

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal: Ms. Marilyn Bratcher

Official School Name Port O’Connor Elementary School

School Mailing Address P.O. Box 687 (508 W. Monroe)

Port O’Connor Texas 77982-0687

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(secretary does email for principal)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal’s Signature) Date Feb. 2, 2004

Name of Superintendent Mr. Larry W. Nichols

District Name Calhoun County Independent School District Tel (361) 552-9728

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent’s Signature) Date Feb. 2, 2004

Name of School Board
President/Chairperson Mrs. Brenda Wilson

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President’s/Chairperson’s Signature) Date Feb. 3, 2004

PART 1- ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirements in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the students in the school: 74% White
 1% Black or African American
 25% Hispanic or Latino
100% Total

7. Student turnover, or mobility rate, during the past year: 27%
 (This rate includes the total number of students who transferred to or from different schools between October 1 and end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	14
(2)	Number of students who transferred from the school after October 1 until the end of the year.	13
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	27
(4)	Total number of students in the school as of October 1	100
(5)	Subtotal in row (3) divided by total in row (4)	.27
(6)	Amount in row (5) multiplied by 100	27

Mobility Rate is 19.5% in our AEIS report. (2001-02)

[Note: Mobility (from Texas AEIS Campus Profile Section): A student is considered to be mobile if he or she has been in membership for less than 83% of the school year (i.e., has missed six or more weeks at a particular school). Number of mobile students in 2001-02 *divided by* number of students who were attendance at any time during the 2001-02 year.]

8. Limited English Proficient students in the school: 0%
 Total Number Limited English Proficient 0
9. Students eligible for free/reduced-priced meals: 61%
 Total number of students who qualify: 61

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16%
 Total Number of Students Served: 16

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 1 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 8 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> 7 </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment including Blindness |

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	1	
Classroom teachers	7	
Special resource teacher	1	
Paraprofessionals	2	1
Support staff	1	
Total number	12	

12. Average school student-“classroom teacher ratio”: 12.5

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state of Texas. Elementary schools do not report drop out rates. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.9%	96.3%	96.8%	96.4%	96.4%
Daily teacher attendance	92%	93%	95%	96%	90%
Teacher turnover rate	13%*	13%**	0%	0%	0%

(*Teacher left due to cut back **Teacher resigned and replaced by another teacher)

PART III – SUMMARY

The letterhead reads, “Port O’Connor School...Pride of Port O’Connor.” Port O’Connor is a small, secluded community of 2,300 on the South Texas Gulf Coast with no thriving industry. Most old-timers were commercial fishermen and shrimpers; however, fishing and shrimping legislation, vanishing sealife, and the downward spiraling economy made this livelihood all but disappear. Some offshore drilling continues, but the majority of jobs are in the service sector, which caters to tourists, and sportsmen who come to fish and hunt. In the mid 1980’s the community’s economic growth came to a near standstill.

Port O’Connor Elementary School (POC) has a 100-year plus history and longstanding reputation as the hub and heart of the community. In 1961 the town was destroyed by hurricane Carla. The rebuilding effort centered at the school. POC is, of course, the educational core of the community, but it is also the emotional, geographic and in many ways, political center of town. Nearly everyone in the community has a bond with the school. Until the new community center was built, the school was the site for virtually all community events. POC is a model for “grow your own”. The majority of teachers and staff are community members with a personal investment in the school.

In 1987, several teachers from POC attended a university class with the goal to inspire student interest in math. The National Council of Teachers of Mathematics (NCTM) had just released a report indicating the importance of using manipulatives to successfully teach math concepts. POC teachers implemented the use of the manipulatives with students and realized immediate, enthusiastic success. The POC Math Model was born. An article in Texas Co-op Power led to statewide interest in the model. Hundreds of educators came to our little school to find out about the math program and capture its magic.

Parents got on board because children were being recognized for learning higher-level math concepts at an early age. A resurgence of community pride resulted. Even announcements in church bulletins reflected the school’s success. POC became know as “The Math School”. A ripple effect ensued; excitement spread from school to homes...homes to the community...into the countywide district. The school was frequently mentioned on local TV and radio spots, recognition and rewards followed...community spirit/pride swelled with the school’s success.

Despite an elevated poverty level (53%--61%), students at POC consistently excel on state and district tests. POC, again and again, garners top honors with every revision of the testing program. The state challenges and POC rises to surpass expectation with each raising of the bar. Last year 70% of POC’s sixth graders entered advanced classes at the middle school. In high school, our students excel in math and science and go on to schools of higher learning in high percentages.

Our motto, “Educational excellence for every child at POC, is our goal and daily reality”, is exemplified by credits cited in Part IV. POC’s legacy to incoming students, “Dolphin Pride”, is based on an expectation of achievement and excellence in every area with no child left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Assessment Results – In Texas, schools are identified as exemplary, recognized, acceptable, or low-performing based on performance on criterion-referenced tests, attendance and dropout rate. POC has received an “Exemplary” rating from the Texas Education Agency four years in a row. The Texas Assessment of Knowledge and Skills (TAKS), State-Developed Alternative Assessment (SDAA) and Reading Proficiency Tests in English (RPTE) for second language learners make up the statewide assessment program. On the new Texas Assessment of Knowledge and Skills Test (TAKS):

- 100 Percent of the POC 3rd, 4th, 5th, and 6th grade students passed reading, math and writing over the last 4 years of state testing.
- Bridging the adoption of the new TAKS test as we transitioned from TAAS in 2002-2003, 100 Percent of POC 3rd graders passed the new TAKS reading tests on the first attempt.
- As new law requires passage prior to promotion to 4th grade, these students were recognized and spotlighted by KAVU-Channel 25 in Victoria for the achievement.

In addition to state tests, our district uses six weeks, three-week progress reports, Texas Primary Reading Inventory (TPRI), Qualitative Reading Inventory (QRI), Accelerated Reading Inventory (ARI), and a variety of teacher made assessments. Consistently, POC out performs other schools within the district on the district developed six-weeks tests. Below are end-of year results for 2003.

Grades 1-6	1st	2nd	3rd	4th	5th	6th
District Language Average	81	83	78	86	80	78
POC Language Average	87	91	83	92	87	86
District Math Average	83	76	78	81	75	84
POC Math Average	93	81	87	86	78	94

- Designated a 5-Star School by Texas Monthly “How Good is Your Child’s School?”, by S.C. Gwynee – November 2001
- Performance Award from Texas Education Agency—2000
- Identified as a Distinguished Performance Campus by Region III Education Service Center 2000, 2001, 2002, 2003 – Title 1
- Exemplary Campus—1999-2000, 2000-2001, 2002-2003 (100% passing rate)
- Texas Elementary Principal’s and Supervisor’s Award- 2002
- Outstanding Leadership Award – 1996
- Texas Award for Successful Schools given by then Governor, Ann Richards
- \$25,000 performance grant awarded by Commissioner of Education, Skip Meno
- National Science Foundation Award
- Commitment to Excellence and Educational Achievement 1994
- Post Office created cancellation stamp to honor school’s 100 year’s service to community
- Texas Co-op Power, “Educational Revolution”, March 1992, 8-10

Implementation of Assessment Data – Students are actively involved in the assessment review process. In January students (3-6) conference one on one with the school counselor to review their previous year's TAKS scores, identifying strengths and weaknesses. At this time each child makes a personal prediction (goal) for the current year. These predictions are placed in sealed envelopes and held until test results arrive in late May. At that time students are once again met with individually to discover and celebrate how close they came to their identified goal. Students are encouraged to share their success in the privacy of the family rather than with peers.

Teachers administer release TAKS tests to identify students who will benefit from after school tutorials in which specific weaknesses are targeted. The primary teachers at POC use the Texas Primary Reading Inventory (TPRI) in grades PK-2 to identify students lacking basic reading skills that make them at risk for failing the third grade TAKS test. The results are used to remediate weaknesses and provide targeted instruction, tutorials when necessary. Progress of “At Risk” students is monitored by the district with monthly benchmark reading tests. The Reading Recovery Program, is an important resource for identified students. Our special education teacher works closely with students using this program.

At risk students are actively remediated throughout the school year using staff tutorials, and our rich resource of community mentors. Ten to twelve volunteers come each week, on their own time, to listen to children read or help with specific skills and assignments. Members of the local Coast Guard have been active mentors for the school. Polly Motley, an internationally renowned dance specialist, native of this area, has done workshops with our students. With early readers dance movements facilitate brain development and early reading skills reinforcing right/left, up/down and other concepts. With older students the dance workshop targets interpretation of music and words. The aforementioned formal and informal assessments are used to continually monitor student growth and performance.

Communicating Performance – POC communicates student performance using a variety of vehicles that include: Three Week Progress Reports, Report Cards, PTA Meetings, state AEIS Reports, Accelerated Reader Summaries, parent/teacher conferences, (ARD) meetings, LPAC meetings, tutoring, attendance rewards, weekly school newspaper (each grade level has an article which communicates to parents), an interactive Web page that not only posts homework but allows parents to communicate with teachers, honor roll, awards day honors and certificates, well attended parent night workshops (pre-K). The community newspaper, Dolphin Talk, carries a great deal of information to our school fans.

Proof of our successful communication is reflected by the generous support from the community in the form of:

- Frequent, favorable articles in the community's “Dolphin Talk” newspaper,
- Tangible rewards, money, (silver dollars for attendance), gift certificates, and other thank yous from the Service Club, PTA, and individual benefactors.
- Post Office special cancellation stamp honoring the school's 100 year service.
- Willingness to mentor, provide students reward pizza parties,
- Individuals who recognize teachers with special luncheons
- PTA raises money to help purchase items
- Parent turnout for special programs and workshops

Sharing Success – In the past POC staff has:

- Hosted teaching seminars, i.e. Seminar on Innovative Practices in Education
- Made presentations for professional organizations
- Adjunct teaching assignment for grad students at Incarnate Word University
- Hosted Educators from Australia who came to observe program
- Worked with student teachers
- Submitted articles for publication
- Conducted workshops
- Presented at Professional Conferences – Texas Elementary Principals and Supervisors

Should POC merit this important award we would continue to use all of our resources to reach out to the community, students, and other professionals with the goal that all students here and country-wide achieve excellence. We have already had workshops in math for schools in Calhoun County. Our teachers serve as leaders in teacher training during the summer and in-service days throughout the school year. Our classes are visited by new teachers to observe the teaching learning process.

Acronym Key

POC—Port O’Connor

NCTM—National Council of Teachers of Mathematics

TAKS—Texas Assessment of Knowledge and Skills

SDAA—State-Developed Alternative Assessment

TPRI—Texas Primary Reading Inventory

QRI—Qualitative Reading Inventory

ARI—Accelerated Reading Inventory

AEIS—Academic Excellence Indicator System

ARD—Admission, Review, Dismissal

LPAC—Language Proficiency Assessment Committee

TEKS—Texas Elements of Knowledge and Skills

IEP—Individual Educational Progress

RPTE- Reading Proficiency Tests in English

PART V – CURRICULUM AND INSTRUCTION

Port O’Connor’s Curriculum – As with all Texas schools POC complies with state law. In Texas the **State** has identified the Texas Elements of Knowledge and Skills (TEKS) as the foundation of the school’s curriculum. The **District** organizes the TEKS into a scope and sequence, placing them on a timeline/continuum, and develops mini assessments (six weeks tests) that benchmark skill and concept acquisition. The **School** then applies the curriculum based on the specific needs of the students served. Successful implementation involves finding appropriate resources, developing motivating activities, identifying learning modalities of individual students, presenting and teaching TEKS, and finally monitoring TEKS mastery.

At POC the curriculum is a continually evolving process. As individual student needs are identified new methods are explored and activated to meet those needs.

Reading – Our goal is to implement early reading intervention strategies. State adopted texts are supplemented with, leveled readers, trade books and quality literature that includes both fiction and non-fiction. The Reading Recovery Program is available for identified students.

Writing – POC recognizes the need for daily writing. Our process writing program is based on the New Jersey model that emphasizes the importance that students move a piece of writing through all steps of the writing process. Additionally, the POC writing program is sequential: in kindergarten the focus is on oral sentence production, at 1st grade the students write sentences and beginning stories, in 2nd grade personal narratives are developed and evolve into books, and in 3rd grade students begin to research. In 4th and 5th grades students participate in a daily cross-grade writing workshop where they practice the mechanics of effective composition and techniques authors use to bring their writing to life. Sixth grade students interview, write articles, edit, and publish our newsletter, The Dolphin Splash.

Math – Our nationally recognized, research based, hands-on math program has been under development and refinement for the past 15 years. (See math curriculum)

Science/Technology – Discovery learning is the heart of the science curriculum. Using the AIMS Program (Activities Integrating Math and Science) both science and math are actively taught in a science lab format. Science experiments using the inquiry method pique the interest of students making it a favorite subject for many. Our students are proficient with both calculators and computers. All classes go to the computer lab several times a week and 6th grade goes daily. Students are skilled in word processing, Excel, PowerPoint, Publisher and Inspiration (an outlining tool). These skills plus implementation of the scientific method have helped our students blow the competition out of the water when they develop their science fair presentations. Students are now working on a program that recycles old fishing lines and protects our coastal environment. Clean beach initiatives, field trips, participation in archeological digs, wildlife refuge studies with the Parks and Wildlife personnel, and other meaningful activities help our children learn in a climate that nurtures individual responsibility and respect for the environment.

Reading Curriculum – For a long time POC was renowned primarily for its successful math program, which had attracted national acclaim. Five years ago the staff was challenged to give more attention to language arts. Our new goal was to achieve a balanced curriculum. Teachers began to actively seek out and explore exemplary programs, i.e. Carol Fitzgerald’s four block method, New Jersey Writing Program, Book and Brain Training. We now identify students "at risk", implement early reading interventions, endorse accelerated reading strategies, make sure students recognize the value of reading, instruct, and when necessary re-teach, tutor and teach to alternative modalities. Individual students with specialized needs are placed in our Reading Recovery Program.

Today we have a language arts program that is first rate. Children read with analytical minds to distinguish facts that can be found in the book from non-facts that require them to go to their brains. The reading program is aligned with district learning objectives and TEKS goals. Teachers are implementing and refining strategies learned in workshops and reading academies. Students are reading, writing and excelling. As mentioned earlier, state adopted texts are supplemented with leveled readers, trade books and quality literature made available in our new kid friendly library that is patronized and enjoyed by all students on a daily basis. With award monies we have been able to bring in noted authors, usually one each year, to speak to the creative process, as well as share and inspire creative use of written materials. To encourage reading our library uses Accelerated Reading Program which tests and gives points on books read.

Math Curriculum – The headline reads: “A Revolution in Education...POC is helping revolutionize the way educators think about mathematics and education in general.”

We now know that 90% of dropouts are hands-on learners as well as 70% of primary learners. POC’s research based Math Program began with the support of University of Houston’s math department and the financial backing of Alcoa Aluminum, a local plant, who bought into the program based on the belief that in the future their corporation would benefit with math “numerate” employees. As it turns out their investment was a sound one for the longitudinal results are in and they are significant. With Alcoa’s \$20,000 gift, teachers purchased a variety of manipulatives, including geo boards (area/perimeter), base 10 blocks (place value), tangrams (area/special concepts), and balance beams (algebraic equality). With these tools teachers investigated newly introduced teaching methods. Developmentally, the program moves the learner from concrete concepts to the connecting level and ultimately to abstract reasoning.

The key to this method is that it captures the student’s attention, capitalizes on inherent interest, and involves all the senses. Unique features of the program include: a) the strand approach, which keeps concepts resurfacing, b) cross-grade grouping using math buddies, c) abstract concepts taught in a concrete manner, and d) a learning style focus. The program is student driven as opposed to textbook driven. By the end of 2nd grade students are familiar with addition and subtraction of whole numbers, fractions, coordinate graphing, positive and negative integers, solving for one unknown in an algebraic equation, area and perimeter of polygons, symmetry, and place values of numbers into the thousands. Students experience mathematical concepts with concrete objects first hand. The program began at kindergarten but over time has expanded

to include K—6. The University of Houston awarded college scholarships to the first of class of kindergarten students in the program.

Instructional Methods – One POC student, while attending second grade, wrote President Bush, “Teachers from all over Texas have come to watch us do our work because they want their kids to do the fun things we do. We could be happy if you came to Port O’Connor, Texas, to our math class so we can show off our brains to you.”

Our teachers use multiple methods to facilitate student learning: small groups, guided reading/writing, Reading Recovery, peer tutors, community volunteers, Title 1 tutorials with the coach, grade level appropriate math manipulatives, mentors, field trips for meaningful enrichment, discovery learning, science fairs (local, district, regional), spelling bees (local, district, regional), New Jersey daily writing workshop, and periodical guest speakers representing a variety of careers, and domains, who provide a connection to student learning and a reason to excel.

All special education students are mainstreamed as we comply with “least restrictive environment.” In order for special services students to make maximum gains and meet Individual Educational Progress (IEP) goals, they spend time with a specially trained teacher. This is done in our effort to truly “leave no child behind.” All instruction is set in an environment where both teachers and students thrive rather than just survive.

The principal emphasizes: “The only boundaries are those we impose on ourselves.” Therefore, professional development is determined by teacher efforts to meet student needs.

Professional development and its impact on student learning – POC’s professional development program is largely determined by student needs. Where tests identify weakness, we continually look for training to help strengthen those skill/concept areas. There is a daily infusion of skills and techniques to students as a result of:

- Collaboration on staff
- Region III Education Service Center training
- Reading and math academies
- Intel training
- New Jersey Writing workshops
- Sharon Wells math training techniques
- Out of state training—brought others in
- Early literacy intervention
- Book and Brain University for teachers and students

Total years staff experience—160

Grade: 3rd, 4th, 5th, and 6th

Test: Texas Assessment of Knowledge and Skills 2002-2003

Texas Assessment Academic Skills 1998--2002

Port O'Connor Elementary School

3rd Grade Reading Results

	TAKS 1	TAAS	TAAS 2	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	March	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	89	100	100
% Received Academic Recognition		50	50	50	36
% Met Standard	100				
% Commended Performance	33				
Number of total students tested	9	12	18	12	11
Percent of total students tested	75	100	90	85	85
Number of students excluded	3	0	2	2	2
Percent of students excluded	25	0	10	15	15
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	95	100	100
% Received Academic Recognition		75	53	55	50
% Met Standard	100				
% Commended Performance	33				
Number of total students tested	9	8	15	9	8
2. Hispanic					
% Met Minimum Expectations	--	100	100	100	100
% Received Academic Recognition	--	0	33	0	0
% Met Standard					
% Commended Performance					
Number of total students tested	0	4	3	2	3
3. African American					
% Met Minimum Expectations				100	
% Received Academic Recognition				0	
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	1	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	89	100	100
% Received Academic Recognition		60	33	25	20
% Met Standard	100				
% Commended Performance	29				
Number of total students tested	7	5	9	4	5
STATE SCORES 3					
% Met Minimum Expectations		88	87	88	88
% Received Academic Recognition					
% Met Standard	90				
% Commended Performance					

1 This is the first administration of the TAKS exam

2 No SDAA exams were available these years

3 The State Score only include students tested in English

Port O'Connor Elementary School

3rd Grade Mathematics Results

	TAKS ₁	TAAS	TAAS ₂	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	90	100	100
% Received Academic Recognition		16	16	42	16
% Met Standard	100				
% Commended Performance	38				
Number of total students tested	9	12	18	12	11
Percent of total students tested	75	100	90	85	85
Number of students excluded	3	0	2	2	2
Percent of students excluded	25	0	10	15	15
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	94.9	100	100
% Received Academic Recognition		25	20	44	18
% Met Standard	100				
% Commended Performance	38				
Number of total students tested	8	8	15	9	8
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		0	0	50	0
% Met Standard	100				
% Commended Performance					
Number of total students tested	4	4	3	2	3
3. African American					
% Met Minimum Expectations					
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	1	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	90	100	100
% Received Academic Recognition		20	10	66	0
% Met Standard	100				
% Commended Performance	33				
Number of total students tested	6	5	10	3	5
STATE SCORES ₃					
% Met Minimum Expectations		87	83	81	83
% Received Academic Recognition					
% Met Standard	91				
% Commended Performance					

1 This is the first administration of the TAKS exam.

2 No SDAA exams were available these years.

3 The State Score only include students tested in English.

Port O'Connor Elementary School

4th Grade Reading Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		71	60	43	31
% Met Standard	100				
% Commended Performance	29				
Number of total students tested	14	17	10	7	16
Percent of total students tested	93	94	83	78	80
Number of students excluded	1	1	2	2	4
Percent of students excluded	7	6	17	22	20
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		79	62	40	38
% Met Standard	100				
% Commended Performance	27				
Number of total students tested	11	14	8	5	13
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		33	100	50	0
% Met Standard	100				
% Commended Performance	0				
Number of total students tested	3	3	1	2	3
3. African American					
% Met Minimum Expectations					
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	1	0	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		78	100	0	25
% Met Standard	100				
% Commended Performance	43				
Number of total students tested	7	9	2	3	4
STATE SCORES ³					
% Met Minimum Expectations		93	91	90	89
% Received Academic Recognition					
% Met Standard	86				
% Commended Performance					

1 This is the first administration of the TAKS exam.

2 No SDAA exams were available these years.

3 The State Score only include students tested in English.

Port O'Connor Elementary School

4th Grade Mathematics Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		18	36	14	25
% Met Standard	100				
% Commended Performance	29				
Number of total students tested	14	17	10	7	16
Percent of total students tested	93	94	83	78	80
Number of students excluded	1	1	2	2	4
Percent of students excluded	7	6	17	22	20
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	95	100	100
% Received Academic Recognition		21	38	20	31
% Met Standard	100				
% Commended Performance	27				
Number of total students tested	11	14	8	5	13
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		0	100	0	0
% Met Standard	100				
% Commended Performance	0				
Number of total students tested	3	3	1	2	3
3. African American					
% Met Minimum Expectations					
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	1	0	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		11	50	0	0
% Met Standard	100				
% Commended Performance	43				
Number of total students tested	7	9	2	3	5
STATE SCORES ³					
% Met Minimum Expectations		94	91	87	88
% Received Academic Recognition					
% Met Standard	88				
% Commended Performance					

1 This is the first administration of the TAKS exam.

2 No SDAA exams were available these years.

3 The State Score only include students tested in English.

Port O'Connor Elementary School

5th Grade Reading Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		50	29	33	54
% Met Standard	100				
% Commended Performance	38				
Number of total students tested	13	10	7	12	11
Percent of total students tested	81	83	64	75	73
Number of students excluded	3	2	4	4	4
Percent of students excluded	19	17	36	25	27
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	95	100	100
% Received Academic Recognition		56	33	50	50
% Met Standard	100				
% Commended Performance	36				
Number of total students tested	11	9	6	8	10
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		100	0	0	100
% Met Standard	100				
% Commended Performance	0				
Number of total students tested	2	1	1	4	1
3. African American					
% Met Minimum Expectations					
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	0	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		33	0	33	33
% Met Standard	100				
% Commended Performance	33				
Number of total students tested	6	3	7	3	3
STATE SCORES ³					
% Met Minimum Expectations		93	90	88	86
% Received Academic Recognition					
% Met Standard	80				
% Commended Performance					

1 This is the first administration of the TAKS exam.

2 No SDAA exams were available these years.

3 The State Score only include students tested in English.

Port O'Connor Elementary School

5th Grade Mathematics Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		60	29	42	67
% Met Standard	100				
% Commended Performance	35				
Number of total students tested	14	10	7	12	11
Percent of total students tested	88	83	64	75	73
Number of students excluded	2	2	4	4	4
Percent of students excluded	12	17	36	25	27
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	95	100	100
% Received Academic Recognition		56	33	63	30
% Met Standard	100				
% Commended Performance	33				
Number of total students tested	12	9	6	8	10
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		100	0	0	0
% Met Standard	100				
% Commended Performance	0				
Number of total students tested	2	1	1	4	1
3. African American					
% Met Minimum Expectations					
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	0	0
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		100	0	67	33
% Met Standard	100				
% Commended Performance	57				
Number of total students tested	7	3	7	3	3
STATE SCORES ³					
% Met Minimum Expectations		96	95	92	90
% Received Academic Recognition					
% Met Standard	86				
% Commended Performance					

1 This is the first administration of the TAKS exam.

2 No SDAA exams were available these years.

3 The State Score only include students tested in English.

Port O'Connor Elementary School

6th Grade Reading Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		33	38	33	31
% Met Standard	100				
% Commended Performance	67				
Number of total students tested	9	6	13	12	13
Percent of total students tested	82	75	81	82	81
Number of students excluded	2	2	3	2	3
Percent of students excluded	18	25	19	18	19
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	95	100	100
% Received Academic Recognition		50	41	37	20
% Met Standard	100				
% Commended Performance	75				
Number of total students tested	8	4	12	11	10
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		0	0	100	50
% Met Standard	100				
% Commended Performance	0				
Number of total students tested	1	2	1	1	2
3. African American					
% Met Minimum Expectations					100
% Received Academic Recognition					0
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	0	1
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		0	25	25	67
% Met Standard	100				
% Commended Performance	67				
Number of total students tested	3	2	4	4	3
STATE SCORES ³					
% Met Minimum Expectations		88	86	86	85
% Received Academic Recognition					
% Met Standard	86				
% Commended Performance					

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Port O'Connor Elementary School

6th Grade Mathematics Results

	TAKS ¹	TAAS	TAAS ²	TAAS	TAAS
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April	April
SCHOOL SCORES					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		50	33	42	61
% Met Standard	100				
% Commended Performance	78				
Number of total students tested	9	6	15	12	13
Percent of total students tested	82	75	93	82	81
Number of students excluded	2	2	1	2	3
Percent of students excluded	18	25	7	18	19
SUBGROUP SCORES					
1. White					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		75	38	36	70
% Met Standard	100				
% Commended Performance	75				
Number of total students tested	8	4	13	11	10
2. Hispanic					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		50	0	100	50
% Met Standard	100				
% Commended Performance	100				
Number of total students tested	1	2	2	1	2
3. African American					
% Met Minimum Expectations					100
% Received Academic Recognition					
% Met Standard					
% Commended Performance					
Number of total students tested	0	0	0	0	1
4. Econ. Disadvantaged					
% Met Minimum Expectations		100	100	100	100
% Received Academic Recognition		0	25	25	67
% Met Standard	100				
% Commended Performance	67				
Number of total students tested	3	2	4	4	3
STATE SCORES ³					
% Met Minimum Expectations		94	91	86	87
% Received Academic Recognition					
% Met Standard	79				
% Commended Performance					

1 This is the first administration of the TAKS exam.

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