

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

Name of Principal Mrs. Pamela Weathersby
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Point Comfort Elementary
(As it should appear in the official records)

School Mailing Address P. O. Box 500 87 Wood Street
(If address is P.O. Box, also include street address)

Point Comfort Texas 77978-0500
City State Zip Code+4 (9 digits total)

County Calhoun State School Code Number* 029901104

Telephone (361) 987-2212 Fax (361) 987-4114

Website/URL calcoisd.org E-mail weathersbyp@calcoisd.org

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 _____

Name of Superintendent* Mr. Larry Nichols
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

Name of School Board
President/Chairperson Mrs. Brenda Wilson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

PART I - 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 for 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 requirement in the 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 _____ Junior high schools
 2 High schools
 1 Other

 9 TOTAL
2. District Per Pupil Expenditure: \$7,197

 Average State Per Pupil Expenditure: \$8,916

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 2 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	7	7	14	7			
K	6	8	14	8			
1	11	7	18	9			
2	10	5	15	10			
3	8	10	18	11			
4	10	6	16	12			
5	7	6	13	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							108

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 65 | % White |
| 1 | % Black or African American |
| 34 | % Hispanic or Latino |
| | % Asian/Pacific Islander |
| | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 13 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	108
(5)	Total transferred students in row (3) divided by total students in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 5 %
5 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 52 %
 Total number students who qualify: 59

If this method does not produce an 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: 10 %
11 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 3 </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> 8 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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)	<u> </u>	<u> 1 </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u> 1 </u>
Paraprofessionals	<u> 3 </u>	<u> </u>
Support staff	<u> 1 </u>	<u> </u>
Total number	<u> 10 </u>	<u> 2 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97 %	96 %	97 %	97 %
Daily teacher attendance	93%	96%	95%	95%	96%
Teacher turnover rate	17%	17%	0%	17%	0%
Student dropout rate (middle/high)					
Student drop-off rate (high school)					

PART III - SUMMARY

Point Comfort is located on the Texas Gulf Coast, midway between Galveston and Corpus Christi, and two miles east of Port Lavaca which is across Lavaca Bay in Calhoun County. Point Comfort claims to be the only town where every street name is taken from Texas history. The name of Point Comfort was chosen because it was such a comfort to be near the Gulf breeze.

This small Texas coastal town is best known for being the home of the Alcoa Aluminum Company and the Formosa Plastics Plant. Alcoa has 600 employees who reside in more than a dozen south Texas counties. After several years of reduced production, Point Comfort operations returned to full capacity in 2003. Formosa Plastics Corporation employs nearly 2,000 people in 13 production units, testing labs, and research and development labs.

Point Comfort was a planned community from the very beginning. It all started in 1949 when the Aluminum Company of America was laying out a town to house the workers of a new plant it was building in Calhoun County. Point Comfort grew beyond the original plan as the population grew and the city expanded.

Point Comfort Elementary School has a 50-year history, plus a longstanding reputation for achieving high standards. Point Comfort is a Title I school, serving 108 students in PK-fifth grade. The staff at Point Comfort Elementary has high academic expectations and strives to do what is needed for every student to succeed. We have a highly qualified staff of professionals due to a low turnover rate and hiring highly qualified staff when there are open positions. Our paraprofessional staff primarily work with students, rather than performing clerical duties. They work hand in hand with our teachers to ensure that our students are receiving the proper instruction, and help with students that are identified as needing additional instruction or intervention.

The mission of our school is for all students to succeed and to reach their academic potential. The staff and parents share the common education vision of President Bush as reflected in the following statement, "Because I believe every child can learn, I intend to ensure that every child does learn." When children enter Point Comfort Elementary School the staff attitude is that there are differences but never deficits in children. Students come from a variety of backgrounds, from different family circumstances, and have had different opportunities. When children enter with gaps in knowledge or prior leaning they are accepted and offered multiple opportunities to succeed. The same high expectations are shared in school-wide to ensure that children who are identified as at-risk, economically disadvantaged, English language learners, or served through IDEA in special education, are all successful.

To reach this goal, the staff shares a common vision about professionalism and professional growth. When students are not learning, they don't ask, "What's wrong with the child?" They examine their own teaching and professional knowledge for a solution. The staff continues to grow through professional reading and study, and by participating in professional development opportunities that expand their knowledge of research-based instructional strategies and methods.

The vision for success also is shared by the parents of the children that attend Point Comfort Elementary. A high number of parents participate in parent school organizations, and attend both academic and social functions at the school. Parents are also active partners in overcoming barriers, setting goals, and developing strategies for student success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Schools in Texas use a variety of assessment measures to monitor students' academic growth, which is based on the state curriculum – Texas Essential Knowledge and Skills (TEKS). Most students take the state test, the Texas Assessment of Knowledge and Skills (TAKS) in reading and math. Students who are identified as English language learners may take the TAKS test, but they are also given the Texas English Language Proficiency Assessment System (TELPAS), which measures comprehending, listening, speaking, reading, and writing in English. Special Education students served under the Individuals with Disabilities Act (IDEA), may also participate in TAKS or be administered the State Developed Alternative Assessment (SDAA) in reading and math. In addition, students are tested in writing, science, and social studies at selected grades. All of these assessments measure not just basic proficiency but higher level critical thinking. These assessments are administered to students in grades three to eleven.

The results of the state assessments at Point Comfort Elementary School show that most students have demonstrated mastery in reading and math.

Reading data from the state assessment for the last three years indicates that a high number of students from 3rd to 5th grade are meeting the standards or expectations. To meet the standards, students must correctly answer approximately 70% of the test items correctly. The percentage of commended performance students has also increased, even though the state assessment used the last three years required more higher-level thinking and the standard for meeting expectations increased each year. To reach this commended level, students must correctly answer approximately 90% of the items correctly.

An examination of subpopulations indicates that a very limited number of students are taking an alternative assessment in reading. Also data indicates that over the last three years, a high number of economically disadvantaged, African American, and Hispanic students are meeting the standard. There also have been dramatic increases in the number of Hispanic students reaching the commended level on the test for the last two years.

Math data also indicates that from 3rd to 5th grade a high number of students are meeting the standard or expectation on the state assessment. The assessment used the last three years also required higher level reasoning and application and the standard for “passing” has increased. Even though it is a “tougher” test the number of commended students has increased over the last three years. The state expectation for met standard is correctly answering 70% of the items and commended performance requires that 90% of the test items are answered correctly.

Data for subpopulations also indicates positive results. A limited number of students are taking an alternative assessment. A high number of economically disadvantaged, African American, and Hispanic students are meeting the standard. The number of commended students has increased, with a dramatic gain in Hispanic scores. The data shows that the number of commended students dropped at 3rd and 5th grade last year. At 3rd grade, this may be due to an increase in the number of students identified for reading intervention. Reading ability is tied to the student's ability to read the math assessment and to apply higher-level thinking and problem solving. At 5th grade, the drop may be due to the increase in the standard for commended.

From the test results, as well as attendance and drop out rates, schools are identified as Exemplary, Recognized, Acceptable, or Low-performing in the State of Texas. Point Comfort has been rated Exemplary five out of the last seven years.

Our school's performance data can be found on the Texas Education Agency website at www.tea.state.tx.us/.

2. Using Assessment Data

The use of assessment data has been the center of the decision-making process at Point Comfort Elementary. Assessment measures yield a wide range of data from a variety of assessments. While the end of year state data measures the success of all students, it is critical that the data is used to determine needed interventions early in the year and throughout the year to monitor students' mastery of learning.

All pre-kindergarten through 5th grade students are given individual reading and math assessments in the fall of the year. The primary level test in reading measures phonemic awareness, grapho-phonemic ability, reading level, comprehension, and reading fluency. The 3rd through 5th reading assessment measures reading level, fluency, literal, and higher level comprehension. In math, students are asked to perform hands-on task, to demonstrate understanding of concepts, as well as paper and pencil tasks that address computation, plus higher-level thinking and problem solving.

Using this assessment data, small groups are formed and interventions are offered. For example, students that lack fluency use classroom activities that promote much reading and re-reading. Students also receive additional time in the computer lab using a research-based program to promote fluency. In math, students receive small group intervention during the day in classrooms and, if needed, are tutored one-on-one. Students that are identified as English language learners are also monitored carefully for social and academic language development. Adequate yearly progress is reviewed using data from all assessments administered and students are given additional focused instruction, as needed.

Students that take the state TAKS test in reading and math are monitored throughout the year to ensure that they are mastering the TEKS-based objectives. This is done by using TAKS released tests and also through six weeks testing. Data from the tests is analyzed to focus instruction and directly address gaps in mastery. Students are re-administered an individual reading test in January and April each year to ensure they are reading on-level, fluently, and as proficient critical readers.

3. Communicating Assessment Results

Point Comfort Elementary School shares student performance data with parents, the community, and the students throughout the year in a variety of ways. This communication is a critical component in maintaining parental support, by involving parents and students in some shared decision making and problem solving.

Parents and the community are given a chance to meet and visit with teachers before school starts to open the lines of communication. Then daily, weekly, and every six weeks, data is shared through daily notes, parent conferences, three-week progress reports, and six-week report cards.

The data from the individual reading and math assessments is shared through parent conferences and student reports. These conferences allow teachers to clarify any questions that parents have on the test and to discuss possible solutions or support the child may need. Parents are also sent letters if their child has been selected for additional support and intervention in reading or math at any grade level. Again data is shared in January and at the end of the school year through conferences and a formal report sent home.

To inform and share our success, Point Comfort Elementary involves parents and the community in school activities and events. Through a very active PTA, each month the teachers share data, children present programs to demonstrate learning, and are recognized for making honor roll and/or perfect attendance. In addition, information and success are shared through the local cable channel and newspaper articles. The teachers and students also produce a monthly calendar and publish *The Cougar Express News* to share data, celebrate successes, and to highlight upcoming events. Additionally, we celebrate our success with parents and the community through school board meetings, as well as local and regional newspaper articles.

And perhaps most importantly, we celebrate and share the data with the students! This is done through individual reports, conferences, and school-wide programs.

4. Sharing Success

Point Comfort has shared its success in the district, with community groups, and at state conferences. Presentations have been given at *Texas Elementary Principals and Supervisors Association* and to *Delta Kappa Gamma Society International* of which the local chapter is *Epsilon Pi*. In addition, the staff and administrator have shared their success with the local school board and civic organizations. These presentations focus not just on data, but also effective research-based strategies, the use of technology in the classroom, and effective initiatives for parental and community involvement.

In the district, teachers receive an extended time, once a week, to share successful strategies and programs that have impacted student learning. This time, called Block, has enabled teachers in pre-kindergarten through fifth grade to visit other campuses, observe teachers teaching lessons, and learn about new material or programs. Also, teachers from other schools within the district have been invited to visit Point Comfort Elementary to observe teachers or to work with the teacher in the classroom. In a partnership with the University of Houston Victoria, Point Comfort has facilitated the training of student teachers.

Staff from Point Comfort Elementary have also presented to and trained teachers in district professional development sessions. These sessions have focused on helping district teachers learn how to use the computer effectively in classrooms, effective math and science instructional strategies, and reading comprehension.

The staff of Point Comfort Elementary will continue to share with schools, and through sharing, they continue to grow professionally.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The Texas Essential Knowledge and Skills (TEKS), which was adopted in 1998 is the foundation of the curriculum in Texas. The TEKS are research based and focus on the elements and strands of instruction that are important in each subject area. They also outline student expectations. TEKS expectations are comprehensive in each subject area. For students to reach mastery of the expectation, they must not only have knowledge and skills, but must be able to apply higher-level critical thinking skills.

The district's curriculum department organizes the TEKS into a scope and sequence, places them in a timeline, and develops six-week tests that benchmark skills, concept acquisition, and higher-level thinking. The staff then teaches the TEKS-based curriculum. Successful implementation involves using appropriate resources, developing motivating activities, using research-based practices and strategies when teaching TEKS, and monitoring TEKS mastery. It is also critical to offer interventions for students below TEKS expectations at every grade level.

While some TEKS can be used as an objective, there are TEKS in both reading and math that have to be broken down into teaching objectives for each six weeks. For example, in reading the comprehension TEK for retelling of stories leaves a lot to teacher interpretations. In math, students compare and order numbers. This TEK is very broad. So TEKS are identified by teachers in both reading and math that need to be broken down into teaching objectives and expectations each six weeks. This ensures that teachers are teaching and students are mastering the TEK at the depth and complexity needed.

Calhoun County ISD, as well as Point Comfort Elementary, serves a very diverse population. To support mastery and success for all students, the campus uses a variety of supplemental support curriculum material. In language arts and math there are both books and computer programs in place that address a variety of needs. In reading, computer programs are available that address reading fluency, word attack skills, and reading comprehension. In math, additional supplemental programs and additional hands-on materials are available for classroom use. There are also computer programs that address computation, problem solving, and higher level thinking. We want to ensure that students from a variety of ethnic backgrounds, students identified as English language learners, and students served in special education have equal access and opportunity for success.

Finally, there is the testing and monitoring component of the curriculum. Students in second through fifth grade take assessments in reading and math. The assessments are aligned with each six weeks scope and sequence. Items on the assessments are written in the state testing format and use different levels of questioning requiring critical higher level thinking. These assessments are scanned and using the internet based assessment program, teachers have access to data. The program allows teachers to arrange and use data in a variety of ways. Teachers can examine classroom and individual student data or data based on specific objectives or items on the test. Using this data, teachers can focus instruction and re-teach more effectively.

2. Reading

Reading plays an important role in students' success or failure in their school career. Students who struggle with reading encounter more and more difficulty as they progress into upper grade levels where they are required to read content-based resources and text. So curriculum must meet the needs of a variety of learners, ensure that gaps are closed, and address the needs of all learners.

The curriculum in pre-kindergarten and kindergarten focuses on laying a solid foundation for students in language and literacy development, print awareness, phonological awareness, letter/sound relationships, and reading/listening comprehension. Writing is also an essential part of this curriculum because it contributes to application and mastery of reading TEKS. This curriculum offers students language-rich environments with appropriate activities to promote this essential foundation for learning to read. Both state- adopted and supplemental curriculum resources are used to immerse students in a rich literacy environment with big books, poems, literature books, and non-fiction books. This approach balances speaking, listening, reading, and writing using whole and small group instruction, as well as center and group work.

More formal reading instruction occurs in 1st and 2nd grade. Students receive small group guided reading instruction where they are taught strategies for problem solving, self-monitoring consistency, and developing fluency in reading. Comprehension is taught through teacher modeling and direct instruction. Students are engaged in written responses to stories that are read, including the use of graphic organizers. Students receive phonic instruction through spelling instruction in whole groups, but are re-taught, based on needs, at the guided reading table. Teachers plan and provide many opportunities for students to re-read familiar and easy books to develop automaticity and fluency in reading.

The reading curriculum for students in 3rd to 5th grade addresses comprehension strategies and engages students in learning to read both fiction and non-fiction texts effectively. Students may still be taught in small groups, based on identified needs, and a guided reading approach may be used. Fluency, literacy concepts and responses, and vocabulary still play a critical role in the higher grades.

3. Math

Success in math is critical for students in school. It is also essential preparation for higher level education and career choices. Additionally, it plays a critical role in the real world where students, as adults, must apply and use mathematics.

The math curriculum from pre-kindergarten to 5th grade is based on the essential strands of number operations-quantitative reasoning, patterns, relationships-algebraic thinking, geometry-spatial reasoning, measurement, probability and statistics, as well as understanding the processes and the use of math tools. At each level, students gain basic knowledge and skills through TEKS based expectations that are broken down into teaching objectives. All math strands require students at each grade level to develop the ability to think mathematically and apply higher-level reasoning and problem solving. It also requires students to organize data in a variety of ways. At each grade level, teachers must develop the concepts and vocabulary that will be essential for the higher-level thinking required.

4. Instructional Methods

Instructional methods selected for reading and math instruction must meet two criteria. First, is it a research based strategy or activity and second, will it address the needs of all students within the classroom? Teachers at Point Comfort Elementary use a variety of approaches and strategies to ensure success based on these criteria.

When children are learning to read, heavy emphasis is placed on small group instruction. Based on assessment data, flexible groups are formed within the classroom. Teachers are then able to address different instructional reading levels and the needs of different groups of students. Within their guided reading plan, they develop one to two objectives for instruction that are based on these needs. Supplemental leveled fiction and non-fiction book sets are used at all grade levels.

Comprehension instruction is explicit. Teachers using literature books or non-fiction selections model and use “think aloud” strategies to facilitate students’ understanding of comprehension strategies and objectives. For example, the teacher may model the process required for inferring. Then students apply this strategy in text reading. Teachers then meet with students in small groups or with the whole class to monitor students’ understanding and ability to infer as they read.

Math instructional strategies focus on the development of concepts and vocabulary that are necessary for the mastery of objectives and thinking mathematically. Teachers model and engage students in hands-on activities to develop concepts and students’ ability to reason and problem solve at higher levels. They demonstrate and model for students the thinking and problem solving processes. Then students are guided through activities that ask them to reason and apply what they are learning, using both concrete activities and paper and pencil tasks. Students also are engaged in group work to facilitate that “instructional conversation” that contributes to learning. Teachers scaffold and facilitate learning to meet the needs of students encountering difficulties.

5. Professional Development

Professional development is a key factor in effective teaching. Changes in society and higher academic expectations dictate that teachers continually grow and refine their teaching. Teachers need to be aware of research based practices and strategies and to be able to implement changes so children are successful.

The staff at Point Comfort Elementary continues to learn and grow as professionals. The professional development plan includes book studies and discussion with peers, using on-line teacher trainings that are available from different sources, using information and resources from the state, attending and presenting in professional conferences, and attending ongoing training that is available through the regional educational service center, and in the district.

The planned professional development is based on a staff needs assessment, as well as a needs assessment based on student data. The sessions in the professional development plan are ongoing and in enough depth to impact teaching and learning.

PART VII - ASSESSMENT RESULTS

No Child Left Behind - Blue Ribbon School Grade 3 Reading (Language Arts or English)

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	February	February
SCHOOL SCORES			
% At or Above Met Standard	>99%	>99%	>99%
% At Commended Performance	36%	58%	25%
Number of students tested	15	12	12
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	7%	<1%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	5	7	4
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	1	0	0
3. White			
% At or Above Met Standard	>99%	*	*
% At Commended Performance	22%	*	*
Number of Students Tested	10	8	6
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	4	4	6

No Child Left Behind - Blue Ribbon School
Grade 4 Reading (Language Arts or English)

Test **Texas Assessment of Knowledge and Skills**

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	92%	>99%	>99%
% At Commended Performance	58%	44%	20%
Number of students tested	12	15	20
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	8%	<1%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	5	5	7
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	90%	*	>99%
% At Commended Performance	50%	*	27%
Number of Students Tested	10	7	15
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	2	8	5

**No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)**

Test **Texas Assessment of Knowledge and Skills**

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February	February	February
SCHOOL SCORES			
% At or Above Met Standard	>99%	89%	89%
% At Commended Performance	31%	35%	36%
Number of students tested	14	20	11
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	7%	<1%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	7	6	4
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	*	93%	*
% At Commended Performance	*	36%	*
Number of Students Tested	6	14	6
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	8	6	5

**No Child Left Behind - Blue Ribbon School No Child Left Behind - Blue
Ribbon School
Grade 3 Mathematics**

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	92%	>99%	>99%
% At Commended Performance	23%	36%	15%
Number of students tested	13	13	13
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	8%	<1%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	5	7	6
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	91%	*	*
% At Commended Performance	27%	*	*
Number of Students Tested	11	5	5
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	2	4	8

**No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics**

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99%	87%	>99%
% At Commended Performance	25%	20%	10%
Number of students tested	12	15	20
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	1	1	0
Percent of students alternatively assessed	8%	6%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	5	7	7
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	>99%	*	>99%
% At Commended Performance	20%	*	13%
Number of Students Tested	10	7	15
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	2	8	5

**No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics**

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
% At or Above Met Standard	>99%	95%	>99%
% At Commended Performance	31%	45%	<1%
Number of students tested	13	20	11
Percent of total students tested	>99%	>99%	>99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	<1%	<1%	<1%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	6	6	*
2. African American			
% At or Above Met Standard	*	*	*
At Commended Performance	*	*	*
Number of Students Tested	0	0	*
3. White			
% At or Above Met Standard	*	>99%	*
% At Commended Performance	*	33%	*
Number of Students Tested	6	14	6
4. Hispanic			
% At or Above Met Standard	*	*	*
% At Commended Performance	*	*	*
Number of Students Tested	7	6	5