

# 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. Patricia Bourn  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address: 4413 River Road  
(If address is P.O. Box, also include street address)

Amarillo Texas 79108-5203  
City State Zip Code+4 (9 digits total)

County: Potter State School Code Number: 188901122

Telephone: (806) 381-7260 Fax: (806) 381-7372

Website/URL: www.amaisd.org E-mail: pat.bourn@amaisd.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. Rod Schroder  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Amarillo Independent School District Tel. (806) 336-1015

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: Mr. Jim Austin  
(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**

**[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 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

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All data are the most recent year available.

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

1. Number of schools in the district:      36 Elementary schools  
    10 Middle schools  
    0 Junior high schools  
    5 High schools  
    1 Other  
  
    52 TOTAL
2. District Per Pupil Expenditure:      \$6,720  
  
     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. 5 Number of years the principal has been in her/his position at this school.  
na 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	16	15	31	7			
K	25	20	45	8			
1	23	24	47	9			
2	17	28	45	10			
3	17	24	41	11			
4	18	18	36	12			
5	18	14	32	Other			
6			na				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>277</b>

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>69</u>         | % White                          |
| <u>6</u>          | % Black or African American      |
| <u>25</u>         | % Hispanic or Latino             |
| <u>0</u>          | % Asian/Pacific Islander         |
| <u>0</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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: 29 %

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	34
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	80
<b>(4)</b>	Total number of students in the school as of October 1	277
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.293
<b>(6)</b>	Amount in row (5) multiplied by 100	29%

8. Limited English Proficient students in the school: 2 %  
8 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 78 %  
 Total number students who qualify: 216

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: 14 %  
39 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>  3</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u> 21</u> Specific Learning Disability
<u>  4</u> Emotional Disturbance	<u> 11</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>  2</u>	<u>  0</u>
Classroom teachers	<u> 18</u>	<u>  1</u>
Special resource teachers/specialists	<u>  3</u>	<u>  1</u>
Paraprofessionals	<u>  9</u>	<u>  0</u>
Support staff	<u>  0</u>	<u>  5</u>
Total number	<u> 32</u>	<u>  7</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 15:1

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	95%	96%	96%	96%	95%
Daily teacher attendance	94%	94%	93%	93%	96%
Teacher turnover rate	9%	5%	10%	10%	0%
Student dropout rate (middle/high)	na	na	na	na	na
Student drop-off rate (high school)	na	na	na	na	na

### **PART III – SUMMARY**

Pleasant Valley Elementary is located in a semi-rural area of the city of Amarillo, Texas. The campus population is approximately 300 students in pre-kindergarten through fifth grade, of which 78% are identified as Economically Disadvantaged, qualifying our campus for Title I assistance.

The Pleasant Valley staff believes the school's purpose is to engage each student in learning experiences that result in high achievement. We accomplish this through a dedicated faculty that is passionate about its students and will do whatever it takes to help them be successful. Children are cherished and nurtured at Pleasant Valley. Students respond to the concern and caring of the staff while enjoying high-interest, hands-on lessons presented with young learners in mind.

High expectations are a hallmark of our campus. A culture of achievement and success provides the motivation for strong student performance in all grades. We expect every student to be successful, we expect parents to be involved and supportive, and we know it takes the contributions of every staff member to ensure all students learn and no child is left behind. The state has given its top academic ranking, Exemplary, to Pleasant Valley seven times since 1998. Additionally, Pleasant Valley has been a State Title I Distinguished School for three years and has received Gold Performance acknowledgements from the Texas Education Agency (TEA) in the areas of reading, math, writing, and science.

Fifteen years ago the school began a portfolio professional evaluation system (developed by and unique to our campus) that included setting challenging goals for teachers and students. At the beginning of each year, teachers set goals for themselves and their students. Throughout the year the staff focuses on those goals as it analyzes assessment results and plans instruction. Today the Pleasant Valley faculty identifies this focus on goal-setting as the beginning of our school-wide success.

Pleasant Valley has a variety of educational programs that support instruction and student success. Intensive tutoring, both during and after the school day, is provided for students needing extra help mastering learning objectives. A Reading Recovery teacher works individually with the lowest achieving first graders and with groups of second graders in literacy circles. Four reading/math specialists provide extra instruction to students in first through fifth grades during the school day, and teachers and staff stay after school two to three days a week to work with small groups of students. The persistence of the staff, working hand-in-hand with students and families, helps bring about the desired success.

Pleasant Valley also provides enrichment activities that extend experiences and opportunities for students. For all students, numerous field trips throughout the year provide additional hands-on learning. For gifted children, Pleasant Valley has a year-long program involving challenging projects and activities in the classroom as well as a twice-monthly activity day planned and directed by teachers.

Parents attend many school events such as family fun nights, Thanksgiving "Turkey Trot" races, grade level choral presentations, and science fairs. A parent library provides leveled books for parents to check out and read with their children. Pleasant Valley receives support from two community Partners in Education, Nationwide Insurance and The Front Porch, a neighborhood organization that provides assistance with homework projects and a preschool story hour. There is a special college scholarship fund, The Achievement through Commitment to Education (ACE) program, available to all of our students when they complete high school. Students with an 80% or better academic average and 95% or better attendance qualify for a full scholarship to Amarillo College or West Texas A&M University.

Pleasant Valley's commitment to excellence creates a collaborative atmosphere in which the entire faculty works closely with parents for the good of all students. It is our goal that every child be successful at the highest possible level. Hand-in-hand with families and the community, we strive for excellence together.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. Assessment Results**

Since the 2002-2003 school year, the State of Texas has required all third-, fourth-, and fifth-grade students to participate in a criterion-referenced series of assessment tests known as the Texas Assessment of Knowledge and Skills (TAKS). Although the prior test, the Texas Assessment of Academic Skills, or TAAS, was also a criterion-referenced test, TAKS has been a much more rigorous assessment than its predecessor. The TAKS tests are correlated with the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), and aligned with the No Child Left Behind requirements. Students in third, fourth, and fifth grades take tests in reading and math. In addition, fourth grade students take a writing test and fifth grade students have a science test. Students in third grade must meet minimum standards on the reading test in order to be promoted to fourth grade. In fifth grade, students must meet minimum standards on both the reading and math tests in order to go on to sixth grade. The minimum standard passing rate is approximately 70%. Students performing well above the minimum level (approximately 95%) receive a “Commended” ranking. The website address for Texas assessments is <http://www.tea.state.tx.us/perfreport/aeis/2005/index.html>.

The data tables included in this application reflect high achievement in reading and math by all grades. In 2003 and 2004, 100% of third graders met minimum standards on the reading TAKS, with 96% passing in 2005. For the past three years, 95% or more of fifth graders have met minimum standards on the reading TAKS. Additionally, for the past three years, all grades have had a passing rate between 95% and 100% on the math test.

Pleasant Valley strives each year to have more students achieve the “Commended” ranking on the TAKS. From 2003 to 2005, the percentage of third-grade students achieving a “Commended” ranking increased from 28% to 38% in reading and from 18% to 32% in math. From 2003 to 2005, the percentage of fourth-grade students achieving a “Commended” ranking in math increased from 13% to 35%. In one year, from 2003 to 2004, the percentage of fifth-grade students achieving a “Commended” ranking in math increased from 8% to 57%.

Pleasant Valley is 69% White, 25% Hispanic, 6% African-American, and 78% Economically Disadvantaged. Each student group has achieved comparably high scores with similar percentages of “Commended” performance recognition. The differences between the scores of the various student groups is statistically insignificant. The attached charts mask the data when there are nine or fewer students in a testing group, so the achievement results for Hispanics and African-Americans are not shown. However, our minority students have performed as well as or better than our other student groups.

- For the past three years, 95% or more of all Economically Disadvantaged students in third grade reading and math have met minimum standards.
- For the past three years, 95% or more of all Economically Disadvantaged students in fourth grade have met minimum standards in math.
- For the past three years, 92% or more of all Economically Disadvantaged students in fifth grade have met minimum standards in reading and math.

Pleasant Valley’s scores are consistently above the district and state averages on the School Report Card prepared by the State of Texas and available at <http://www.tea.state.tx.us/taa/perfreport121505.html>.

## **2. Using Assessment Data**

Pleasant Valley Elementary uses assessments as a diagnostic tool to inform student instruction and plan remediation. The second through fifth grade teachers share the results of six-week periodic tests in reading, math, and writing with students and parents and analyze the data to address areas of weakness. Teachers write individual intervention plans for students who score less than 75% on these tests so that deficiencies can be addressed within small group and individual remediation.

Pleasant Valley uses the formal TAKS results received in the spring to plan intensive learning opportunities for at-risk students the following school year. The faculty identifies student strengths and weaknesses and analyzes the success of current instructional strategies. They take a hard look at themselves to identify any gaps in the curriculum and develop new ways of teaching so that students effectively learn the targeted objectives.

In the primary classrooms, teachers use the results from the Diagnostic Reading Assessment (DRA), Observational Survey, and Running Records to plan instruction based on the principles of Balanced Literacy. The goal in the younger grades is to increase students' reading comprehension, fluency, and accuracy. Classroom teachers collaborate with the Reading Recovery teacher to ensure the success of students who participate in that program.

## **3. Communicating Student Performance**

Pleasant Valley Elementary School believes that communicating student performance and assessment results with students, parents, and the community is an important component of our campus success. Sharing results with these stakeholders keeps students and staff focused on high achievement and helps ensure parent and community support for student interventions.

At the classroom level, students receive daily feedback from teachers about academic performance. Students take home a weekly communication folder containing their graded work. Parents sign and return this report to the teacher to show they are aware of their child's progress. Report cards and progress reports are sent regularly to parents throughout the school year. At the end of each six weeks, students take assessment tests in reading, math, and writing, the results of which are shared with parents. Parents attend one formal conference each semester to discuss their child's performance. In addition, teachers maintain parent contact through phone calls, notes, e-mails, and informal visits.

To fulfill our Title I and state requirements, parents attend evening meetings at which the administrators present the school's TAKS test results and share the school's vision for the future. The principal sends home a school newsletter each six weeks to share information pertaining to school-wide activities, including scheduled assessment tests and general results. After the school receives scores from the state assessment tests, the individual student results are sent home to the parents. Pleasant Valley annually sends parents a copy of our School Report Card created by the State of Texas. This report card shows overall school accountability ratings, Gold Performance acknowledgements, and comparison of state, district, and school data. The district superintendent presents Pleasant Valley's TAKS scores to the Amarillo Independent School District Board of Trustees, and the media outlets in the Amarillo area report Pleasant Valley's TAKS scores to the public.



#### **4. Sharing Successes**

Pleasant Valley Elementary School cultivates academic excellence and shares its success with other schools in Amarillo ISD as well as schools around the state of Texas. The school became a Mentor School for the state of Texas in 1995 because of its innovative, successful programs, and representatives from schools throughout Texas traveled to Amarillo to visit the campus. The formal statewide Mentor Program ended, but Pleasant Valley still attracts attention because of its continuing record of excellence and the willingness of the staff to share their experiences and ideas with others. Texas educators from schools with similar demographics continue to come to the school to observe and learn. In addition, the staff is in contact with many other schools via telephone and e-mail, sharing strategies that work.

Within our school district, Pleasant Valley's highly skilled staff members have emerged as leaders in all subject areas and participate in many district-level collaboration teams. These collaborative sessions provide the opportunity to share with staff from other campuses the different instructional strategies that contribute to the school's success. Several math teachers have shared classroom ideas and strategies at district mini-sessions. Because Pleasant Valley is the only school in the district consistently scoring above 90% on the state science test, visitors frequently come to observe the fifth grade science teacher. She also posts her innovative ideas on a district bulletin board website. The curriculum support teacher has presented at the Panhandle Literacy Institute and the Amarillo Literacy Conference. Recently campus administrators shared with other principals their experiences and successes in making the transition to an inclusion program for special education.

At the campus level, Pleasant Valley continues to have weekly grade-level and school-wide collaboration meetings regarding curriculum and student needs. The staff strives together to achieve common goals. There is genuine collegiality that leads to teachers gladly sharing their successful practices and innovative instructional strategies with other teachers in order to increase all students' learning.

For many years Pleasant Valley Elementary School has been a willing participant in the vital exchange of ideas that leads to meaningful school improvement. We have shared, and will continue to share, our innovative ideas and successful instructional methods with fellow educators throughout our district and state.

### **PART V - CURRICULUM AND INSTRUCTION**

#### **1. Curriculum**

All public schools in the state are required to provide instruction based upon the Texas Essential Knowledge and Skills (TEKS) for each grade level. In addition, the Amarillo Independent School District provides a set of benchmark standards for instruction which grouped each set of grade-level TEKS into six-week scope and sequence units. All students are expected to master the skills and objectives for each subject area at their grade level.

The language arts curriculum is based on a balanced literacy model which acknowledges that reading and writing are closely related. The principles of Guided Reading are incorporated in all grades. Comprehension, fluency, phonics, word attack skills, and higher-level thinking are the basis of the language arts instruction. Staff members understand that reading skills are the basis for success in all other curriculum areas, and their goal is that students have a lifelong love of reading.

The math curriculum is developed in both the primary and intermediate grades by the use of hands-on manipulatives, higher-level problem solving, and critical thinking skills. The school uses a spiraling math curriculum that develops student skills in numbers, operations, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement; probability and statistics; and mathematical processes and tools.

The scientific inquiry method is the heart of the science curriculum. Teachers in kindergarten through fifth grade use Field Option Science Systems (FOSS) kits to enrich learning opportunities. Teachers utilize a hands-on discovery approach and teach critical thinking skills as students develop the knowledge and ability to use the tools and processes of the scientific method.

The social studies curriculum prepares students to effectively participate in their community. Teachers instruct the students in map and globe skills, history, cultures, economics, geography, government, and current events, as well as presenting citizenship lessons based on the six pillars of the Character Counts curriculum. Reading strategies are incorporated into social studies instruction, and a multimedia approach using interactive videos and computer resources engages students.

The fine arts curriculum is an important part of the students' academic development. Students receive daily instruction in either music (vocal or instrumental) or physical education. Teachers integrate art into all subject areas and display student products throughout the school. Field trips to concerts, art museums, and theatrical presentations, along with fine arts presentations at the school, provide cultural experiences and personal enrichment for students.

Pleasant Valley has an outstanding Gifted and Talented (GT) curriculum for enriching academically advanced students. Seventy percent of the faculty has been certified to teach GT students and provide differentiated instruction in all subjects at all grades. In addition, identified students attend a twice-monthly pull-out program at which they have the opportunity to pursue ongoing individual projects, as well as engage in focused learning.

The Special Education curriculum at Pleasant Valley is structured to meet individual students' learning needs (based on each child's Individual Education Plan or IEP). The emphasis is to have students in the least restrictive environment, which often is the classroom. This past year, the staff has implemented an inclusion model enabling special education teachers and assistants to work with students in the classroom and plan collaboratively with classroom teachers.

## **2. Reading Curriculum**

The basis of the reading curriculum is the TEKS. Both the district and the school are committed to the balanced literacy model which follows the recommendations of the National Reading Panel Report. The five areas of reading instruction – phonemic awareness, phonics, fluency, vocabulary, and text comprehension – define our instruction. The teaching of higher order thinking skills allows students to engage with text in an increasingly deeper and more meaningful way.

In pre-kindergarten through fifth grade, students actively construct meaning through a balanced framework of experiences with authentic literature. Using the Guided Reading model, teachers provide a wide variety of genres as they include all students in shared reading sessions and as students read in different groupings. A teacher mini-lesson is the focal point for instruction, along with daily practice in vocabulary development. Children read independently, as well as meet with the teacher in a group appropriate to their reading level. Teachers meet daily with one to five small groups of students to read and discuss their thoughts about what they have read. Students respond to literature through different

venues such as discussion groups and writing in response journals. Each day teachers are able to observe students' reading behaviors and thought processes and assess students' needs, allowing teachers to plan future instruction. The goal is to transition students from being dependent readers to becoming independent readers.

For students in first grade who experience reading difficulties, a Reading Recovery teacher provides intensive interventions. Students in grades two through five who have reading problems work with special, part-time literacy tutors during the school day. Teachers schedule time for reading interventions in their daily lesson plans. For students needing additional help, tutoring support is provided after school. Pleasant Valley is committed to the importance of reading and is determined that no child be left behind.

### **3. Math Curriculum**

The basis of the math curriculum is the TEKS. The school's goal is that every student will successfully master the objectives set by the State of Texas. Teachers analyze daily work and testing data to identify student needs and plan instruction on a day-to-day and week-to-week basis. Pleasant Valley incorporates the standards developed by the National Council of Teachers of Mathematics, which promote increased emphasis on solving complex problems. To this end, teachers immerse their students in challenging problem-solving situations and ask high-level questions designed to stretch students' understanding.

In grades one through five, Pleasant Valley uses Excel Math, a spiraling math program, to provide instructional continuity from grade to grade as well as throughout the year. The school supplements this program in grades two through five with Moose Math, a daily TEKS-based review. Pre-kindergarten and kindergarten classes use the Math Your Way curriculum, which provides for hands-on learning and use of models to enhance understanding. Pleasant Valley teachers have written grants to obtain extensive manipulative and picture book collections, which are housed in a central location for teacher check-out. These resources ensure all teachers have access to math manipulatives and picture books with math themes to engage students and promote learning. The staff understands the importance of learning math facts and promotes practice and mastery utilizing all the learning styles. Teachers have attended training in cooperative learning and provide frequent opportunities for students to work together. Technology is integrated into instruction and individual practice using a variety of programs and websites, including [StudyIsland.com](http://StudyIsland.com), to which the school subscribes.

When students experience difficulty, teachers spend time with them to help at their point of need. Math remediation is a regular part of the school day, and students with greater needs also attend after-school tutoring. Each child is important, and the Pleasant Valley staff works diligently to ensure that all children are successful math learners.

### **4. Instructional Methods**

Pleasant Valley works from the premise that all children can learn with the proper time and attention to their individual needs. Teachers focus on four important questions as they teach:

- What do we expect our students to learn?
- How will we know when they have learned?
- How will we respond when they don't learn?
- What will we do when they master the targeted objectives?

These critical questions help the staff align the state-prescribed learning objectives with what is taught and what is tested. Teachers monitor student learning carefully and create support structures to ensure struggling students receive the help necessary for their success. These supports include tutoring, both within and after the school day, and access to computerized learning programs such as Lexia, Reading Coach, and Study Island.

As a campus, an ongoing curriculum objective has been to help move students to a more vigorous level of thinking. Teachers have attended training on using questioning strategies that help students think at a higher level. They purposefully include thought-provoking questions in their lessons based on Bloom's Taxonomy in order to help students think more objectively and analytically.

Teachers use a variety of methods to engage students with different learning styles and achieve high results. They use cooperative learning strategies, hands-on investigations, Smart Tub Center Activities, and balanced literacy which integrates reading and writing. Teachers collaborate to plan high-interest lessons and basically do whatever it takes to ensure that students learn.

Teachers are constantly attuned to their students' needs and carefully plan appropriate lessons based on observation and testing data. Student performance, both in the classroom and on assessment tests, guides future instruction.

## **5. Professional Development**

Professional development at Pleasant Valley provides growth opportunities for all staff members. The school district believes professional development impacts student learning and success. At the beginning of the academic year, the school district supports the teachers with three days of intensive staff development. National speakers, state specialists, and local curriculum leaders update the staff in all areas of learning. During the past year, district teachers compiled curriculum calendars and timelines to teach the scope and sequence of the TEKS for math, language arts, science, and social studies. To ensure communication about these goals, each campus has a literacy and math leader who attends district staff development meetings and returns to present the new materials. Other teachers on our campus serve on district curriculum committees and share new methods and techniques. In addition to the specialized TEKS training, the district provides stipends for a wide range of staff development such as the three-week New Jersey Writing Project and the five-day Gifted and Talented training.

Each year, staff members plan for campus staff development by analyzing data and information from our guided reading levels, writing portfolios, and TAKS. Pleasant Valley's teacher evaluation system, written by the teachers and approved by the state of Texas, is built around teacher growth. Teachers set individual professional goals and staff development supports their goals. For the past two years, teachers have received training in the areas of science, writing, and student affirmation. A science specialist reviewed all areas of the science TEKS, and the grade levels worked collaboratively to plan and align the curriculum. The staff instructional coach provides assistance in the classroom by demonstrating writing lessons using best practices and working with new teachers. Teachers attended Capturing Kids' Hearts workshops and participated in a "Teaching with Love and Logic" book study. Last year's needs assessment results showed that teachers additionally desired updated training in the areas of vocabulary development, fluency, and comprehension. This year the instructional coach is leading two literacy book studies that emphasize comprehension and fluency.

High success rates on the state assessments in reading, writing, math, and science demonstrate that Pleasant Valley Elementary School has an effective professional growth program.

## PART VI - PRIVATE SCHOOL ADDENDUM

### *No Child Left Behind -- Blue Ribbon School*

Subject: Reading                      Grade: 3  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

#### State Tests

	<i>Testing Year</i>	<b>2004- 2005</b>	<b>2003- 2004</b>	<b>2002- 2003</b>
	<i>Testing Month</i>	<b>February</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES -- All Students</b>				
% At or Above Met Standard		96	>99	100
% At Commended Performance		38	49	28
Number of students TAKS tested		29	35	39
Percent of total students TAKS tested		72	89	88
Number of students alternatively assessed		11	4	5
Percent of students alternatively assessed		27	10	11
Number of students alternatively assessed at grade level		8	1	1
<b>STUDENT GROUP SCORES</b>				
1. Economically Disadvantaged				
% At or Above Met Standard		95	>99	100
% Commended Performance		36	48	29
Number of Students Tested		25	21	24
3. White				
% At or Above Met Standard		94	>99	100
% Commended Performance		44	55	27
Number of Students Tested		18	29	33

All data for "% At or Above Met Standard" is from the Academic Excellence Indicator System (AEIS) report.

All other data is from TAKS and/or SDAA Campus Summary Reports.

NA = Not Available because the minimum number of students needed for group report was not met.

*No Child Left Behind -- Blue Ribbon School*

Subject: Mathematics                      Grade: 3  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

**State Tests**

	<i>Testing Year</i>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
	<i>Testing Month</i>	<b>April</b>	<b>April</b>	<b>April</b>
<b>SCHOOL SCORES -- All Students</b>				
% At or Above Met Standard		>99	>99	100
% At Commended Performance		32	43	18
Number of students TAKS tested		34	37	40
Percent of total students TAKS tested		79	90	93
Number of students alternatively assessed		9	4	3
Percent of students alternatively assessed		20	9	6
Number of students alternatively assessed at grade level		8	1	1
<b>STUDENT GROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At or Above Met Standard		>99	>99	100
% Commended Performance		33	39	21
Number of Students Tested		30	23	24
<b>2. Hispanic</b>				
% At or Above Met Standard		>99	NA	NA
% Commended Performance		20	NA	NA
Number of Students Tested		10	NA	NA
<b>3. White</b>				
% At or Above Met Standard		>99	>99	100
% Commended Performance		38	50	18
Number of Students Tested		21	30	33

All data for "% At or Above Met Standard" is from the Academic Excellence Indicator System (AEIS) report.  
 All other data is from TAKS and/or SDAA Campus Summary Reports.  
 NA = Not Available because the minimum number of students needed for group report was not met.

*No Child Left Behind -- Blue Ribbon School*

Subject: Reading                      Grade: 4  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

**State Tests**

	<i>Testing Year</i>	<b>2004- 2005</b>	<b>2003- 2004</b>	<b>2002- 2003</b>
	<i>Testing Month</i>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>
<b>SCHOOL SCORES -- All Students</b>				
% At or Above Met Standard		85	90	96
% At Commended Performance		17	19	16
Number of students TAKS tested		30	31	31
Percent of total students TAKS tested		83	75	77
Number of students alternatively assessed		6	10	9
Percent of students alternatively assessed		16	24	22
Number of students alternatively assessed at grade level		3	5	1
<b>STUDENT GROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At or Above Met Standard		84	87	95
% Commended Performance		15	18	19
Number of Students Tested		20	17	21
<b>3. White</b>				
% At or Above Met Standard		82	87	100
% Commended Performance		19	20	19
Number of Students Tested		26	25	21

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 NA = Not Available because the minimum number of students needed for group report was not met.

*No Child Left Behind -- Blue Ribbon School*

Subject: Mathematics                      Grade: 4  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

**State Tests**

	<i>Testing Year</i>	<b>2004- 2005</b>	<b>2003- 2004</b>	<b>2002- 2003</b>
	<i>Testing Month</i>	<b>Spring</b>	<b>Spring</b>	<b>Spring</b>
<b>SCHOOL SCORES -- All Students</b>				
% At or Above Met Standard		96	97	96
% At Commended Performance		35	38	13
Number of students TAKS tested		31	34	32
Percent of total students TAKS tested		86	80	74
Number of students alternatively assessed		5	8	11
Percent of students alternatively assessed		13	19	25
Number of students alternatively assessed at grade level		4	4	4
<b>STUDENT GROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At or Above Met Standard		95	>99	95
% Commended Performance		30	37	9
Number of Students Tested		20	19	22
<b>3. White</b>				
% At or Above Met Standard		96	96	100
% Commended Performance		33	39	14
Number of Students Tested		27	28	22

All data for "% At or Above Met Standard" is from the Academic Excellence Indicator System (AEIS) report.  
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 NA = Not Available because the minimum number of students needed for group report was not met.



*No Child Left Behind -- Blue Ribbon School*

Subject: Reading                      Grade: 5  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

**State Tests**

<i>Testing Year</i>	<b>2004- 2005</b>	<b>2003- 2004</b>	<b>2002- 2003</b>
<i>Testing Month</i>	<b>February</b>	<b>Spring</b>	<b>Spring</b>
<b>SCHOOL SCORES -- All Students</b>			
% At or Above Met Standard	96	96	95
% At Commended Performance	20	26	27
Number of students TAKS tested	30	27	22
Percent of total students TAKS tested	73	71	68
Number of students alternatively assessed	11	11	10
Percent of students alternatively assessed	26	28	31
Number of students alternatively assessed at grade level	10	4	5
<b>STUDENT GROUP SCORES</b>			
<b>1. Economically Disadvantaged</b>			
% At or Above Met Standard	>99	94	100
% Commended Performance	6	25	27
Number of Students Tested	16	20	11
<b>3. White</b>			
% At or Above Met Standard	95	>99	100
% Commended Performance	25	22	38
Number of Students Tested	24	18	16

All data for "% At or Above Met Standard" is from the Academic Excellence Indicator System (AEIS) report.  
 All other data is from TAKS and/or SDAA Campus Summary Reports.  
 NA = Not Available because the minimum number of students needed for group report was not met.

*No Child Left Behind -- Blue Ribbon School*

Subject: Mathematics                      Grade: 5  
 Test: Texas Assessment of Knowledge & Skills (TAKS)  
 Edition / Publication Year: 2004-2005  
 Publisher: Texas Education Agency

**State Tests**

	<i>Testing Year</i>	<b>2004-2005</b>	<b>2003-2004</b>	<b>2002-2003</b>
	<i>Testing Month</i>	<b>April</b>	<b>Spring</b>	<b>Spring</b>
<b>SCHOOL SCORES -- All Students</b>				
% At or Above Met Standard		97	>99	95
% At Commended Performance		24	57	8
Number of students TAKS tested		34	28	24
Percent of total students TAKS tested		80	73	80
Number of students alternatively assessed		8	10	6
Percent of students alternatively assessed		19	26	20
Number of students alternatively assessed at grade level		8	4	4
<b>STUDENT GROUP SCORES</b>				
<b>1. Economically Disadvantaged</b>				
% At or Above Met Standard		94	>99	92
% Commended Performance		24	55	15
Number of Students Tested		21	20	13
<b>3. White</b>				
% At or Above Met Standard		96	>99	93
% Commended Performance		22	58	12
Number of Students Tested		27	19	17

All data for "% At or Above Met Standard" is from the Academic Excellence Indicator System (AEIS) report.  
 All other data is from TAKS and/or SDAA Campus Summary Reports.  
 NA = Not Available because the minimum number of students needed for group report was not met.