard	78%	72%	83%	81%	*	91%	*	80%	78%	48%	80%	n/a
Writing												
# at Level II Satisfactory Standard	55	20	11	15	-	*	*	5	36	*	8	n/a
Total Tests	66	22	13	20	-	*	*	6	43	*	10	9
% at Level II Satisfactory Standard	83%	91%	85%	75%	-	*	*	83%	84%	*	80%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	202	90	41	44	*	14	*	10	121	21	n/a	31
Total Students	202	90	41	44	*	14	*	10	121	21	n/a	31
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	201	90	41	44	*	14	*	10	121	21	n/a	30
Total Students	201	90	41	44	*	14	*	10	121	21	n/a	30
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (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 Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap 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: 2016 Accountability 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports.Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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

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. The reward school identifications provided are for the 2015-2016 school year.Identifications for the 2016-2017 school year are pending.

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 Percent	State Percent
No Degree	0.0	0.0%	0.4%	1.0%
Bachelors	29.7	69.6%	71.4%	74.7%
Masters	13.0	30.4%	27.8%	23.6%
Doctorate	0.0	0.0%	0.4%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		34	1	35
Total Number of Classes		34	1	35
Number of Classes Taught by Highly Qualified Teachers	Number	34	1	35
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

	Number of Teachers	
	Elem (PK-6)	secondary (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

	Number of Teachers	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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