

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Prairie Creek Elementary School  
(As it should appear in the official records)

School Mailing Address 2120 E. Prairie Creek Drive  
(If address is P.O. Box, also include street address)

Richardson Texas 75080-2620

City State Zip Code+4 (9 digits total)

Tel. (469 ) 593-6300 Fax ( 469 ) 593-6308

Website/URL www.risd.org/schools/pce/index.htm Email maryann.schwab@risd.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 \_\_\_\_\_

*Private Schools: If the information requested is not applicable, write N/A in the space.*

Name of Superintendent Dr. Carolyn Bukhair  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Richardson Tel. ( 469 ) 593-0000

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. Anne Foster  
(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**

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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. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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.
6. 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

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

1. Number of schools in the district:
- |    |                     |
|----|---------------------|
| 39 | Elementary schools  |
|    | Middle schools      |
| 10 | Junior high schools |
| 4  | High schools        |
| 1  | Alternative schools |
| 54 | TOTAL               |
2. District Per Pupil Expenditure:     \$6338.00
- Average State Per Pupil Expenditure:     \$4900.00

### 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.     3     Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
<b>K</b>	18	18	36		<b>7</b>			
<b>1</b>	23	18	41		<b>8</b>			
<b>2</b>	13	13	26		<b>9</b>			
<b>3</b>	24	16	40		<b>10</b>			
<b>4</b>	15	25	40		<b>11</b>			
<b>5</b>	20	26	46		<b>12</b>			
<b>6</b>	16	25	41		Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>								<b>270</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>96</u> | % White                          |
| <u>1</u>  | % Black or African American      |
| <u>1</u>  | % Hispanic or Latino             |
| <u>2</u>  | % Asian/Pacific Islander         |
| <u>0</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year 6.27%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	17
<b>(4)</b>	Total number of students in the school as of October 1	271
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.06
<b>(6)</b>	Amount in row (5) multiplied by 100	6.27

8. Limited English Proficient students in the school: .37%  
1 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages: Albanian

9. Students eligible for free/reduced-priced meals: .74%  
2 Total Number Students Who Qualify

If this method is not 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:  $\frac{16}{43}$  % Total Number of Students Served

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

<u>1</u> Autism	<u>    </u> Orthopedic Impairment
<u>2</u> Deafness	<u>4</u> Other Health Impaired
<u>1</u> Deaf-Blindness	<u>11</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>21</u> Speech or Language Impairment
<u>3</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)	<u>1</u>	<u>    </u>
Classroom teachers	<u>13</u>	<u>    </u>
Special resource teachers/specialists	<u>2</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>2</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>24</u>	<u>6</u>

12. Student-“classroom teacher” ratio: 1 to 20.8

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.5%	97.5%	97.5%	97.4%	97.5%
Daily teacher attendance	96.0%	98.0%	97.0%	97.0%	96.0%
Teacher turnover rate	9.0%	9.0%	9.0%	9.5%	13.0%

## **PART III - SUMMARY**

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

The motto, "Boldly go where no mind has gone before," is proudly displayed in the hallways of Prairie Creek Elementary School in Richardson, Texas to invite learners of all ages into a world of high expectations and inquiry learning. The Prairie Creek principal, teachers, students and parents strongly believe that acquisition of knowledge alone is not enough. What really counts is how students apply knowledge to become problem solvers on their journeys through life. That is why we offer an enriched, integrated curriculum with a focus on higher order thinking skills. Far beyond the basics, our students put learning into motion as they participate in interactive, inquiry guided lessons designed to transfer learning to real life. Our teachers are master educators who utilize best practices daily in their classrooms.

The administrator, teachers and support staff at Prairie Creek unanimously support our school mission to develop lifelong learners and promote educational excellence in all students by providing a positive and enriched learning environment. Each year, the staff develops a school-wide theme to enhance and excite learning. The Prairie Creek theme for 2002-03, "Soar to New Horizons", encourages students to think on higher levels while making an analogy to flight. Within this framework, each grade level has targeted a method of flight in the history of aviation as their "vehicle" to soar to new levels of thinking. From hot air balloons to space rockets, students in kindergarten through sixth grade develop problem-solving strategies in all subject areas. Our goal is to prepare students not only to be lifelong learners, but also to apply the skills of how to learn and solve problems to any situation they encounter.

As a Texas Exemplary School for nine consecutive years, Prairie Creek has benefited from a supportive parent group and a caring community. Prairie Creek is a small, neighborhood school where students enjoy a family atmosphere throughout the course of their elementary school experience. Our students absolutely love to learn and to share their excitement of discovery with their parents and with others. Open, positive communication between home and school is one of our top priorities. Therefore, the principal and staff work closely with the parents to provide enrichment opportunities for the students. Prairie Creek has a high number of parent volunteers who willingly give their time to work with our students in areas such as robotics, web design, and cultural arts.

At the heart of Prairie Creek are the children. For many years, Prairie Creek has housed the Regional Day School Program for the Deaf, which mainstreams hearing impaired students into the regular classroom. Outside of the typical academic opportunities, regular education and deaf education students at Prairie Creek receive life lessons as they learn to communicate with each other. The Prairie Creek Sign Choir, composed of hearing and hearing impaired students, combines sign language with music and has performed for school, city, state, and national events. Because of the strong support of parents, staff, and community, our students value the unique experiences our school has to offer. Prairie Creek invites all learners to set goals, to do their personal best, and to strive to go beyond their limitations in a nurturing environment.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. The school must show assessment results in reading and mathematics using the criteria determined by the CSSO for the state accountability system. (see attachments) Limit the narrative to one page and describe the meaning of the results.

Each year Prairie Creek students in grades 3 through 6 take the Texas Assessment of Academic Skills (TAAS), a criterion-referenced test that represents a comprehensive assessment of the student expectations as written in the state-mandated curriculum. The TAAS assesses higher-order thinking skills and problem-solving ability. The test data for Prairie Creek Elementary is attached in table format at the end of this application. The data is arranged by grade level for reading and mathematics and represents five years of results from 1998 to 2002. In order to better understand the data, descriptions of the criteria used to determine the levels of student achievement and student exclusions are as follows.

**[Minimum Expectations]** A **Texas Learning Index (TLI)** of 70 is the **passing standard** for all TAAS reading and mathematics tests. The TLI is not a percentage of items correct. It is a standard score initially established to represent the minimum expectations at a given grade level, equivalent to approximately 70% of the items correct on a subject area test in 1990. The primary functions of the TLI are to describe how far above or below the passing standard a student is and to indicate whether the student is making progress over time. In the tables, the basic passing standard is represented as the percent of students scoring at or above a TLI of 70 for that grade level. Over the past five years, 96% to 100% of Prairie Creek students in grades 3 through 6 have scored at or above the 70 TLI passing standard in reading and mathematics placing our school at the Texas Education Agency's highest ranking of "Exemplary".

**[Advanced Expectations]** **Mastery of all objectives** occurs when a student achieves mastery on all the objectives on a subject area test. This standard represents a higher level of achievement than the minimum expectations/passing standard and can be useful in surveying which students have a broad understanding of a particular subject area as it is assessed on the test. In the tables, the advanced standard is represented as the percent of students mastering all objectives of that particular subject for that grade level. From 1998 and 2002, the percent of Prairie Creek students in grades 3 through 6 who mastered all objectives in reading and mathematics has varied depending on the mastery criteria for that particular year and subject.

**[Exclusions]** The number of Prairie Creek students excluded from taking the TAAS fall into two categories. First, students who were absent were excluded because the Texas Education Agency allows no make-up tests. Second, students receiving Special Education services, who were not receiving instruction on grade level, were exempt from taking the TAAS prior to the year 2000. Instead, these students received local Special Education testing as stated in their Individual Education Plans. In the 2000-2001 school year, the State Developed Alternative Assessment (SDAA) was first administered to Special Education students who receive instruction below grade level in mathematics and reading. Each student is tested on the appropriate instructional level as determined by the ARD committee. The SDAA, like the TAAS, yields important information about the academic strengths and weaknesses of each child.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Prairie Creek Elementary School uses a six step process called the Continuous Improvement Model to assess data and increase student performance. In step one, school test data from the Texas Assessment of Academic Skills (TAAS) is carefully analyzed by the principal and teachers to determine the areas of strength and the areas of weakness in reading, math, and writing for the campus as a whole. We determine which Texas Essential Knowledge and Skills (TEKS) are in need of improvement and what patterns appear vertically across grade levels. In step two, plan for instruction, the reading and math campus action teams use information acquired from the data analysis to add specific instructional activities and teacher staff development to the annual Campus Improvement Plan. In step three, the teachers follow instructional plans to ensure the use of best practices that promote student mastery of the curriculum. In step four, the principal and classroom teachers assess student learning through six-week benchmark tests, similar to the TAAS, which evaluate student mastery of the reading and math curriculum. In step five, students are targeted to receive in school and after school tutoring and enrichment from the data obtained in the benchmark tests, daily classroom records, and teacher observations. In the final step, the principal and teachers monitor the progress of the students to identify ongoing areas of concern and areas of improvement.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

A vital part of student success at Prairie Creek is our communication system that encompasses three major areas: teacher to student, school to parent, and school to community. In the teacher to student category, classroom teachers carefully monitor student progress and hold conferences with their students throughout the year. During the conferences, teachers and students discuss reading and math results from the 6-week benchmark tests and the spring TAAS test. If necessary, an intervention plan is developed to ensure student progress.

Communication between school and parent takes many forms. Each fall, teachers hold parent conferences to review student progress as indicated on the TAAS results and other classroom assessments. The principal disseminates school-wide assessment data through the weekly school newsletter, the Prairie Creek school brochure and the Prairie Creek home page on the Internet. In addition, every family receives a copy of the Texas Education Agency's School Report Card that lists Prairie Creek's TEA rating, TAAS data, and attendance rate. In May, the school sends each parent a TAAS student profile and letter of explanation on how to interpret their child's spring test results. If parents have questions, the principal, counselor, and homeroom teacher are available to discuss the test results and to recommend further academic assistance as needed.

The community is informed of Prairie Creek's student achievement during an annual public meeting of the Local School Council. At this meeting, teachers, parents, and community representatives view a PowerPoint presentation in which the principal reports the TAAS results in detail by school and by grade. The principal also invites parents and community members to the Richardson ISD Superintendent's Medallion Awards each fall where Prairie Creek is honored for sustained high scores on the TAAS.



4. Describe in one-half page how the school will share its successes with other schools.

The staff of Prairie Creek Elementary School is proud of the academic achievements of our students, and, if selected for the Blue Ribbon Award, would look forward to further opportunities to share our best practices with other schools. The Prairie Creek principal, who is a member of the Texas Region 10 Principal Leadership Academy, is involved in a network of elementary and secondary principals from across North Texas. Through this network, educators relate their successful school programs and classroom practices that work. Recently, the Prairie Creek principal and staff provided a visiting East Texas school with instructional ideas to take back to their campus to improve student achievement. We welcome the opportunity to repeat this process as our school is always open to visitors, and our teachers are willing to pass on innovative methods of instruction. In the future, we would continue to facilitate the growth of other schools within Texas and within the nation by serving as a mentor school. In this capacity, the Prairie Creek principal would invite schools from other districts to visit our campus. We would provide information about our curricular programs and practices and encourage our guests to spend time in the classrooms. In addition, the Prairie Creek principal and teachers would enjoy presenting state and national workshops to share the process in which we incorporate integrated curriculum and active student learning into our school culture.

## PART V – CURRICULUM AND INSTRUCTION

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1. Describe in one page the school’s curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.

From inquiry lessons in science and math to real time expeditions on the Internet, the teachers of Prairie Creek Elementary School go beyond the state mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and transform each content area into an integrated and challenging unit of study. The TEKS are specifically designed to help students make progress in each content area by emphasizing the knowledge and skills most critical for student learning. Prairie Creek educators pull from a variety of resources to provide an enriched approach to teaching the TEKS. These resources include state adopted textbooks, workbooks, math manipulative activities, Internet resources, the web based RISD Curriculum Planner, Full Option Science Systems (FOSS), a variety of literature genres, library resources, field trips, and guest authors, writers, and speakers. Just as we encourage our students to soar to new horizons of thinking, our teachers use their own creativity to develop engaging and thought provoking classroom experiences in learning.

Within the curriculum, Prairie Creek students are encouraged daily to stretch their thinking and to use higher level strategies to reach conclusions. In each content area, reading, math, science, or social studies, students receive instruction on how to problem solve. In math, for instance, every grade level at Prairie Creek uses a school-wide problem solving model to successfully work math story problems. Students demonstrate an understanding of the mathematical processes, and they carefully show their reasoning to validate their answers. A similar process is used in our FOSS science program that incorporates the inquiry method of teaching and learning while students perform scientific experiments. In reading, students are taught to apply critical thinking skills to analyze culturally diverse written texts.

“Que tengan un buen dia. Have a good day.” Every morning Prairie Creek students present the announcements to the school in both Spanish and English. This tradition was initiated when we began our school-wide Spanish program three years ago. The Spanish program is funded by our Parent Teacher Association and has proven to be extremely popular with students and classroom teachers alike. Each week, students in grades K through 2 receive instruction in conversational Spanish, while students in grades 3 through 6 practice Spanish grammar and sentence structure. The Spanish teachers encourage student participation through the use of games and songs while reinforcing the skills necessary to comprehend the language. At an early age, our students have gained an appreciation of the Spanish language that will benefit them throughout life.

Technology is a curriculum strand that is interwoven among all of the school subjects. Students use computers in the classrooms, computer lab, and library media center to research topics on the Internet, write and illustrate original pieces of literature, and create graphs, charts, spreadsheets, and PowerPoint presentations. In sixth grade, students use a classroom set of laptops to download geographical statistics from the Internet and create graphs to illustrate their findings. Students at Prairie Creek are given a strong foundation in the skills essential to success in school as well as the problem solving strategies essential to success in life.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Prairie Creek students love to read and continue to perform at high levels of achievement on the reading portion of the Texas Assessment of Academic Skills. Their success is due in part to the school-wide focus on increasing each student's ability to analyze a variety of texts through deductive reasoning. Beginning in kindergarten, Prairie Creek teachers offer a balanced literacy approach that uses several key components in instructing and supporting strategic independent readers and writers. A few of the components involved in this process are whole language, phonemic awareness, comprehension strategies, and interactive reading and writing. Classroom teachers meet with small groups daily to assist and support in guided reading and writing practice. Our teachers utilize a wide variety of texts including fiction, nonfiction, novels, anthologies, and high interest self selected readers. In addition to classroom instruction, we offer a program called Accelerated Reading Instruction for individuals and small groups of students who are struggling in reading. This individualized program provides targeted instruction beyond what is offered in the classroom. Another part of our curriculum is an incentive program called Accelerated Reader. In the Accelerated Reader Program, students choose from a wide variety of books on their individual reading levels and take computerized tests to assess their comprehension. At Prairie Creek we have chosen balanced literacy classrooms, Accelerated Reading Instruction, and participation in the Accelerated Reader Program because, together, these methods provide a successful, comprehensive approach to reading that builds confidence in readers of all ages.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The comprehensive math curriculum of Prairie Creek Elementary School encompasses computational and operational skills while providing problem-solving strategies as addressed in the Texas Essential Knowledge and Skills. The school-wide use of the "UPS Check" model (Understand, Plan, Solve, and Check) allows students to carefully and thoughtfully address math problem solving in a systematic fashion. This method, which encourages each child to apply specific strategies to math word problems, directly relates to our school's mission to develop lifelong learners and promote educational excellence in a positive and enriched learning environment. At Prairie Creek, students are prepared to become life-long problem solvers for whatever math-related tasks they may encounter in the future. In an environment that encourages risk taking and multiple solutions, the classroom teachers use a variety of curricular resources to enhance student learning. These resources include the math textbook, math manipulative materials, the Harcourt Brace math computer program, interactive lessons developed by national presenter Kim Sutton, the RISD web-based Curriculum Planner, and Activities Integrating Mathematics and Science (AIMS) lessons. In addition, Prairie Creek offers many enrichment opportunities for students such as the summer math workbook incentive program, Math/Science/Astronomy Night, library lessons incorporating math and literature, technology graphing lessons using Excel spreadsheet, and participation on the Prairie Creek robotics team. Our teachers have received training in the Inquiry Institute and in the correlation of Bloom's Taxonomy to math problem solving, thus equipping them with the necessary questioning skills to promote higher order thinking in their students.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

As you walk down the halls of Prairie Creek Elementary School, you may hear the buzz of cooperative groups at work on a science experiment, or you may spy students moving around the classroom in search of non-standard measuring tools to calculate the perimeter of their desks. Because our school strives to meet the diverse educational needs of all students, our belief is that students learn best by actively participating in the learning process. Therefore, our teachers use a variety of instructional methods to provide a multi-modal, interactive learning environment. Throughout the classrooms at Prairie Creek, students are involved in their learning. For example, fourth grade children sing math songs such as Kim Sutton's "Fraction Action" to help them remember the functions of numerators and denominators. Students of all levels work with math manipulative materials such as base ten tiles, money pieces, number lines, and other hands-on learning tools to solve math problems. Teacher-led inquiry lessons encourage student participation in experiments from the Full Option Science Systems (FOSS) program. After reading the novel Woodson by Gary Paulson, sixth graders track a Texas musher in the Iditarod via the Internet to connect what they read in the book. In the Spanish classes, students in kindergarten through sixth grade actively participate through games and songs to reinforce the Spanish language, grammar, and culture. As fifth graders complete the research process in social studies, they not only produce a computer generated research paper, but they also incorporate history into a live "wax museum" of famous Americans portrayed by the students and presented to their parents at Open House. Prairie Creek teachers present the instruction of all subjects in an integrated and overlapping manner, thus making learning more relevant to the students. We strongly believe that students must connect to the information they are taught in order to apply knowledge to higher levels of thinking and learning.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Ongoing, curriculum related professional development is a major focus at Prairie Creek. Our teachers and support staff participate throughout the year in district-wide and site based training to prepare them to facilitate higher levels of student achievement. At the beginning of the school year, Prairie Creek staff members collaboratively develop a Campus Improvement Plan (CIP) which serves as a blueprint for the school's yearly goals and initiatives. Teacher-led teams create action plans to meet the needs of students in reading/writing and mathematics/science based on results from the Texas Assessment of Academic skills. Opportunities for staff training are purposely built into the CIP to enhance teacher instruction. Over the past few years, the Prairie Creek school initiative has revolved around student achievement in the area of math problem solving and higher order thinking. Therefore, the math action plan has included staff training in the three-day Inquiry Institute allowing the teachers to incorporate better questioning skills in their lessons. Our staff has participated in a book study on math problem solving, and eight Prairie Creek teachers have attended a day long math workshop to increase student involvement in active, higher order math instruction. Similarly, all homeroom teachers have been trained in the correlation between the levels of Bloom's Taxonomy and the state's curriculum, the Texas Essential Knowledge and Skills. It is a practice at Prairie Creek that when teachers attend workshops, they bring back new ideas to present to the staff during an "each one, teach one" staff meeting. Professional development opportunities are thoughtfully selected by the Prairie Creek principal and teachers and are directly linked to better classroom instruction and higher student achievement as indicated on the state test.

**STATE CRITERION-REFERENCED TEST**

Grade   3   Test   Texas Assessment of Academic Skills    
 Edition/publication year   1998-2002   Publisher   Texas Education Agency  

Prairie Creek Elementary – Texas Assessment of Academic Skills – **3<sup>rd</sup> Reading**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	97%	100%	100%
Percent Mastering All Objectives	78%	86%	86%	100%	81%
Number of students tested	40	49	36	34	27
Percent of total students tested	100%	100%	97%	89%	100%
Number of students excluded	0	0	1	4	0
Percent of students excluded	0%	0%	3%	11%	0%
<b>* SUBGROUP SCORES</b>					
White					
Percent at or above 70 TLI (passing standard)	100%	100%	97%	100%	100%
Percent Mastering All Objectives	78%	86%	88%	100%	84%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	87%	86%	87%	88%	86%
State Average TLI (passing standard)	3-70	3-70	3-70	3-70	3-70
Percent Mastering All Objectives	55%	54%	56%	63%	57%

\*not calculated for groups smaller than 5

Prairie Creek Elementary – Texas Assessment of Academic Skills – **3<sup>rd</sup> Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	96%	97%	100%	96%
Percent Mastering All Objectives	53%	27%	53%	68%	78%
Number of students tested	38	49	36	34	27
Percent of total students tested	100%	100%	97%	89%	100%
Number of students excluded	0	0	1	4	0
Percent of students excluded	0%	0%	3%	11%	0%
<b>* SUBGROUP SCORES</b>					
White					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	51%	27%	53%	68%	78%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	87%	82%	80%	83%	80%
State Average TLI (passing standard)	3-70	3-70	3-70	3-70	3-70
Percent Mastering All Objectives	22%	16%	35%	41%	39%

\*not calculated for groups smaller than 5

**STATE CRITERION-REFERENCED TEST**

Grade 4 Test Texas Assessment of Academic Skills  
 Edition/publication year 1998-2002 Publisher Texas Education Agency

Prairie Creek Elementary – Texas Assessment of Academic Skills – **4<sup>th</sup> Reading**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	89%	84%	97 %	84%	89%
Number of students tested	44	32	33	37	37
Percent of total students tested	100%	100%	92%	95%	100%
Number of students excluded	0	0	3	2	0
Percent of students excluded	0%	0%	8%	5%	0
<b>* SUBGROUP SCORES</b>					
<b>White</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	89%	86%	97%	84%	89%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	92%	90%	89%	88%	89%
State Average TLI (passing standard)	4-70	4-70	4-70	4-70	4-70
Percent Mastering All Objectives	49%	48%	52%	53%	46%

\*not calculated for groups smaller that 5

Prairie Creek Elementary – Texas Assessment of Academic Skills – **4<sup>th</sup> Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	50%	44%	82%	73%	78%
Number of students tested	44	32	34	37	37
Percent of total students tested	100%	100%	94%	95%	100%
Number of students excluded	0	0	2	2	0
Percent of students excluded	0%	0%	6%	5%	0%
<b>* SUBGROUP SCORES</b>					
<b>White</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	50%	45%	82%	73%	78%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	94%	91%	87%	87%	86%
State Average TLI (passing standard)	4-70	4-70	4-70	4-70	4-70
Percent Mastering All Objectives	18%	13%	43%	35%	38%

\*not calculated for groups smaller than 5

**STATE CRITERION-REFERENCED TEST**

Grade 5 Test Texas Assessment of Academic Skills  
 Edition/publication year 1998-2002 Publisher Texas Education Agency

Prairie Creek Elementary – Texas Assessment of Academic Skills – **5<sup>th</sup> Reading**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
TOTAL					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	97%
Percent Mastering All Objectives	92%	89%	90%	75%	70%
Number of students tested	36	35	39	40	33
Percent of total students tested	100%	97%	98%	98%	100%
Number of students excluded	0	1	1	1	1
Percent of students excluded	0%	3%	2%	2%	3%
<b>* SUBGROUP SCORES</b>					
White					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	91%	89%	95%	75%	70%
<b>STATE SCORES</b>					
TOTAL					
Percent at or above 70 TLI (passing standard)	92%	90%	87%	86%	88%
State Average TLI (passing standard)	5-70	5-70	5-70	5-70	5-70
Percent Mastering All Objectives	53%	46%	45%	42%	41%

\*not calculated for groups smaller than 5

Prairie Creek Elementary – Texas Assessment of Academic Skills – **5<sup>th</sup> Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
TOTAL					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	72%	44%	85%	80%	62%
Number of students tested	36	36	40	40	34
Percent of total students tested	100%	100%	100%	98%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	2%	0%
<b>* SUBGROUP SCORES</b>					
White					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	73%	44%	86%	80%	62%
<b>STATE SCORES</b>					
TOTAL					
Percent at or above 70 TLI (passing standard)	96%	94%	92%	90%	89%
State Average TLI (passing standard)	5-70	5-70	5-70	5-70	5-70
Percent Mastering All Objectives	34%	26%	43%	34%	39%

\*not calculated for groups smaller than 5

**STATE CRITERION-REFERENCED TEST**

Grade 6 Test Texas Assessment of Academic Skills  
 Edition/publication year 1998-2002 Publisher Texas Education Agency

Prairie Creek Elementary – Texas Assessment of Academic Skills – **6<sup>TH</sup> Reading**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	86%	79%	83%	66%	71%
Number of students tested	42	39	41	38	31
Percent of total students tested	100%	100%	95%	93%	100%
Number of students excluded	0	0	2	3	0
Percent of students excluded	0%	0%	5%	7%	0%
<b>* SUBGROUP SCORES</b>					
<b>White</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	85%	80%	84%	66%	71%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	93%	85%	86%	84%	85%
State Average TLI (passing standard)	6-70	6-70	6-70	6-70	6-70
Percent Mastering All Objectives	27%	43%	43%	35%	33%

\*not calculated for groups smaller than 5

Prairie Creek Elementary – Texas Assessment of Academic Skills – **6<sup>TH</sup> Mathematics**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month - April					
<b>SCHOOL SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	97%	100%
Percent Mastering All Objectives	71%	82%	54%	54%	52%
Number of students tested	42	39	41	37	31
Percent of total students tested	100%	100%	95%	90%	100%
Number of students excluded	0	0	2	4	0
Percent of students excluded	0%	0%	5%	10%	0%
<b>* SUBGROUP SCORES</b>					
<b>White</b>					
Percent at or above 70 TLI (passing standard)	100%	100%	100%	100%	100%
Percent Mastering All Objectives	72%	86%	55%	54%	52%
<b>STATE SCORES</b>					
<b>TOTAL</b>					
Percent at or above 70 TLI (passing standard)	88%	91%	88%	86%	86%
State Average TLI (passing standard)	6-70	6-70	6-70	6-70	6-70
Percent Mastering All Objectives	43%	25%	25%	25%	30%

\*not calculated for groups smaller than 5