

REVISED: MARCH 28, 2005

## 2004-2005 No Child Left Behind - Blue Ribbon Schools Program

### U.S. Department of Education

#### Cover Sheet

Type of School:  Elementary  Middle  High  K-12

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

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

School Mailing Address 7900 Smithfield Rd.  
(If address is P.O. Box, also include street address)

North Richland Hills TX 76180-1804  
City State Zip Code+4 (digits total)

County Tarrant School Code Number\* 220902120

Telephone ( 817 ) 547-3400 Fax ( 817 ) 581-5477

Website/URL <http://www.birdville.k12.tx.us/schools/120> Email: Anita\_Silva@birdville.k12.tx.us

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\* Dr. Stephen F. Waddell, Ed. D  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Birdville Independent School District Tel. (817) 547-5700

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. Kelly Hancock  
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *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:     20 Elementary schools  
   7 Middle schools  
   NA Junior high schools  
   3 High schools  
   1 Other (Alternative School)
- 31 TOTAL
2. District Per Pupil Expenditure:     \$6,777
- Average State Per Pupil Expenditure: \$8,029

**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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	38	23	61	8			
1	36	29	65	9			
2	33	39	72	10			
3	37	45	82	11			
4	35	39	74	12			
5	34	37	71	Other	15	4	19 PPCD
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>444</b>

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

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>87</u>   | % White                          |
| <u>1</u>    | % Black or African American      |
| <u>7</u>    | % Hispanic or Latino             |
| <u>4</u>    | % Asian/Pacific Islander         |
| <u>1</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>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: 5 %

(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.	17
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	24
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	457
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.05
<b>(6)</b>	Amount in row (5) multiplied by 100	5.25

8. Limited English Proficient students in the school: .7 %  
3 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: Vietnamese, Serb-Croatian, and Malayalam

9. Students eligible for free/reduced-priced meals: 6 %

Total number students who qualify: 28

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:  $\frac{12}{58}$  %  
 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>5</u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>6</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>29</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </u> Visual Impairment Including Blindness
<u>1</u> Emotionally Disturbed	<u>8</u> Non-Categorical Early Childhood (State Code)

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>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>3</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>11</u>	<u>6</u>
Total number	<u>45</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio: 20

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97%	96%	97%	97%	97%
Daily teacher attendance	96%	96%	96%	95%	96%
Teacher turnover rate	.068%	0%	0%	.065%	.035%
Student dropout rate (middle/high)	NA%	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %				

### **Part III – Summary**

Green Valley Elementary began in 1992 as a vision between its principal, faculty, parents and community to provide a safe, nurturing environment where students could, as our motto states, “affect their tomorrow by what they learn today.” Our mission statement describes our basic philosophy: Green Valley, a partnership of community, parents, students, and staff, is committed to an educational environment, which will empower all students to think and act responsibly in the real world. This motto and mission statement envisioned twelve years ago is as real today as it was then. To this end, every instructional decision is designed around the belief that success builds success for every child.

North Richland Hills, Texas, Green Valley’s community, is comprised of hardworking, middle-class families who believe that education is the key to success. The parents’ high expectations blend with Green Valley’s belief that students must be challenged to strive for their personal best. Green Valley serves 444 students in grades Pre-Kindergarten through fifth grade with a variety of programs. Beginning with students at age three, our school offers a Pre-school Program for Children with Disabilities (PPCD) and Speech Therapy. In addition to regular instruction for our students in Kindergarten through grade five, we provide accelerated and enrichment programs that include reading and math instruction, physical education, technology instruction, media-library skills, music instruction, gifted-talented differentiation, and special education. All of these programs are designed to challenge every child at their appropriate developmental level.

From the moment students, staff, parents and visitors walk through our doors, they are enveloped with a feeling of warmth and nurturing. The faculty, support staff and parents model respect and kindness. The respectful, self-assured attitude of our students is reflected in the loving way they interact with others. For example, new students are openly welcomed to Green Valley by classroom student ambassadors. The ambassadors introduce them to key personnel and procedures, familiarize them with their new surroundings, and assist them in the art of being a new “Gator” (our school mascot).

Even the vibrant hallways promote the successes of Green Valley students proudly displaying evidence of individual and group accomplishments. Kindergarten’s 100<sup>th</sup> Day of School Projects, second grade’s Famous American Puppet Gallery, and fourth grade’s displays of published writing are a few examples of successful learning, which invite participation by all. These displays foster an attitude of success that creates a true community of learners eager to embark on ever-harder challenges.

Planning is the foundation of our teaching. At every grade level, teachers work together as a team to build a cohesive framework of instruction for the students. Teachers also meet in vertical teams to ensure that everyone understands the instruction that has come before, the instruction at their grade level, and the instruction to follow. After disaggregating our 2004 TAKS data, our faculty identified writing as an instructional focus. Believing that higher expectations yield higher results, we began by evaluating our curriculum. A campus-wide assessment was given to benchmark writing development from grade to grade. After analyzing the samples, we determined that we needed to articulate more specific expectations at each grade level. This goal became the focus of dialogue between grade level teams, the catalyst for on-going professional development, and the backbone of planning for writing instruction on every grade level. Writing samples from the end of the year will be used to evaluate how students’ composition skills have improved and to determine our next steps.

This supportive, cooperative atmosphere has resulted in our school’s rating of Exemplary by the state of Texas for the past nine years. In 2004, 99.8% of students met or exceeded minimum expectations on the Texas Assessment of Knowledge and Skills (TAKS). In addition, special education students met Admission Review and Dismissal (ARD) expectation standards on the State Developed Alternative Assessment (SDAA).

The entire faculty, support staff, parents and community work together to model, nurture, and scaffold the instruction for students in our charge. At Green Valley, we have already seen so many of our students go on to “affect tomorrow.” The preparation our students gain serves them well as they progress in their education and is a true measure of our success as educators.

## **Part IV – Indicators of Academic Success**

### **1. Meaning of Assessment Results in Reading and Math**

The state of Texas rates each elementary school's overall performance levels based on TAKS/SDAA scores. The performance level ratings in Texas are Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable. Green Valley has achieved the state's top rating of exemplary since the 1994-1995 school year, which includes a prior assessment system called the Texas Assessment of Academic Skills (TAAS). To achieve Exemplary, the state requires that 90% of all students meet minimum expectations on all tests taken. Minimum expectations have continually risen since the implementation of TAKS in 2002-2003, thus creating higher standards for the students. More information on the Texas assessment system can be found at [www.TEA.state.tx.us](http://www.TEA.state.tx.us).

Due to low student population percentages, Green Valley Elementary does not have many state-recognized demographic subgroups. Even so, we are dedicated to ensuring individual student success in order to eliminate any disparities. Each school year begins with the entire faculty carefully analyzing student performance data from the previous year. This analysis allows all staff members to become familiar with areas of weakness. Global analysis provides a valid foundation from which our instructional goals are formed. This improvement plan aids us in aligning our curriculum to provide optimum instruction.

At Green Valley, the faculty does not wait for state assessment results to indicate an educational need. Teachers remediate before gaping weaknesses occur. Through individualized instruction, small-groups, tutoring, flexible grouping, and study groups based on targeted objectives, continued improvement has been demonstrated. This is evident in the fact that on the 2004 fourth grade TAKS reading test, 100% of the five Hispanic students that were tested met minimum standards, and 80% received a Commended Performance rating.

Clearly, Green Valley Elementary continues to distinguish itself by building success one student at a time. Over the past three years, 97% of our third through fifth grade students have met or exceeded minimum expectations on the reading and math sections of TAAS/TAKS. Green Valley demonstrates stellar achievement in reading and math, as evidenced by the number of students scoring 95% or higher. Instead of holding our students to a minimum level of accountability, we measure our success by the number of students receiving a Commended Performance rating. Our percentage of Commended Performance ratings increases annually. Higher expectations are yielding higher results.

### **2. Use of Assessment Data to Improve Performance**

The driving force behind Green Valley's curricular and staff development decisions continues to be student assessment data. Disaggregation of TAKS/SDAA, TAAS, and TPRI data allows teachers to analyze each student's individual instructional needs. Using item analysis, campus strengths and weaknesses are identified and targeted through vertical teaming, and instruction is strengthened by aligning assessment, TEKS, lesson objectives, and teaching materials. For example, the science TAKS test has been analyzed to determine at what grade level each objective was taught. Due to the cumulative nature of the test, each grade level shares the responsibility for preparing the students to succeed. One strategy implemented in order to reinforce science concepts is the use of a daily "Science Stumper" on the morning announcements.

TAKS study guides provide parent-friendly material that allows parents to be an important contributor to their children's success. In addition, teachers involve students in the feedback process by

conducting “TAKS Talks” with individual students to review their previous years’ TAKS tests, thus empowering each student by giving them an active role in their learning.

Green Valley teachers also use informal assessments to collect data. Prior to the first day of school, Kindergarteners are screened in reading and math to determine where instruction should begin. In our primary reading program, the Developmental Reading Assessment (DRA) and TPRI are used to assess specific reading competencies and design intervention strategies. Children identified as struggling readers, receive intense intervention through Green Valley’s Accelerated Reading Intervention program (ARI). Other forms of assessment Green Valley uses include benchmark tests, formal and informal observations, academic checklists, campus-wide writing assessments, running record assessments, summative assessments, and gifted and talented testing.

Additional classroom interventions might include tutoring, small group instruction, parent/teacher conferences, and accommodations. When further interventions are indicated, the teacher refers the student to the Care Team for assessment. Our campus Care Team is a pre-referral intervention team comprised of concerned staff and parents. No child is left behind at Green Valley because at every level of their education they are monitored so that interventions can be put into place to ensure each student’s success.

### **3. School Communication of Student Performance**

We want our parents and community to feel as comfortable at Green Valley Elementary as their children do because quality education is a partnership. Our communication builds trust and provides a vital link between school and home. The foundation for our school year is laid at “Meet the Teacher Night” where students, parents, and teachers have the opportunity to become acquainted before the first day of school. Every teacher distributes a brochure containing information regarding behavioral expectations, contact information, homework policies, classroom procedures, and autobiographical information. More in-depth information regarding the year’s curriculum is provided during the first six weeks of school when each grade level hosts a “Curriculum Night”. Other school-wide communication aids include weekly classroom newsletters, progress reports, PTA communications, informational bulletin boards, report cards, assemblies, publication releases, our school’s marquee, and our website at [www.birdville.k12.tx.us/schools/120/default.htm](http://www.birdville.k12.tx.us/schools/120/default.htm).

Relationships are strengthened with daily communication between home and school. Each teaching team has designed its own form of interaction with parents to convey information about the school day. In Kindergarten through second grade, all students have a daily communication folder that contains assessment data and information regarding behavior, work habits, and assignments. Grades three through five use a planner in which students record daily academic content. Graded papers are returned to students weekly. Parents, in turn, have the opportunity to communicate with teachers through these folders and planners, voice-mail, e-mail, parent/teacher conferences, and grade level conferences.

Individual formal testing results from the TPRI are shared with parents three times per year, and individual results for the TAKS and SDAA are sent home with each child at the end of the school year. Accomplishments and successes are proudly shared through TAKS graphs displayed throughout the school, on the school website, and during school-wide assemblies and celebrations.

### **4. Sharing Successes with Other Schools**

Green Valley has always believed that success builds success. We believe that schools should have a symbiotic relationship where best practices are shared in order to benefit all students. To make this possible, our teachers make every effort to share our best practices with others. Many of our teachers are presenters at both in-district and out-of-district staff development training. Our teachers frequently participate in curriculum writing, including the development of benchmark tests. Each grade level selects a person to represent our campus as a facilitator at periodic meetings with district consultants. These

facilitator meetings serve as a forum for sharing our successes and receiving innovative ideas for continual growth.

One of our crowning achievements at Green Valley has been the creation and implementation of our Birdville's Early Acquisition of Reading Skills Lab (BEARS Lab). This literacy-based computer lab has been designed to enhance reading skills in the primary grades. This center-based program includes activities that develop phonemic awareness, sight-word recognition, comprehension, listening skills, fluency, and writing skills. The BEARS Lab has become the district's model and has been implemented on most of our district's twenty elementary campuses.

Green Valley continues to welcome parents, community members, and other educators into our school. Community members and district administrators regularly attend special events held at the school including the first grade's "Thanksgiving Celebration," third grade's "Living Museum," and fifth grade's "Colonial Fair." In partnership with local universities, Green Valley teachers serve as mentors for student teachers.

Vertical team meetings, staff meetings, and grade level team planning provide an excellent opportunity for sharing our best practices on our campus. Teachers openly display positive support for one another as we share our successes and celebrations regularly. Green Valley feels a willingness to share our effective practices and openly welcomes the opportunity to do so with others.

## **Part V – Curriculum and Instruction**

### **1. School Curriculum**

Green Valley maintains a strong, core curriculum built upon state requirements, high expectations, and a continuous drive for improvement. Our core curriculum, the TEKS, is a guide for all of the subject areas including reading, language arts, math, science, health, social studies, art, music and physical education.

Knowing that reading is the key to a student's academic success, Green Valley places a strong emphasis on reading instruction. Through authentic literature, our students demonstrate a basic knowledge of reading, integrate literary elements, develop reading strategies, and apply critical thinking skills. The language arts program includes writing, penmanship, spelling, grammar, and listening and speaking, which are all taught through the writing process. Students utilize these skills as they pre-write, compose rough drafts, edit, revise, and share published work. For instance, our third grade students create an eight-page autobiography, telling about the day they were born, their family, school days, and hopes for the future. These works are edited, revised, illustrated, and are sent to be published. These hardbound treasures are shared with their peers and then presented to their parents at an author's breakfast during Texas Public School Week.

Math and science concepts, skills, and processes are taught using an inquiry approach that engages students through hands-on methods. Number operations, patterns and relationships, geometry, measurement, and probability and statistics are key concepts taught in math. In addition, a strong emphasis is placed on problem solving and using higher level thinking skills. In partnership with Texas Christian University, Green Valley has established a Hands-on Math/Science Lab where problem-solving skills are used to conduct experimental investigations that explore math and science concepts. This hands-on approach is evident during a first grade culminating activity for states of matter where students observe the process of liquid becoming a solid as they change milk and sugar into ice cream. Parents play a vital role in the success of our lab by assisting teachers in planning activities, setting up materials, and leading small group activities.

Our social studies curriculum is comprised of history, geography, government, citizenship, economics, and culture. History comes alive as our fifth grade students re-create early America during their annual "Colonial Fair". The students research colonial life, including trades and occupations, design and create authentic colonial crafts, and even experiment with colonial recipes. Students dressed in period costumes guide visitors on a stroll through their interpretation of a Colonial American village.

Believing that quality education is a partnership among staff, family, students, and community members, Green Valley has developed an outstanding fine arts program. Lack of funding and staffing has been overcome by tapping into local resources, including our Parent Teacher Association (PTA), parent and community volunteers, donations, and fundraisers. This community support allows us to provide programs that would otherwise be impossible. An annual Art Day Celebration exposes the children to different art mediums as they participate in activities such as band performances, interpretive dance, pointillism, silk screening, woodturning, drama, and Celtic art. Collaboration with our middle and high schools, local artists, talented parents, and members of the community provides our students with an opportunity to celebrate their artistic talents.

In every subject area, we have gone beyond state and district guidelines in order to create a unique curriculum that provides every child with an optimum environment for success. A methodology that raises our student's level of thinking is Bloom's Taxonomy, a cognitive hierarchy of thinking. We strive to gear our instruction toward the higher levels of thinking including analysis, synthesis, and evaluation.

Green Valley also uses Howard Gardner's Multiple Intelligences, a multi-sensory approach to learning, which addresses individual learning styles. In Kindergarten, children are introduced to nocturnal animals musically by singing songs about bats, auditorily by practicing echolocation, visually by creating bats to hang in a three-dimensional cave, and linguistically by sharing facts about bats. These techniques coupled with curriculum requirements and high expectations provide the formula for our students' success.

## **2a. Reading Curriculum**

*"...I would like to thank you for all the great memories at Green Valley. . . You were a teacher who really made a difference for me, helping me on my way from not knowing a word of English to being accepted at Harvard. . ."* – Gabriel Rocha, former Gator. This touching excerpt from a student's letter to a former teacher illustrates the impact of our reading curriculum on our students.

Our research-based, intensive reading program begins in the primary grades with a balanced literacy approach. Guided reading, phonemic development, shared reading, and self-selected reading are blended into our students' daily reading instruction in order to develop effective strategies in our beginning readers. Early in their education, students learn to manipulate letters, sounds, and word patterns through activities such as alphabet arcs, making words, and word walls. Guided reading in large and small groups is used to develop and strengthen reading ability. Once reading is established in our students, fluency, or the ability to read with a natural flow, becomes increasingly important. To promote reading fluency in second grade, students have a fluency folder containing phrase lists, poetry, and reader's theater plays. Weekly assignments are practiced at school and home with reader's theater presentations given at the end of each week. In the intermediate grades, the focus shifts from learning to read to reading to learn. The students' expository reading skills are strengthened as they read in social studies and science for specific content. Rather than teach reading skills in isolation, intermediate grade level teachers use a novel-based curriculum that exposes the students to classic and contemporary literature.

Our reading instruction has a proven record of success. As previously stated, the driving force behind Green Valley's curricular decisions continues to be student assessment data derived from TAKS and SDAA, TPRI, and daily teacher observations. At every step of our students' educational journey, we plan, assess, and re-adjust to accommodate the needs of our students, resulting in their high test scores and their love of reading.

### **3. Math Curriculum**

Green Valley’s math program focuses on the TEKS with an emphasis on real world applications. Our goal is to empower students to make sense of mathematics in meaningful ways. This foundation provides children with the confidence and skills they need to be successful in all life’s venues.

Kindergarten through second grade teachers instruct and remediate the basic concepts for math at the concrete level using games, activities, and manipulatives before moving to the abstract algorithms. In illustration, our first grade teachers read Eric Carle’s Rooster Off to See the World to look for addition and subtraction patterns in the story. During this multi-level activity, students draw pictures, use counters to show the pattern, or write a number sentence to demonstrate their thinking.

Third through fifth grade math curriculum helps students develop numerical, quantitative, and spatial reasoning that can be applied to real-world problem solving. Manipulatives and pictorial models play an important part in helping students to make sense of mathematics, while connecting their understanding of key concepts and skills. Reasoning and critical thinking deepen that understanding. For example, in fourth grade the students use their problem solving skills to determine the amount of water in an apple. Students measure the apple’s mass, dry the apple, re-measure its mass, and find the difference between the two. As a result, the students have determined the amount of water in an apple. This activity leaves the students with the feeling that they can look at a problem, think it through, and come up with a solution, thus easing the stress some students feel when faced with a life problem. Empowerment is gained through success in daily problem solving activities.

### **4. Improving Student Learning**

At Green Valley, we believe that all students have the ability to learn and have special talents and needs that can be met through a diverse learning environment. All students are organized into heterogeneous classrooms. Within these classrooms, children are taught using a variety of instructional methods including whole group, small group, flexible grouping, peer groups, learning centers, and one-on-one instruction. An example of flexible grouping is demonstrated in the way our students in third and fourth grade are grouped for targeted instruction based on specific TAKS objectives. After a benchmark test, a group of students may need more work on measurement. Those students are grouped together to receive further instruction on that specific objective. Additionally, in fourth and fifth grade, teachers departmentalize their instruction. Each teacher is responsible for instructing children in their content area(s) of specialization, which allows for a greater depth of instruction.

At Green Valley, our goal is to meet the individual academic needs of all our students. Through careful assessment, communication, professional cooperation, and planning, we are able to maximize each student’s learning potential. Green Valley goes beyond conventional methods of tutoring during the school day. For instance, “Homework Help” is offered in fifth grade two days every week after school for any student who would like to come for extra help or remedial tutoring. An unusual example of differentiated instruction is our implementation of telescoping, which allows for acceleration of a student in a particular content area when he/she has demonstrated mastery of standards at the current grade level. During shared reading instruction, one of our Kindergarten students “telescopes” to second grade to participate in instruction appropriate for his level. Green Valley also has two third grade students who “telescope” to fourth grade for all of their math instruction. Meeting the needs of every student is the goal at Green Valley. We believe it is the only way to ensure success.

### **5. School Professional Development**

At Green Valley, all professional development is tailored to meet the needs of our students. If we want all students to be the best they can be, then we believe all teachers must be the best they can be. Professional development allows us to gain the skills necessary to connect our assessment and instruction to student growth. One staff development opportunity that is making an impact on our campus is Baldrige

training. This training is based upon the Malcolm Baldrige education criteria for performance excellence and serves as a blueprint for building a well-aligned classroom in which the student is empowered to set their own goals and chart their own progress. Fifth grade students set a goal for their social studies six-week's average. All grades are then graphed to see if our students are reaching their goal. Students can then see how their actual grades compare to their goals. In teacher/student conferences, progress is discussed and strategies are developed that foster success. Through this process, the students take ownership of their learning and feel a responsibility for their level of achievement. Additionally, teachers set a professional development goal and a student achievement goal each year. The achievement of these goals is discussed at the end of each school year in a summative conference with the principal.

On the 2004 writing TAKS test, six out of seventy-four fourth grade students scored the highest composition rating. Unsatisfied with the results, our teachers developed a campus-wide goal to increase the quality of our students' writing. The Baldrige model is also applied in writing as students set goals and work to improve their writing skills.

In conjunction with our district's Computer Competency Initiative, our teachers are working toward or have completed twenty-four hours of technology training. In turn, teachers enhance their classroom instruction through technology and facilitate their students' use of technology in classroom projects.

We welcome change at Green Valley as we continually seek best practices and shift our instruction to meet the ever-changing needs of our students. Green Valley is dedicated to the process of positive change because we know those changes have the power to "affect tomorrow by what we learn today".

## **PART VII-Assessment Results**

### **Data Table Explanations Texas Assessment of Knowledge and Skills (TAKS) Texas Assessment of Academic Skills (TAAS)**

Over twenty years ago, the state of Texas instituted a statewide testing program that, through periodic changes in legislation and policy, has grown in size, scope, and rigor. From 1980-1989, Texas assessed basic and minimum skills in reading, mathematics, and writing. In 1990 the implementation of another criterion-referenced testing program, the Texas Assessment of Academic Skills (TAAS) shifted the focus of assessment in Texas from minimum skills to academic skills. In elementary schools, the TAAS test was administered in the areas of reading and mathematics to students in grades 3, 4 and 5, and in writing to students in grade 4.

The Reading Proficiency Tests in English (RPTE), designed to evaluate the progress of limited English proficient (LEP) students, were first administered in the spring of 2000. The following spring marked the introduction of the State-Developed Alternative Assessment (SDAA). The SDAA was administered to special education students as a result of ARD committee decisions based on the belief that the SDAA was an appropriate form of assessment for those students.

During the 2002-2003 school year, the Texas Assessment of Knowledge and Skills (TAKS) replaced the TAAS as the primary state assessment program. A criterion-referenced assessment, the TAKS is designed by legislative mandate to be more comprehensive than any of its predecessors and encompasses more of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS), at more grade levels than the TAAS.

In accordance with the requirements of the federal No Child Left Behind Act, Texas calculation of passing percentages in 2002-2003 changed in significant ways from calculations in prior years. First, as was stated in the paragraph above, the test changed from the TAAS to the much more rigorous TAKS. Second, some students with disabilities who were previously exempted from the accountability calculations were included in all proficiency calculations. Third, students were also required to be enrolled in a school for 120 consecutive days in order to be included in the calculations for that school. These changes may cause data from the 2002-2003 school year and beyond to appear different from the data from previous years for some schools. In addition to the TAKS in English, state scores include tests in Spanish, Limited English Proficient, and Special Education. Grade 3 scores are cumulative, given over the course of the year to facilitate promotion. By law, if students don't pass the 3<sup>rd</sup> grade reading test, they are not promoted to the next grade.

**TAKS Commended Performance:** This category represents high academic achievement. Students in this category performed at a level that was considerably above state passing standard.

**TAKS Met Standard:** This category represents satisfactory academic achievement. Students in this category scored at a level that was at or somewhat above the state passing standard.

**TAAS Met Minimum Standards:** This category represents minimum standards that were set by the state.

**Number of Students Alternatively Assessed:** Students in this category were assessed using an alternate assessment instrument that was part of the Texas Student Assessment Program. One of the alternative assessments used was the State Developed Alternative Assessment (SDAA). The SDAA was designed to measure the academic progress of students who received special education services and instruction in the TEKS curriculum, but for whom TAKS was determined to be inappropriate. Another alternative assessment administered in Texas was the Reading Proficiency Test in English (RPTE). The RPTE was administered to Limited English Proficient (LEP) students and measured progress of each individual LEP student annually on a continuum of English language development.

**Texas Third-Grade Criterion-Referenced Reading Test**

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	Mar/Apr	Mar/Apr	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	48%	49%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			96%	97%	100%
Number of students tested	71	82	64	70	88
Percent of total students tested	97%	96%	93%	90%	99%
Number of students alternatively assessed	2	3	5	8	0
Percent of students alternatively assessed	3%	4%	7%	10%	0
<b>SUBGROUP SCORES</b>					
<b><i>1. Asian</i></b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	4	3	2	2	5
<b><i>2. White</i></b>					
(TAKS) % Commended Performance	49%	52%			
(TAKS) % Met Standard	99%	98%			
(TAAS) % Met Minimum Standards			98%	96%	100%
Number of students tested	63	75	56	64	77
<b><i>3. Special Education</i></b>					
(TAKS) % Commended Performance	****	27%			
(TAKS) % Met Standard	****	100%			
(TAAS) % Met Minimum Standards			100%	****	100%
Number of students tested	4	11	7	4	12
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	35%	26%	NA	NA	NA
(TAKS) % At or Above Met Standard	91%	89%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	86%	87%

**\*\*\*\* No data reported for fewer than 5 students**

Subgroups consisting of less than 5 students are not included.

**Texas Third-Grade Criterion-Referenced Math Test**

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	48%	46%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			98%	100%	98%
Number of students tested	71	78	64	70	89
Percent of total students tested	97%	96%	93%	90%	100%
Number of students alternatively assessed	2	3	5	8	0
Percent of students alternatively assessed	3%	4%	7%	10%	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	4	3	2	2	5
<b>2. White</b>					
(TAKS) % Commended Performance	46%	48%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			100%	100%	98%
Number of students tested	63	71	56	64	78
<b>3. Special Education</b>					
(TAKS) % Commended Performance	****	27%			
(TAKS) % Met Standard	****	100%			
(TAAS) % Met Minimum Standards			100%	****	100%
Number of students tested	4	11	7	4	12
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	18%	NA	NA	NA
(TAKS) % At or Above Met Standard	90%	90%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	87%	82%	80%

**\*\*\*\* No data reported for fewer than 5 students**  
 Subgroups consisting of less than 5 students are not included.

Texas Fourth-Grade Criterion-Referenced Reading Test

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	57%	60%			
(TAKS) % Met Standard	99%	96%			
(TAAS) % Met Minimum Standards			100%	98%	100%
Number of students tested	76	67	71	90	82
Percent of total students tested	97%	99%	87%	95%	94%
Number of students alternatively assessed	2	1	9	5	0
Percent of students alternatively assessed	3%	1%	13%	5%	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			****	100%	****
Number of students tested	0	2	3	5	3
<b>2. Hispanic</b>					
(TAKS) % Commended Performance	80%	33%			
(TAKS) % Met Standard	99%	66%			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	5	6	2	4	5
<b>3. White</b>					
(TAKS) % Commended Performance	58%	65%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			100%	98%	100%
Number of students tested	67	57	65	80	70
<b>4. Special Education</b>					
(TAKS) % Commended Performance	17%	67%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	6	6	3	3	7
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	85%	85%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	89%

\*\*\*\* No data reported for fewer than 5 students

Subgroups consisting of less than 5 students are not included.

**Texas Fourth-Grade Criterion-Referenced Math Test**

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	55%	37%			
(TAKS) % Met Standard	99%	96%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	76	65	71	90	81
Percent of total students tested	97%	96%	87%	95%	93%
Number of students alternatively assessed	2	3	9	5	0
Percent of students alternatively assessed	3%	4%	13%	5%	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			****	100%	****
Number of students tested	3	2	3	5	3
<b>2. Hispanic</b>					
(TAKS) % Commended Performance	60%	33%			
(TAKS) % Met Standard	99%	83%			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	5	6	2	4	5
<b>3. White</b>					
(TAKS) % Commended Performance	58%	38%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	67	55	65	80	69
<b>4. Special Education</b>					
(TAKS) % Commended Performance	33%	67%			
(TAKS) % Met Standard	99%	100%			
(TAAS) % Met Minimum Standards			****	****	100%
Number of students tested	6	6	3	3	7
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	21%	15%	NA	NA	NA
(TAKS) % At or Above Met Standard	86%	87%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	94%	91%	87%

\*\*\*\* No data reported for fewer than 5 students

Subgroups consisting of less than 5 students are not included.

**Texas Fifth-Grade Criterion-Referenced Reading Test**

Subject Reading Grade 5 Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004 Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	73%	43%			
(TAKS) % Met Standard	99%	96%			
(TAAS) % Met Minimum Standards			100%	98%	100%
Number of students tested	63	65	87	83	55
Percent of total students tested	93%	88%	97%	93%	92%
Number of students alternatively assessed	5	9	3	6	0
Percent of students alternatively assessed	7%	12%	3%	7%	0
<b>SUBGROUP SCORES</b>					
<b><i>1. Asian</i></b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	2	3	6	4	2
<b><i>2. Hispanic</i></b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	4	3	6	3	3
<b><i>3. White</i></b>					
(TAKS) % Commended Performance	75%	42%			
(TAKS) % Met Standard	99%	98%			
(TAAS) % Met Minimum Standards			100%	98%	100%
Number of students tested	56	57	70	75	48
<b><i>4. Special Education</i></b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	1	3	5	4	2
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	25%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	79%	79%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	92%	90%	87%

\*\*\*\* No data reported for fewer than 5 students  
Subgroups consisting of less than 5 students are not included.

**Texas Fifth-Grade Criterion-Referenced Math Test**

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/publication year 2004

Publisher Texas Education Agency

	TAKS 2003- 2004	TAKS 2002- 2003	TAAS 2001- 2002	TAAS 2000- 2001	TAAS 1999- 2000
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
(TAKS) % Commended Performance	70%	43%			
(TAKS) % Met Standard	99%	98%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	63	63	87	83	55
Percent of total students tested	93%	85%	97%	93%	92%
Number of students alternatively assessed	5	11	3	6	0
Percent of students alternatively assessed	7%	15%	3%	7%	0
<b>SUBGROUP SCORES</b>					
<b>1. Asian</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	2	3	6	4	2
<b>2. Hispanic</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	4	3	6	3	3
<b>3. White</b>					
(TAKS) % Commended Performance	71%	41%			
(TAKS) % Met Standard	99%	98%			
(TAAS) % Met Minimum Standards			100%	100%	100%
Number of students tested	56	56	70	75	48
<b>4. Special Education</b>					
(TAKS) % Commended Performance	****	****			
(TAKS) % Met Standard	****	****			
(TAAS) % Met Minimum Standards			100%	****	****
Number of students tested	1	1	5	4	2
<b>STATE SCORES</b>					
(TAKS) % At or above Commended Performance	26%	17%	NA	NA	NA
(TAKS) % At or Above Met Standard	82%	86%	NA	NA	NA
(TAAS) % Met Minimum Standards	NA	NA	96%	94%	92%

\*\*\*\* No data reported for fewer than 5 students

Subgroups consisting of less than 5 students are not included.