

REVISED 4/27/06

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 Ms. Debra Carroll-Boyce
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Claude Curtsinger Elementary
(As it should appear in the official records)

School Mailing Address 12450 Jereme Trail
(If address is P.O. Box, also include street address)

Frisco Texas 75035-7646
City State Zip Code+4 (9 digits total)

County Collin State School Code Number* 043-905-103

Telephone (469) 633-2100 (469) 633-2101 Fax (469) 633-2150

Website/URL www.friscoisd.org E-mail boyced@friscoisd.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* Dr. Rick Reedy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Frisco Independent School District Tel. (469) 633-6012 (469) 633-6010

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. Buddy Minett
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 18 Elementary schools
 6 Middle schools
 _____ Junior high schools
 2 High schools
 2 Other

 28 TOTAL
2. District Per Pupil Expenditure: \$7,016

 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. 10 Number of years the principal has been in her/his position at this school.
N/A 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	68	56	124	8			
1	63	70	133	9			
2	48	75	123	10			
3	61	69	130	11			
4	63	58	121	12			
5	66	64	130	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							761

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>83</u> | % White |
| <u>4</u> | % Black or African American |
| <u>7</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 5%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	779
(5)	Total transferred students in row (3) divided by total students in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1%
 Total Number Limited English Proficient: 6

Number of languages represented: 3 Languages
 Specify languages: Hindi, Chinese, and Korean

9. Students eligible for free/reduced-priced meals: 7%
 Total number students who qualify: 29

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: $\frac{*11}{*84}$ %
 *Indicates numbers as of February 8, 2006. Speech or Language Impairment numbers are included.

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>13</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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> </u>
Classroom teachers	<u>37</u>	<u> </u>
Special resource teachers/specialists	<u>12</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u> </u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>61</u>	<u>4</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers 21:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	95 %	95 %	94 %	97 %	95 %
Teacher turnover rate	2 %	2 %	1 %	1 %	3 %
Student dropout rate (middle/high)	N/A %	N/A %	N/A %	N/A %	N/A %
Student drop-off rate (high school)	N/A %	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY

Welcome to Claude Curtsinger Elementary – home of the Tiny Titans! Curtsinger embodies a positive, can-do spirit. This spirit is the catalyst from which greatness evolves.

No matter what age a student enters the halls of this school, he becomes a member of the Curtsinger family. Students who begin as kindergarteners or who transfer from other states are all met with open arms and smiling faces.

As you approach Curtsinger’s front entrance, you feel the tradition and community spirit that permeates the school. A path of bricks dedicated to past and present students, staff, and families of the school evokes a feeling of devotion to our history. The bricks symbolize the spirit of never leaving this beloved school. Curtsinger becomes a part of your personal life experience no matter how you are involved here.

It only takes a moment to realize that Curtsinger cherishes its roots, as evidenced by the old, stone raccoon beside the front door. Here is a memory of the years when we were a small town with a population of only 5000 and three elementary schools. Those small-town days bring wonderful memories to mind at a time when Frisco has become one of the fastest growing cities in the nation and boasts an ever-expanding population of 80,000 people.

As you enter the doors, you hear music playing in the background. If it is Book Fair Week, you see decorations created by parents who have spent countless hours preparing for the big event. If it is the beginning of the day, students are gathered in the cafetorium respectfully pledging allegiance to their country, state, and school at the Good Morning Curtsinger assembly.

Classrooms buzz with the excitement of learning. Guided reading groups allow children to feel successful, while literacy centers grant students opportunities to move, practice, and create. Computer and library labs are busy with students researching and creating projects. Manipulatives are commonplace as students explore mathematical concepts. At every grade level, students create stories, share them with their peers, and often publish them for others to enjoy as well.

Curtsinger’s mission statement that it will be “a positive, challenging, and nurturing learning environment where children, teachers, and parents work together” is in evidence throughout the school. Everywhere there are indications that teachers, parents, and staff work together to educate the whole child. Children participate daily in brain-based learning through experiences ranging from inspirational PTA programs to physical education tournaments, art displays, and musical presentations.

Curtsinger is committed to academic success and high expectations for all students. The Mastery Center, our special education program, encourages students to develop their strengths and gives them the opportunity to achieve to the best of their individual potentials. Teachers use formal and informal programs to accelerate children’s learning, including Reading Recovery, Dyslexia, Accelerated Reading Instruction, and before and after school tutoring. At Curtsinger, “no child left behind” is a way of life.

Students at Curtsinger know that hard work is the basis of excellence. They also know that opportunities to play hard are important as well. This is especially evident at our “Celebrate Curtsinger” assemblies that are held on Friday afternoons. Students learn the value of respect, commitment, and enthusiasm as they support the local high school teams and their own Curtsinger teams. Former students often attend these celebrations proudly wearing their too-small Curtsinger t-shirts from years past. The school motto, “We’ll see you at the top!” (borrowed from Zig Ziglar) rings true time and time again as students shine at Curtsinger Elementary.

For eleven years Curtsinger has woven its magic in Frisco, Texas. Families have come here, thrived here, built a community here, and have decided to stay here. Through it all is the common thread -- Curtsinger Elementary and its commitment to excellence.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Meaning of Assessment Results

Our students' academic performance is both a priority and a source of pride to the entire Curtsinger family. We are especially proud that our students have maintained the highest level of achievement during a period when Texas has advanced to a more rigorous and sophisticated testing program. For a decade before 2002, Texas administered the Texas Assessment of Academic Skills (TAAS). During that time, Curtsinger attained and steadily maintained the designation as an "Exemplary" campus, the highest rank awarded by the state. Moreover, by the final years of the program, the aggregate passing rates for grades 3-5, (the elementary grades tested) remained at a consistent 99-100% in both reading and math.

With the 2002-2003 school year, Texas implemented the Texas Assessment of Knowledge and Skills (TAKS), a more demanding test which is closely aligned with the state curriculum. At the elementary level, this battery of tests measures skills and concepts in reading, writing, mathematics, and science and establishes two levels of student achievement: "Meeting the Standard," a passing level currently approximating mastery of 67-78% of the material, and "Commended Performance," which denotes a minimum of 90-94% mastery, as determined by the state. During the first three "phase in" years of the test, the State Board of Education raised the basic passing standard several percentage points annually. Additional information on Texas assessment and accountability systems can be found at:

<http://www.tea.state.tx.us/accountability/html> or <http://www.tea.state.tx.us/student.assessment/index.html>.

Curtsinger students and teachers have responded superbly to the expanded rigor and challenges of the TAKS. Recognition as an "Exemplary" campus has continued without interruption, and during each of the three TAKS years, passing rates in each grade and subject has ranged between 97% and 100%. Despite rising standards, in 2005, the aggregated scores for all grades in reading and math revealed a 99% passing rate for both majority and minority populations. In 2004, the state created "Gold Acknowledgement" awards based on commended scores, and Curtsinger has won acknowledgement in all four core subject areas each year.

Frisco ISD has a longstanding commitment to testing every student possible in the mainstream program, and Curtsinger supports this philosophy wholeheartedly. The majority of our special education students take the standard TAKS test, with their high achievement reflected in our total scores. However, for those who seem better served by an alternative test like the State Developed Alternative Assessment (SDAA) or the Locally Developed Alternative Assessment (LDAA), teachers and parents work together to plan steady growth leading to potential success in the mainstream classroom. Similarly, while our socioeconomic and ethnic subgroups are often too small to count as separate populations, we take great pride in noting that individual students in these groups show no achievement gaps and, in fact, often score higher than our dominant population. Across the board, these groups individually and collectively, score higher than state averages for all students taking the same tests.

In addition to the state testing program, Curtsinger utilizes a variety of other assessments to ensure that the needs of all students are met. The district provides benchmark tests in core subject areas for all grades.

Primary teachers use tests like the Boehm 3, Developmental Reading Assessment (DRA), district literacy assessments, and the Cognitive Ability Test (CogAT). Running records and Individual Reading Inventories (IRIs), both of which are used to record and analyze reading behaviors, are used regularly, especially for students struggling with reading. Teachers in grades 2-5 variously administer the Cognitive Abilities Test (CogAT) and the Iowa Test of Basic Skills (ITBS), depending on need, and incorporate student data obtained from commercial programs like Study Island. Test data is entered in the district's data program, EdSoft, to facilitate tracking students' needs and progress.

One of the fastest growing districts in the country, Frisco ISD currently has 18 elementary schools and will open four new elementary schools in the coming year. Curtsinger is proud that within this changing environment, stable leadership and a core of committed teachers and parents have created a "neighborhood school" with the highest achievement. As growth and diversity continue to increase, we are determined to maintain this tradition of excellence.

2. Use of Assessment Results

Curtsinger Elementary utilizes data collected from formal and informal assessment to guide instruction, set school performance goals, and evaluate effectiveness of existing programs. Beginning in kindergarten, reading skills are assessed using Frisco ISD's comprehensive battery of assessments at the beginning, middle, and end of each academic year. Each student's progress is tracked from year to year on an individual profile sheet that follows the child from one grade level to the next. This allows teachers a clearer picture of the strengths and weaknesses of each child. Flexible guided reading groups are determined from this initial assessment, while ongoing observational running records of reading behaviors allow for changes as needed throughout the year. The screening process for participation in Reading Recovery, our one-on-one acceleration program for first graders, begins with this early assessment.

Math benchmarks are administered on a nine-week basis and scores are also tracked from year to year. Utilizing technology provided by EdSoft software, data is analyzed and math objectives are retaught as necessary. Differentiation of the math curriculum is achieved through small group instruction and center activities.

Teachers in TAKS tested grades (3-5) analyze the previous year's scores to improve planning and instruction. All teachers are trained by an educational consultant who analyzes Curtsinger students' growth with regard to TAKS objectives. Areas to be improved are then addressed at all grade levels—not just TAKS grades. EdSoft again allows teachers to disaggregate TAKS data to determine flexible grouping, and candidates for before- and after-school tutoring. Selection of students for participation in Accelerated Reading Instruction (ARI), Curtsinger's daily pull-out program for struggling readers in grades 3, 4, and 5, is also based on this data.

At Curtsinger, assessment results drive every aspect of the curriculum. Information obtained from all of the abovementioned sources enables campus educators to decide on further staff development, plan instruction, conference with parents, set goals, and ensure that they work as a team to provide effective and efficient learning for every Curtsinger child.

3. Communicating Assessment Results

Curtsinger Elementary is a progressive forward-thinking school that understands it is essential for all lines of communication to remain open between administrators, teachers, parents, students, and the community for the success of the school and its students. At the beginning of each school year, students' academic requirements are shared at Meet the Teacher Night and Curriculum Night. Continuing contact with parents is achieved throughout the year with PTA meetings, brown bag lunches, Site Based Improvement Committee meetings, and Student Success Initiative (Texas' mandated referendum to improve curricula, instruction, and student achievement) letters that are mailed home. A full day is set aside annually for parents and teachers to conference. Parents and teachers may also meet at any time throughout the year on an as-needed basis. The faculty also communicates with parents through telephone and electronic contacts, grade level and schoolwide newsletters, and the students' weekly take-home folders. Student progress reports and report cards are sent home every four and nine weeks, respectively. Our teachers, counselors, and administrators institute remediation plans if a student's progress drops below the acceptable level. Individual standardized and criterion-referenced test results are sent home as they are received.

The State of Texas requires that every school send home the School Report Card (the state accountability report). This information is available on both the Frisco Independent School District website, <http://friscoisd.org> and the Texas Education Agency's website, <http://tea.tx.us>. The school's accountability rating is based on an Academic Excellence Indicator System (AEIS). Our site-based improvement committee, which includes educators, administrators, community members, and parents set academic goals for the campus. This ongoing evaluation of assessment data ensures continued academic success.

4. Sharing Success

Curtsinger teachers and staff consistently search for opportunities to instruct and assist other schools both within and outside of the district. It is our policy that success should be shared. Only through sharing knowledge and expertise can we, as a nation, successfully implement the No Child Left Behind Act. We believe that true success only occurs when we all “shine” together. One of the primary methods for sharing is developing our master teachers to become “teachers training teachers.” Master teachers attend innovative staff development and return to train other teachers on our campus and in the district. Curtsinger teachers are always willing to share their programs and expertise in targeted areas at local, regional, and state workshops and conferences. Monthly team leader and vertical team meetings provide opportunities to share successful practices within the district.

Welcoming student teachers, high school tutors, and educators from other area campuses assures that we broaden our scope of sharing innovative ideas. Other district elementary schools have adopted Curtsinger-initiated traditions such as spirit assemblies, book clubs for independent reading, Parents as Tutors, the team leader concept, Mastery Center (a whole-child approach to special education), Thursday take-home folders, a PTA/campus monthly newsletter (the “Curtsinger Courier”), and the History of Frisco Integrated Library Unit. One of our most rewarding endeavors has been the implementation of Good Morning Curtsinger, which starts and ends our week on a positive note. Our counselor initiated this program as a way to foster school morale, student self-esteem, and character education, as well as to use brain-based learning strategies to ensure that students maximize their potential to learn as they begin their instructional day. It is now practiced throughout the district at the elementary level due to its positive impact on students. Volunteering for and being appointed to district committees confirms our commitment to sharing our success. Curtsinger employees are active members of district site-based committees, as well as various other committees such as science, reading, math, library, art, music, and physical education. As our district continues its rapid growth, we accept the responsibility of sharing the practices that have made Curtsinger not only exemplary, but a model for other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Curtsinger’s curriculum provides a positive, motivating, and nurturing learning environment that ensures academic success. It is based on the Frisco ISD districtwide curriculum, which is aligned with the Texas Essential Knowledge and Skills. By honoring and encouraging teacher input, Frisco ISD empowers Curtsinger teachers to create curriculum that extends meaningful opportunities to all learners. In vertical and horizontal teams, teachers customize instruction to meet the needs of every student.

Reading and Language Arts: Strong reading and writing skills are essential for success in all academic areas. With this in mind, teachers apply a research-based approach which includes writing, grammar, spelling, and reading with focuses on comprehension and phonics. Using district and state assessments, students are flexibly grouped for optimal instruction. Guided reading, literacy centers, novel studies, and a print-rich environment encourage a life-long love of reading. Writing instruction includes Six Traits Writing, Writer’s Workshop, and journaling in all content areas.

Math: Students need a solid foundation in critical thinking in order to pursue their aspirations for the future. Curtsinger’s spiraling math curriculum encompasses computation and problem solving. Benchmark testing allows teachers to monitor student progress and adjust for individual needs through differentiation. Connections are made from the concrete to the abstract with the use of manipulatives and technology.

Science: Hands-on discovery and technology are key elements of the science program. Earth, life, and physical science are taught using library resources, video conferencing, video streaming, guest speakers, and field trips. Curtsinger’s science labs provide resources and materials that allow for frequent experimentation using the scientific method. District benchmarks assess student progress.

Social Studies: Students develop a sense of identity and their connection to the world through a rich curriculum, which is frequently integrated into the reading program. Character traits, map skills, current events, and history are explored through integrated library units, print and technological resources, simulations, field trips, and biography presentations. Each year students participate in the National Geographic Geography Bee and the Texas Lone Star Challenge, which showcase accumulated knowledge.

Music: Curtsinger students have many chances to express themselves and develop their love of music. A richly diverse, multicultural repertoire teaches music literacy and appreciation. Playing pitched and non-pitched instruments, exploring the instruments of the orchestra, singing, dancing, and composing are just a few of the children's experiences. All students practice concert etiquette, both as performers and audience members, through participation in grade-level performances, choir concerts, and field trips. Curtsinger faces shine at regional choir competitions, community performances, and in the auditioned All-City Choir.

Physical Education and Health: Curtsinger's physical education and health programs promote life-long fitness and character building. Curriculum for the primary grades builds basic motor skills through rhythm, balance, eye-hand coordination and spatial awareness. Intermediate grades are taught the fundamentals of sports including teamwork and sportsmanship. Units culminate in celebration tournaments that involve students, staff, and parents. With the support of our school nurses, counselors, nutrition staff, and classroom teachers, health instruction has become an integral part of the physical education program, assuring that all required health objectives are taught.

Art: The core of Curtsinger's art curriculum is "Discipline Based Art Education," which includes production, history, criticism, and aesthetics. The disciplines are taught through observation, description, analysis, and evaluation and include the exploration of various works of art. Personal expression and creativity are achieved by studio production as students learn to work with a variety of art media and techniques. Higher level thinking occurs as students interpret and respond to different forms of art, which are proudly showcased throughout the building. Many Curtsinger students have been recognized at local and state art exhibits and have received numerous awards.

2a. Reading Curriculum

The heart of Curtsinger is its students' love of reading. Based on the best practices prescribed by Clay, Fountas and Pinell, and Cunningham, Curtsinger's reading program is child-centered and research-based. This balanced approach meets the needs of all students and provides a variety of experiences to accelerate acquisition of reading strategies. Vertical and horizontal teaming assures continuity throughout grade levels.

Ongoing assessment drives all instruction. Data collected allows flexible grouping in guided reading where concepts about print, word attack skills, comprehension, vocabulary development, and fluency are addressed. Print-rich classrooms are well stocked with books that are provided through parent and corporate sponsorship of the semi-annual Scholastic Book Fair. Students read a variety of genres including real world expository text, multicultural fiction, and poetry, and have many opportunities to respond to literature. Parents As Reading Partners, the Six Flags Reading Club, Texas Bluebonnet Reading Club, and classroom and after-school book clubs contribute to independent reading. Supporting these programs is our child-centered library. The hub of our school, it features over 20,000 titles. Our extensive guided reading library further enhances classroom literacy.

Curtsinger takes an intense approach to accelerating the progress of at-risk readers by offering several pull-out programs. Reading Recovery, based on research by Marie Clay, is a one-on-one intervention designed to close the gap for struggling first graders. Our Dyslexia program, designed by researchers at Texas Scottish Rite Hospital, uses the Alphabetic Phonics Model. Accelerated Reading Instruction is TEA- mandated and involves pulling out small groups of children for focused work in reading strategies. Content mastery reinforces and supports classroom instruction while the resource center modifies content and methodology to ensure that children with special needs will continue to make gains in reading. Before- and after-school tutoring occurs on all levels, providing a safety net for struggling readers.

3. Mathematics Curriculum

Curtsinger's math program encourages students to apply problem-solving strategies in real world situations. The curriculum allows for review, reteaching, and extension, as it spirals concepts both throughout the year and across grade levels. The core elements include numbers, operations, patterns, relationships, and quantitative and algebraic reasoning. Geometry, spatial reasoning, measurement, probability, statistics, and mathematical processes also permeate classroom instruction. In order to empower students to feel success in a society that is heavily dependent on the understanding of mathematics, they must learn to speak the language of math; therefore, vocabulary development is also a core part of the curriculum.

The needs of its students drive Curtsinger's mathematics instruction. EdSoft, a disaggregation program, measures students' strengths and weaknesses on both state and district assessments. Tutoring and flexible math groups provide students the opportunity to work with peers with similar needs. This safe atmosphere promotes risk taking and encourages students' success. Advanced students experience challenges in after-school math clubs and by participating in alternative math units. Curtsinger teachers motivate students to be life-long problem solvers through hands-on activities, the use of math manipulatives, music, movement, technology, and math-based literature, giving them real life situations and experiences to make mathematical connections.

Teachers work in both horizontal and vertical teams to ensure consistency throughout the campus and the district. Eduphoria, an online lesson-planning tool, allows teachers to choose from a collection of ideas from the district share drive or to contribute their own ideas. A math leader on every team assists and mentors team members. Parent math nights bridge the gap between home and school, permitting parents to better help their children. With everyone working together toward the same goal, the students of Curtsinger gain an understanding of math that will prepare them for their future.

4. Instructional Methods

Curtsinger teachers are adept at designing, adapting and utilizing methods to differentiate instruction for all learners, while adhering to the Texas Essential Knowledge and Skills. Lessons vary in terms of difficulty, group size and ability, activity level, location, and method of delivery. Curtsinger's goal is to balance levels of instruction, ensuring that no child is left behind. Students participate in activities which are research-based and have a proven record of success. Teachers adhere to the best practices derived from brain research, learning style theories, and currently recommended methods for maximizing instruction in core curriculum areas. These innovative practices are possible due to the teachers' ongoing training at district and state levels. Collaboration in disseminating and identifying strengths and weaknesses from classroom assessments, district benchmarks, and released TAKS tests is critical. Staff meetings, vertical team meetings, campus wide tutoring, and ad hoc discussions of student successes and concerns, assures that the staff is working cohesively with the same vision in mind.

Students develop literacy through a balanced spiraling curriculum, which focuses on phonological awareness, phonics, vocabulary development, fluency, and comprehension. This curriculum incorporates flexible grouping and various levels of support ranging from teacher-directed instruction, mini-lessons, teacher modeling, buddy reading and shared reading and writing, to child-initiated reading and writing. Curtsinger's math and science programs are characterized by their high degree of hands-on learning with real-world materials. Individual classrooms contain large collections of manipulative materials for exploration, while our two science labs provide for more in-depth experimentations. The daily use of math and science journals reinforces and increases the students' level of understanding and critical thinking skills. Many different technologies are incorporated throughout the school. Each classroom is equipped with multiple Internet enabled computers and a digital overhead projector which allows the classroom teacher to expand the students' learning through the use of video conferencing, tutorials such as Study Island, and video streaming to reinforce concepts through a variety of media.

5. Professional Development

The objective of the staff development program at Curtsinger Elementary, following guidelines established by the Frisco Independent School District, is to provide intensive, specific training that allows the instructional staff to fully engage students in the learning process. All teachers are required to take a minimum of twelve hours of professional development with six hours in their specific content area. Curtsinger teachers consistently exceed these requirements by attending after-school, weekend, and summer workshops. Professional development helps educators to keep up-to-date on current research and methods so that they can continually refine their skills and knowledge. Training helps staff acquire new strategies to better impact students' learning.

Curtsinger has shown great leadership as many of our teachers have offered, organized, and led numerous staff development sessions. Teachers training teachers, both on and off campus, has become a vital part of staff development, allowing acquired knowledge to be efficiently shared. Teachers attend numerous professional development sessions including Cheryl Cox, Kamico, Dr. Shirley Crook, Michael Eaton, Kim Sutton, Integrated Library, and Six Traits Writing, to name a few.

Professional staff development needs are consistently evaluated by surveys, monthly minutes from vertical team meetings, weekly staff development meetings, and teacher-submitted development plans. Teacher-developed plans are written using benchmark results, and disaggregation of test data. Analysis of this test data is streamlined for teachers through use of Frisco ISD's EdSoft software program. This program assists teachers with information to determine areas of student achievement that need strengthening and improving.

Careful planning among administrators and teachers allows time for discussion and planning to determine staff development needs. This ensures that staff development offered to Curtsinger teachers is based on best practices and equips teachers to optimally impact student acquisition of skills, meeting the needs of each student.

PART VII – ASSESSMENT RESULTS

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

Subject Reading Grade 3

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February/April	March/April	March/April
SCHOOLWIDE SCORES			
% At or above “Met Standard”	98%	99%	98%
% At “Commended Performance”	60%	63%	48%
Number of students tested	119	112	124
Percent of total students tested	94%	97%	95%
Number of students alternatively tested	7	4	8
Percent of students alternatively tested	6%	3%	6%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
4. White			
% At or above “Met Standard”	98%	100%	98%
% At “Commended Performance”	61%	61%	46%
Number of students tested	103	97	110
5. Special Education taking TAKS			
% At or above “Met Standard”	*	100%	82%
% At “Commended Performance”	*	79%	27%
Number of students tested	*	14	11
STATE SCORES – all students			
% At or above “Met Standard”	89%	91%	89%
% At “Commended Performance”	37%	35%	26%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or “Met Standard” calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>

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

Subject Math Grade 3

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOLWIDE SCORES			
% At or above “Met Standard”	97%	100%	100%
% At “Commended Performance”	58%	56%	52%
Number of students tested	118	114	121
Percent of total students tested	96%	98%	99%
Number of students alternatively tested	4	2	8
Percent of students alternatively tested	3%	2%	7%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above “Met Standard”	*	*	*
% At “Commended Performance”	*	*	*
Number of students tested	*	*	*
4. White			
% At or above “Met Standard”	96%	100%	100%
% At “Commended Performance”	58%	58%	60%
Number of students tested	103	98	107
5. Special Education taking TAKS			
% At or above “Met Standard”	92%	100%	*
% At “Commended Performance”	50%	33%	*
Number of students tested	12	12	*
STATE SCORES – all students			
% At or above “Met Standard”	82%	90%	90%
% At “Commended Performance”	25%	25%	18%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or “Met Standard” calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>

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

Subject Reading Grade 4

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOLWIDE SCORES			
% At or above "Met Standard"	98%	99%	99%
% At "Commended Performance"	39%	53%	32%
Number of students tested	117	119	102
Percent of total students tested	95%	96%	93%
Number of students alternatively tested	3	1	8
Percent of students alternatively tested	2%	<1%	7%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
4. White			
% At or above "Met Standard"	98%	99%	99%
% At "Commended Performance"	42%	55%	32%
Number of students tested	98	106	84
5. Special Education taking TAKS			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
STATE SCORES – all students			
% At or above "Met Standard"	79%	85%	85%
% At "Commended Performance"	23%	25%	17%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or "Met Standard" calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>

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

Subject Math Grade 4

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOLWIDE SCORES			
% At or above "Met Standard"	99%	99%	100%
% At "Commended Performance"	58%	54%	36%
Number of students tested	119	119	101
Percent of total students tested	97%	96%	92%
Number of students alternatively tested	2	1	7
Percent of students alternatively tested	2%	<1%	7%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
4. White			
% At or above "Met Standard"	99%	97%	100%
% At "Commended Performance"	57%	51%	39%
Number of students tested	100	107	83
5. Special Education taking TAKS			
% At or above "Met Standard"	*	82%	*
% At "Commended Performance"	*	9%	*
Number of students tested	*	11	*
STATE SCORES – all students			
% At or above "Met Standard"	81%	86%	87%
% At "Commended Performance"	28%	21%	15%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or "Met Standard" calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>

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

Subject: Reading Grade: 5

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	February/April	April	April
SCHOOLWIDE SCORES			
% At or above "Met Standard"	99%	100%	99%
% At "Commended Performance"	50%	56%	55%
Number of students tested	119	108	92
Percent of total students tested	96%	94%	93%
Number of students alternatively tested	4	6	7
Percent of students alternatively tested	3%	5%	7%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
4. White			
% At or above "Met Standard"	96%	100%	100%
% At "Commended Performance"	49%	56%	58%
Number of students tested	107	89	83
5. Special Education taking TAKS			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
STATE SCORES – all students			
% At or above "Met Standard"	75%	79%	79%
% At "Commended Performance"	23%	25%	17%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or "Met Standard" calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>

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

Subject: Math Grade: 5

Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: 2004-05

Publisher: Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	April/May	April	April
SCHOOLWIDE SCORES			
% At or above "Met Standard"	99%	100%	100%
% At "Commended Performance"	65%	66%	39%
Number of students tested	121	108	93
Percent of total students tested	97%	94%	94%
Number of students alternatively tested	3	6	7
Percent of students alternatively tested	2%	6%	8%
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
2. African American			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
3. Hispanic			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
4. White			
% At or above "Met Standard"	99%	100%	100%
% At "Commended Performance"	65%	66%	39%
Number of students tested	109	90	84
5. Special Education taking TAKS			
% At or above "Met Standard"	*	*	*
% At "Commended Performance"	*	*	*
Number of students tested	*	*	*
STATE SCORES – all students			
% At or above "Met Standard"	79%	82%	86%
% At "Commended Performance"	30%	26%	17%

*Subgroup data is masked for confidentiality when population numbers are 10 or fewer students.

Texas began using the Texas Assessment of Knowledge and Skills (TAKS) in 2002-2003. Prior to that year, the state used the Texas Assessment of Academic Skills (TAAS). Data from the two tests is not comparable in rigor or "Met Standard" calculations. More information regarding the implementation of the passing rates can be found at: <http://www.tea.state.tx.us/student.assessment/taks/standards/scalescorecuts0305.pdf> or <http://www.tea.state.tx.us/student.assessment/taks/index.html>