

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

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

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

School Mailing Address Route 3, Box 550
(If address is P.O. Box, also include street address)

Nocona Texas 76255-9521
City State Zip Code+4 (9 digits total)

Tel. (940) 825-4425 Fax (940) 825-4650

Website/URL http://www.esc9.net/pvisd E-mail Leslie.Christian@esc9.net

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 WR Tucker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Prairie Valley Elementary School Tel. (940) 825-4425

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 Bob Langford
President/Chairperson _____
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 requirement 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.

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:
- 1 Elementary schools
 - 0 Middle schools
 - 0 Junior high schools
 - 1 High schools
 - 0 Other (Briefly explain)
- 2 TOTAL

2. District Per Pupil Expenditure: \$6809.00
- Average State Per Pupil Expenditure: \$5030.00

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
PK	2	4	6				
K	5	5	10				
1	5	6	11				
2	3	8	11				
3	7	6	13				
4	7	5	12				
5	4	8	12				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							75

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> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 6 </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)	** <u>.5</u>	_____
Classroom teachers	** <u>6.8</u>	_____
Special resource teachers/specialists	<u>(.5)</u>	_____
Paraprofessionals	** <u>1.3</u>	_____
Support staff	** <u>0</u>	_____
Total number	** <u>8.6</u>	_____

12. Average school student-“classroom teacher” ratio: **11:1

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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.4	97.6	96.6	96.4	96.9
Daily teacher attendance	98%	98%	98%	98%	97%
Teacher turnover rate	0	0	0	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

**AEIS Report 2002-2003

PART III - SUMMARY

Prairie Valley Elementary School is located seven miles north of Nocona, Texas, in northern Montague County in North Central Texas. Prairie Valley was founded in 1951 when Prairie Point and Valley View schools consolidated. While the district contains 97 square miles, its student enrollment is 135. We have one campus for kindergarten through fifth grade. According to the Texas Education Agency, Prairie Valley has a rich tradition of academics, which is why we are and have been an exemplary district for five of the past six years.

As we look at our campus, we believe that others who don't know us might envision us as the 'little red country school' of long ago. We are a school on a hill that looks deserted until school is in session. Out of nowhere come staff, parents, and students. As people enter the building, they are amazed to see the clean simplicity of our school and our work, and are equally surprised to see all the modern technology we offer. As we work from year to year, we enter our school using "keys of success."

We believe the first "key of success" is religious principles. When you enter our school, you will not see this faith hanging on the walls, being taught in classes, or being promoted or pushed onto our students. No, when you walk into our school, you get the feeling that something is different. You see, religious principles are about actions to one another. As you enter our school, you can sense the true respect and passion we have for each other and for the students and their families we serve.

The second "key of success" is perseverance. We are the Prairie Valley Bulldogs. The bulldog is known for his loving disposition; and his attitude suggests great vigor, strength, and resoluteness. We feel that our motto, "Never Give Up, Never Give In," is a very fitting "key of success" for a child. Teachers pursue excellence with a passion, never wavering at going the extra mile for children who lack real-world experiences and require extra instructional time. We use a variety of teaching methods to reach a child if the traditional classroom setting is not enough. We utilize up-to-date teaching strategies: one-on-one instruction (teacher tutoring), peer tutoring, counseling and rewards (both intrinsic and extrinsic) to name a few.

Staff members make it a point to be team players. We feel our third "key of success" is teamwork by the faculty. It is a must to give and receive respect and support for each other and our respective programs. The professional teaching staff has met the challenges of this small rural school by collaborating among faculty for the purpose of planning, implementing, assessing, and evaluating cross-curricular projects. We have found that by working together as a single unit the school functions smoothly. We must allow for flexibility in our classes to accommodate students' needs and their participation in a variety of programs and organizations offered by our school.

Our final "key of success" is the Texas Essential Knowledge and Skills. Faculty members are required to know and teach their TEKS. Since the faculty is armed with high expectations and quality and sustained staff development, our students are receiving the correct instructional information for each curriculum area. The materials used by our teachers are sound, research-based curriculum and methods.

Our mission is a ring which all our "keys" are attached. It is the mission of our school to ensure that our students are skilled, lifelong learners and problem solvers by providing them with a dedicated, competent staff who offer challenging, relevant curriculum in a safe, clean, and supportive environment.

We may appear to just be a little country school, but we know our "keys of success." We use these keys every day as we enter the doors of our school. We are very confident in what we do, and we see mountains of success with young people. Our long time successes are reflected in student scores, college

admissions, work force, and military service. We are very proud of these facts, but our passion is about serving kids and helping them find successes in their own lives. That is where our “keys” fit best.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS FOR READING AND MATHEMATIC

It is very important to student success for students, parents, and teachers to know areas of strengths and weaknesses for individuals, classes, teachers, campuses and the district. We at Prairie Valley Elementary School analyze our scores every year and provide our students’ parents, our teachers, and our community with the results.

The Texas Assessment of Knowledge and Skills test was first administered in the 2002-2003 school year. The state percentage of third graders passing the reading test was 89.6 percent; Prairie Valley had 100 percent passing. The state percentage of third graders passing the third grade math test was 90.9 percent; Prairie Valley had 100 percent passing. The state percentage of fourth graders passing the reading test was 85.9 percent; Prairie Valley had 100 percent passing. The state percentage of fourth graders passing the math test was 88 percent; Prairie Valley had 100 percent passing. The state percentage of fifth graders passing the reading was 80 percent; Prairie Valley had 100 percent passing. The state percentage of fifth graders passing the math test was 86.3 percent; Prairie Valley had 100 percent passing. The state percentage of sixth graders passing the reading test was 86.2 percent; Prairie Valley had 100 percent passing. The state percentage of sixth graders passing the reading test was 79.3 percent; Prairie Valley had 100 percent passing.

Even though our scores are outstanding, there are still areas that are deficient. Our first and second grade students participate in the Texas Primary Reading Inventory three times a year. From this information, along with the TAKS results, the following areas have been identified as needing improvement:

Students in first grade need to improve in reading fluency.

Students in second grade need to improve in reading fluency and implicit comprehension.

Students in fourth grade need to improve in applying knowledge of literary elements.

Students in fifth grade need to improve in applying knowledge of literary elements and concepts and measurements.

Students in sixth grade need to improve in concepts and measurements.

2. USING ASSESSMENT DATA TO IMPROVE STUDENT AND SCHOOL PERFORMANCE

Assessment data is the best way for Prairie Valley Elementary personnel to understand and improve student and school performances. The individual teachers assess each student’s individual report to determine specific Texas Assessment of Knowledge and Skills objectives in each subject tested, especially those that fall below the seventieth percentile. These areas are highlighted, and a tutorial booklet that focuses on the specific area(s) of concern for each student is assembled. We use a variety of different materials that are correlated with the Texas Assessment of Knowledge and Skills test to assemble these practice booklets. We go over each individual test with each child and review questions that he/she missed, trying to help each child understand why he/she missed the question. We individualize instruction to each student’s needs. Then we work as a team to make sure these weaknesses are addressed throughout the curriculum. If we see a general trend, we take steps to improve scores in those areas. Students with the same area(s) of concern are grouped, with no more than four in a group, and taught the skill again. Time is allowed for instruction, guided practice, and individual practice. Each question is then reviewed as a group and individually as needed for re-teaching and understanding the question and locating/finding the answers. Finally, an assessment is given to check for understanding and mastery of each skill.

Furthermore, as individual teachers and as a campus, we analyze our scores and compare them to the previous year and the percentage of students passing each objective. We scrutinize the objectives that indicate improvement from previous years and discuss what was done differently in order to teach the skills that indicate improvement. If any areas have decreased, we brainstorm ways to improve the teaching method for those skills. Collected data is used by the site based campus improvement team to set goals for our campus improvement plan for the following school year. These goals assist the faculty in reinforcing and building the deficient skills to a higher level. Personal data is shared with other teachers so they may gain a better understanding of each student and his/her needs.

We also look for reasons behind the results. Is the class or student in need of more instruction or does the curriculum need to be assessed? Possibly the teaching method may need to be altered to accommodate the students' learning needs.

3. COMMUNICATING STUDENT ASSESSMENT PERFORMANCE

Communicating student performance and assessment data to parents, students, and the community is important; and Prairie Valley Elementary School does this in a variety of ways. When the student Texas Assessment of Knowledge and Skills test reports are received at the end of each school year, the individual reports, along with the information on how to interpret the results, are mailed to each student's family. Additionally, these results are reviewed with each student individually by his/her classroom teacher. Areas of strengths and weaknesses are pointed out to the students so they can take ownership in self-improvement.

At the beginning of the following school year, Title I teacher/parent/student conferences are held and individual student performances are discussed. The students qualifying for Title I assistance are placed in tutorials for the school year. The classroom teacher, Title I teacher, and parents work closely together to monitor individual student performance.

Also at the beginning of the school year, the State of Texas School Report Card, Academic Excellence Indicator System Report, which is required by the Texas Legislature and prepared by the State Department of Education, is mailed to each family. This report provides information concerning student performances, as well as information concerning expenditures, average class size, and student/teacher ratios. This school information is also published in the local newspaper and on the Prairie Valley School website.

Parent support and involvement in his/her child's education is a tremendous key to the success of our students. It is important that parents understand our school's scores and their own child's results. Parents are then expected to support their child by setting a specific time each day for school assignments to be completed and by allowing their child to participate in after-school tutorials when necessary.

In addition, three weeks into each six weeks' grading period we send progress reports home to students whose grade is at 75 or below. We also send report cards home to every student every six weeks. At the end of each six weeks' period, we have a "Bulldog Pride" day for those students who made the all "A" honor roll and had perfect attendance. We also hold telephone conferences to relay behavior and skill problems or to simply praise a job well done. Notes are sent home either with the student, by mail, or by e-mail to parents informing them of changes, problems, or outstanding performances by their child. Written work is sent home after the assignment has been graded and missed questions have been reviewed in class. Signs are also placed in the school hallway commending students for their hard work. We also hold award ceremonies annually to celebrate a job well done.

4. SHARING OUR SCHOOL SUCCESSES

Sharing our school's successes with other districts is important; however, it is equally important not to take away instruction time from the classroom. Therefore, Prairie Valley Elementary School shares its

successes with other schools by allowing other teachers to visit our campus; by providing information through e-mail, telephone conferences, newspaper articles, and the school website; and by participation in workshops at our Region 9 Education Service Center during the summer staff-development programs.

This sharing process helps our staff think through our school's successes, organize our strengths and weaknesses, and share our philosophy and ideas with other education professionals. Our staff does not feel in any way that we have an absolute program that has helped us achieve and maintain student success.

Our staff continues to read journals and attend training, always looking for ways to help every child that we touch. By working together, all schools can achieve success.

PART V – CURRICULUM AND INSTRUCTION

1. SCHOOL CURRICULUM WITH SIGNIFICANT CONTENT BASED ON HIGH STANDARDS

Prairie Valley Elementary School curriculum consists of state-adopted material that is based on the Texas Essential Knowledge and Skills and correlated with the Texas Assessment of Knowledge and Skills test. The district utilizes cooperative learning and hands-on activities. We also utilize work from home and a lot of independent practice.

In reading, math, language arts, science, and social studies, we first use the Texas state-adopted textbook and the ancillary materials. In reading, math, and language arts, we also use the Accelerated Reader reading program. We believe hands-on learning is especially important in science for lab practice and for making higher-order concepts more realistic.

Our curriculum does not include an expensive, computer-generated program because we do not have the funds for these programs. The main key to our curriculum is that the teachers have a good understanding of the Texas Essential Knowledge and Skills and the Texas Assessment of Knowledge and Skills objectives. Our faculty believes in teaching beyond the required objectives, and they transfer correlating skills from one subject to the next for real-world meaning so that students get a solid foundation and can use the skills in more than one subject for long-term memory. The other key to our curriculum is that the teachers know students' strengths and areas of concern and that they teach to those areas. Finally, our curriculum sets high expectations for all students. We do not use home environment, lack of parenting skills, or student attitude and discipline as a crutch to justify lack of academic growth. We find a way to reach each child and help him/her be successful.

2. SCHOOL READING CURRICULUM

Prairie Valley Elementary School uses a variety of materials and techniques, including state-adopted textbooks, SRA, Accelerated Reader, Wright Group Books, and Saxon Phonics curriculums for teaching reading skills to our students. First, second, and third grades use Scott Foresman, while fourth and fifth grades use Harcourt Brace. These reading curriculums are advanced and challenging. They support all subject areas, including technology. These programs include varied instructional techniques to meet diverse needs and learning styles through numerous opportunities for developing critical reading skills and strategies. The take-home readers and newsletters encourage parental involvement.

These series allow and encourage reading to begin at a very young age. They challenge advanced students and encourage higher-order thinking skills, while also providing support and activities for below level readers so they can improve their comprehension. Also included are activities for the English as Second Language (ESL) learners.

We utilize the SRA and the Accelerated Reader reading programs to further develop vocabulary, reading skills, fluency, and comprehension at each student's independent reading level. Each SRA story includes comprehension questions and a variety of reading skills lessons. Each student in our elementary school participates in the Accelerated Reader program. We have a selection of books in our school library that have been assigned a reading level and a point value. Each student selects a book based on his/her reading level and particular interests. After the book has been read, the student takes a computer-generated test in his/her classroom. The tests consist of five to ten comprehension questions about the book. Points are added to the child's reading record based on the percentage of correctly answered questions. Each student accumulates points that may be used to purchase items from the Accelerated Reader store. This store is located in the library so that the children may easily see the items that are available for purchase with their points while they are making their book selections.

3. SCHOOL MATH CURRICULUM

Math is another strong curriculum area for Prairie Valley Elementary School. The curriculum relates to essential skills and knowledge based on our school's mission by teaching beyond the basic understanding of math. It is vital that students have a basic understanding of math skills; however, to be successful in society, they must be equipped to use those basic skills in order to be problem solvers. Each student must be able to understand the question to be answered and must know how to use the information given to solve the problem. The current math curriculum we use provides plenty of formats for each lesson. Particularly important to us are the problem-solving sections, which are included with each lesson; and the daily reviews, which review previously taught skills. Homework practice includes twenty to thirty problems per lesson.

Once again, the key to our curriculum is that our teachers know the Texas Essential Knowledge and Skill objectives; therefore, they teach these skills to the students and check for mastery prior to accountability time.

4. VARIED INSTRUCTIONAL METHODS

We use several different instructional methods at Prairie Valley Elementary School to improve student learning. Along with the standard lesson cycle, we use various forms of technology, which includes video, overhead projectors, distance learning, virtual field trips, Internet access, PowerPoint presentations, and other computer-driven programs. Other methods include multi-sensory activities, hands-on activities, small groups, tutorials, one-on-one teaching, re-teaching, field trips, and community guest speakers. We also refer to cross-curriculum learning as the opportunity presents itself to connect the concepts between subjects in order to reinforce the purpose of the skills. Collaboration among our faculty and the resources we have available at our school are two of our greatest assets for different instructional methods.

We believe knowing each student and his/her family, and showing a real interest in each child is the biggest key to student success. Teachers have great student attendance because we communicate with each other about family members and any knowledge of home situations that might be affecting our students' abilities to pay attention to our lessons. If one family member is sick, another sibling is located; and we inquire about the health of the absent student. The lessons missed for the day are sent home for the absent student to complete. Any necessary re-teaching is done when the student returns to class.

5. PROFESSIONAL DEVELOPMENT IMPACTS STUDENT ACHIEVEMENT

Prairie Valley Elementary School's professional development and improvement program is directly connected to our Region 9 Education Service Center and to the goals that are set at the end of each school year through PDAS. Ample funding for professional development in all subject areas enables faculty members to prepare all students for multiple world challenges. Each year teachers are required to participate in workshops, not only in their teaching fields, but also in the areas of special education, gifted and talented, and technology. Our elementary teachers have also participated in the Reading Academies

that were developed by the State of Texas for kindergarten through fifth grade.

Periodic campus and district meetings are held so teachers may collaborate with each other. We share new information and ideas that we have learned from staff developments, newsletters, and professional articles. Training is provided to the faculty on any new information or changes mandated by the Texas Education Agency and the Texas Legislature that directly affects any of our school programs.

By participating in a variety of staff developments, we are able to share new information and ideas for teaching skills in various ways with each other. This also helps ensure continuity from one grade level to the next; therefore, the skills that were taught by one teacher are continued and expanded by the next teacher. Our test scores have increased as a result of our collaboration.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 3 Math

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	85.70%	81.80%
Number at Commended/Academic Recognition	3	1	1
Number of students tested	8	8	13
Percentage of students tested	89%	100%	100%
Number of students exempt	1	0	0
Percentage of students exempt	11%	0%	0%
State of Texas Scores	90.80%	87.40%	83.10%
Subgroups			
1. White	100%	83.30%	81.80%
2. Economically Disadvantaged	*	*	*

*DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 3 Reading

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	100%	72.70%
Number at Commended/Academic Recognition	3	3	1
Number of students tested	8	8	13
Percentage of students tested	89%	100%	100%
Number of students exempt	1	0	0
Percentage of students exempt	11%	0%	0%
State of Texas Scores	89.60%	88.00%	86.80%
Subgroups			
1. White	100%	100%	72.70%
2. Economically Disadvantaged	*	*	*

*DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 4 Math

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	100%	*
Number at Commended/Academic Recognition	1	1	1
Number of students tested	5	12	4
Percentage of students tested	62.50%	83.20%	100%
Number of students exempt	3	2	0
Percentage of students exempt	37.50%	16.60%	0%
State of Texas Scores	88.00%	94.10%	91.30%
Subgroups			
1. White	100%	100%	*
2. Economically Disadvantaged	*	*	*

*DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 4 Reading

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	92.3%	*
Number at Commended/Academic Recognition	2	5	0
Number of students tested	6	14	4
Percentage of students tested	100%	100%	100%
Number of students exempt	0	0	0
Percentage of students exempt	0%	0%	0%
State of Texas Scores	85.90%	92.50%	90.80%
Subgroups			
1. White	100%	92.3%	*
2. Economically Disadvantaged	*	80%	*

*DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 5 Math

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	*	*
Number at Commended/Academic Recognition	2	1	0
Number of students tested	10	4	3
Percentage of students tested	66.60%	100%	75%
Number of students exempt	5	0	1
Percentage of students exempt	33.30%	0%	25%
State of Texas Scores	86.30%	96.20%	94.60%
Subgroups			
1. White	100%	*	*
2. Economically Disadvantaged	*	*	*

DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 5 Reading

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	100%	*	*
Number at Commended/Academic Recognition	3	1	2
Number of students tested	10	4	3
Percentage of students tested	66.60%	100%	75%
Number of students exempt	5	0	1
Percentage of students exempt	33.30%	0%	25%
State of Texas Scores	80.00%	92.70%	90.20%
Subgroups			
1. White	100%	*	*
2. Economically Disadvantaged	*	*	0

*DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 6 Math

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	*	6	100
Number at Commended/Academic Recognition	*	1	
Number of students tested	3	4	3
Percentage of students tested	100%	100%	75%
Number of students exempt	0	0	1
Percentage of students exempt	0%	0%	25%
State of Texas Scores	79.30%	93.80%	94.60%
Subgroups			
1. White	*	*	*
2. Economically Disadvantaged	*	0	*

DNA – Data Not Available – must be 5 or more students for data to be included

State Criterion-Referenced Tests – Texas Assessment of Knowledge and Skills (TAKS) and Texas Assessment of Academic Skills (TAAS)

Grade: 6 Reading

Test: TAKS Publication: Years 2002-2003 Publisher: Texas Education Agency

Test: TAAS Publication: Years 2000-2002 Publisher: Texas Education Agency

Groups excluded from testing were recent immigrants from Mexico (Limited English Proficient – LEP Exemptions) and Special Education Students two years or more below grade level. LEP students were given the Reading Proficiency Test in English and special education students were given the State Developed Alternative Assessment (SDAA) and Comprehension Learner Adapted Scope and Sequence (CLASS).

	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April
Prairie Valley Elementary Scores	*	*	100
Number at Commended/Academic Recognition	*	2	1
Number of students tested	3	*	6
Percentage of students tested	100%	100%	100%
Number of students exempt	0	0	0
Percentage of students exempt	0%	0%	0%
State of Texas Scores	86.20%	88.20%	91.40%
Subgroups			
1. White	100%	*	100%
2. Economically Disadvantaged	*	0	*

*DNA – Data Not Available – must be 5 or more students for data to be included