

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Teresa Wilkinson

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

Official School Name Naoma and M. Allen Anderson Elementary School

(As it should appear in the official records)

School Mailing Address 2800 Oakland Hills Dr.

(If address is P.O. Box, also include street address.)

Plano

Texas

75025-6450

City

State

Zip Code+4(9 digits total)

County Collin

State School Code Number* 043905105

Telephone (469) 633-2300

Fax (469) 633-2350

Web site/URL http://www.friscoisd.org/schools/anders E-mail wilkinst@friscoisd.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Rick Reedy

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

District Name Frisco Independent School District

Tel. (469) 633-6000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Buddy Minett

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 25 Elementary schools
 _____ 7 Middle schools
 _____ 0 Junior High Schools
 _____ 4 High schools
 _____ 2 Other
 _____ 38 TOTAL
2. District Per Pupil Expenditure: _____ 9297
 Average State Per Pupil Expenditure: _____ 9269

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. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 7 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
Pre K			0	7			0
K	72	57	129	8			0
1	64	64	128	9			0
2	49	49	98	10			0
3	49	46	95	11			0
4	42	41	83	12			0
5	53	35	88	Other	4	2	6
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							627

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 23 | % Asian or Pacific Islander |
| 8 | % Black or African American |
| 9 | % Hispanic or Latino |
| 59 | % White |

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 17 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	64
(2)	Number of students who transferred from the school after October 1 until the end of the year	45
(3)	Total of all transferred students [sum of rows (1) and (2)]	109
(4)	Total number of students in the school as of October 1	627
(5)	Total transferred students in row (3) divided by total students in row (4)	0.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 9 %
- 55 Total Number Limited English Proficient

Number of languages represented: 14

Specify languages: Arabic, Bengali, Chinese(Cantonese/Formosan), French, Hindi, Indonesian, Japanese, Korean, Mandarin, Portuguese, Spanish, Telugu, Urdu, and Vietnamese

9. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 46

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: $\frac{7}{45}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>7</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>19</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>11</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>4</u>
Paraprofessionals	<u>9</u>	<u>1</u>
Support Staff	<u>3</u>	<u>0</u>
Total number	<u>54</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{21}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	98 %	97 %	97 %
Daily teacher attendance	97 %	98 %	97 %	96 %	97 %
Teacher turnover rate	14 %	17 %	16 %	17 %	14 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

From the opening of Anderson Elementary School in 1999, Believe! Achieve! Succeed! has been our motto and students are our primary focus. Anderson is a phenomenal place where all children learn, explore, and grow together. We take great pride in our campus-based philosophy of 'Love and Logic' by Jim Fay, giving students the support, skills, and power to solve their problems with logical consequences. Since it is our campus-wide belief that all individuals should be treated with dignity and respect, our outstanding faculty and staff strive to develop positive relationships with students and their parents in order to reach our goal of what is best for all of our students.

Our school's namesakes, Naoma and M. Allen Anderson, moved to Frisco in 1955, quickly becoming involved in making the community a better place, especially for its youth. Both Naoma and M. Allen had a great interest in and love of education. We, as educators, feel a great kinship with these outstanding citizens and are proud that our school carries their name. In December 2007, Anderson was recognized as one of the top ten elementary schools in the state by Texas Monthly magazine.

Academics are an integral part of Anderson Elementary's success and growth. Many enrichment programs are offered to our students, such as accelerated reading and math instruction, guided reading, tutoring, flexible grouping, gifted & talented, and dyslexia. Additionally, Anderson offers many challenging after-school courses such as Spanish Schoolhouse, BGS Chess, and Young Rembrandts that develop higher-level thinking skills and individual expression. We also offer a multitude of educational opportunities for parents, such as seminars on Love and Logic and blended families, just to name a few. On-going training is provided not only for parents, but also for faculty. Through continuing education, our instructional staff is afforded the opportunity to learn new and exciting methods, again addressing our stated goal of meeting the needs of all students.

Our campus has a unique daily morning program called 'Good Morning, Anderson!' Each morning our students, staff, and many parents gather in the cafeteria to celebrate the beginning of a new instructional day. During this brief time, we participate in brain-based activities, honor our country and state, celebrate birthdays, and have special announcements. GMA provides opportunities for student leadership and a venue for those with speaking talents.

Students' well-rounded experience at Anderson Elementary is enhanced through opportunities to participate in a variety of leadership programs, such as Safety Patrol, Student Council, and Anderson News Network. These programs encourage not only individual and school responsibility, but are also constant reminders that our school is a community where we model what we believe to be one of our greatest strengths ' respect for and appreciation of all people.

Anderson Elementary has a very active parent-teacher association. Several times throughout the year our PTA sponsors character education presentations. These programs allow our students to experience the benefits of good citizenship. Each year the PTA also hosts spring and fall book fairs, giving our students the opportunity to acquire and treasure their own books. Many books from the fair are also donated to the Anderson Library by the PTA and to those students who are unable to afford books of their own. Parent volunteers are a vital asset to our teachers and staff as they assist with many daily activities. Anderson PTA also participates in the national PTA Reflections Program, a venue which provides our students with opportunities to shine through art, literature, and music.

Anderson Elementary School is committed to establishing a partnership with parents and community, thus creating a learning environment where children excel academically by integrating technology and the arts with expectations for respectful and compassionate behavior.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Frisco ISD has a true commitment to knowing the name and meeting the need of each individual student, while holding each student at a high standard of learning. Anderson continues to support this ideology and truly leaves no child behind. While Anderson holds assessment performance as a high priority, more importantly, Anderson holds each individual child as the highest of all priorities. Teachers work diligently with parents and support staff to create educational plans to meet each child's need.

Our students' academic performance is closely monitored using a variety of assessment methods. We are very proud of our achievements during this assessment process. The Texas Essential Knowledge and Skills (TEKS), state mandated curriculum, is assessed using the Texas Assessment of Knowledge and Skills (TAKS). We administer the math and reading test to students in grades three, four, and five. Additionally, students in grade four are tested on writing, and students in grade five are tested on science. English Language Learners (ELL) take the Reading Proficiency Test in English (RPTE) and Linguistically Accommodated Test (LAT).

At the elementary level, this test conveys two tiers of achievement; 'Commended' and 'Met Standard'. 'Commended' performance is the state's highest level of achievement, generally received when students show mastery of 90-94% or determined by the state. The 'Met Standard' rate indicates that students have met the scale score required to 'pass' the TAKS test; mastering approximately 67-78% of the assessment.

Texas reserves its highest success rating to schools demonstrating above and beyond performance determined by TAKS data. Beginning in the year 2003, the state increased the minimum passing rate. Our students have been 'Recognized' and 'Exemplary' which are the two highest accountability ratings awarded by the state. Every year the state continued to increase the passing standard, in 2002, the state awarded Anderson the 'Gold Performance Acknowledgment' based on 'Commended Performance' in attendance. Anderson continued to receive this distinguished award in attendance from 2003-2007 with additional 'Gold Performance Acknowledgments' in Reading, Math, Writing, and Science. With the rapid growth of our community and the changing demographics, Anderson's scores continue to support our 'Recognized' and 'Exemplary' status.'

From the years 2002-2007, Anderson's reading scores in grades three, four, and five have maintained an impressive 95% or higher score. Math scores in the same grades have maintained an average of 93% or higher in the same years. Anderson continues to be so successful because of its unfaltering dedication to students and setting high expectations for our campus. All students deserve the opportunity for excellence. Additional information on Texas assessments can be found at:

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

Additional information on the Academic Excellence Indicator System (AEIS) is at:

<http://www.tea.state.tx.us/perfreport/aeis>

Information regarding the Texas assessment accountability system is located at:

<http://www.tea.state.tx.us/accountability.html>

Information regarding Anderson Elementary's TAKS assessment data can be found at:

<http://www.tea.state.tx.us/student.assessment/reporting/taksagg/yr0607/index.html>

2. Using Assessment Results

Anderson Elementary employs a variety of ways to collect data in order to drive instruction, enforce school-wide goals, and maintain effective programs within the school. Beginning in Kindergarten, teachers collect data on students with a comprehensive set of assessments provided by Frisco ISD. Teachers receive the same training, provided by the district, in order to maintain a consistent set of scores from grades K-5.

Math TEKS checks, science benchmarks, and ongoing literacy assessments give teachers the ability to monitor students' progress throughout the year. Teachers analyze this information and

are able to name the need of each child and fill the necessary gaps to help each individual child. In some cases, a CARE team meets in order to determine if more intervention outside the classroom is required. Using the Rtl (Response To Intervention Model), our CARE team develops prescriptive interventions for the classroom teacher to implement. The programs that Anderson utilizes to effectively teach to the needs of all students include ARI (Accelerated Reading Instruction), AMI (Accelerated Math Instruction), Dyslexia therapy, and special education classes.

Anderson also effectively uses staff in coordinating instruction based on assessment results. Grade level teams meet on a weekly and sometimes daily basis to share ideas that will drive instruction. Additionally, site-based teams, campus improvement teams, grade level teams, and vertical teams meet throughout the year to maintain consistency throughout the school. Anderson staff uses our computer program AWARE to disaggregate our TAKS and district test data. Using information from this computer program, teachers focus on individualized skills for tutoring groups that occur before and after school hours. Teachers stay focused and sharp on teaching strategies, lessons, and current educational research through continuous campus and district wide staff development.

3. Communicating Assessment Results

Anderson Elementary prides itself on being a very community-oriented campus. The staff understands how essential it is to maintain an open line of communication between administrators, teachers, parents, students, and the community in order to provide the most successful environment where students can thrive. Anderson's teachers work diligently to build strong relationships between themselves and parents by conveying assessment results in a timely manner.

The school year commences with a curriculum night designed to inform parents of the learning standards, rules and procedures for the year. This is an ideal time for parents to become aware of district expectations, state testing, as well as state curriculum standards for all Frisco ISD students. Parents learn how to utilize each grade level's website and weekly newsletter. Anderson parents are updated with interim progress reports and report cards every four and nine weeks, respectively.

All teachers are trained and confident to relay the different assessments with parents. Teachers begin the year with parent conferences discussing the state and district assessments where parents are able to ask questions and create a plan for success with their child's teacher. This initial meeting is followed by phone calls, e-mails, or other conferences throughout the year; the frequency depending on the need of the child. Meetings are held in order to discuss school report card data and the basic understanding of test result data. The school report card is a state required letter that all parents receive with information about the school's assessment results on the TAKS test.

4. Sharing Success:

Frisco ISD provides many opportunities to build a sense of community between all the schools. Events such as parades, chili cook-offs and charitable events help us to come together to support one another. Frisco is a rapidly growing and mobile district; therefore, it is imperative that every school work closely together to maintain a continued strong student achievement rate. Opening a new school is a challenge within itself, and Frisco has consistently opened two to three new elementary schools each year. Anderson Elementary mentored one of these new elementary schools during its inaugural year. Teachers from Anderson met with new staff members and guided them throughout that integral first year.

Anderson recognizes the strength of each staff member and fosters a professional learning community. This is accomplished within the school and district through workshops and staff development opportunities during the school year. Anderson teachers participated in a 'Trainer of Trainers Model' program to help instruct teachers to learn new instructional strategies in all curriculum areas. Teachers from Anderson attend vertical curriculum meetings within the school and district to collaborate and share successes with other schools and teachers. At these meetings, teachers participate in writing curriculum and also present successful lessons and units created for their classroom. The interaction between teachers ignites new and fresh ideas.

Anderson's administrative teams, as well as grade level team leaders, are collaborating across the district once every nine weeks. Principals and assistant principals meet monthly throughout

the school year, assuring communication and consistency. Grade level team leaders meet at the campus level as well as at the district level to share successes.

Anderson is such a phenomenal place to work and to learn. We are all better teachers because of the continued desire to always do what is best for students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Anderson's love for learning is based on our motto: Believe, Achieve, Succeed! Brain-based research is used in each area of the curriculum. In meeting the needs of all students, teachers concentrate on using a positive approach to produce life-long learners. To enhance learning, technology is utilized throughout the curriculum. Anderson is fortunate to have a wealth of various means at its fingertips to support student achievement.

The Language Arts curriculum is the building block for positive student achievement in all academic areas. Using guided reading and phonics based hands-on activities, teachers structure a reading program for each child's individual needs. Utilizing 6 Trait Writing, which uses quality literature specific to each of the individual traits, our students become stronger writers. The overall Language Arts program is guided through on-going assessments and daily observations. Response journals, writer's workshops, flexible grouping, running records, and spelling strategies applied into the student's daily writing, help drive teacher instruction.

Anderson's spiraling mathematics curriculum encompasses essential concepts beginning at a concrete level through the use of manipulatives and problem solving strategies. Our learner-centered program is driven by daily observations which allow for differentiated instruction. Through the use of real-world connections, this philosophy allows each student to become an independent thinker.

Students make connections between life today and life in the past through a Social Studies curriculum which is regularly integrated into the Language Arts program. Essential questions are used at each grade level that probe for deeper meaning and set the stage for further questioning. Keeping the Texas Essential Knowledge and Skills in mind, students learn through poems, songs, primary and secondary sources, reader's theatre, research projects, field trips, and historical presentations. Students have the opportunity to exhibit their excellence by participating in the annual Lone Star Challenge. Lone Star Challenge is similar to an elementary version of the secondary level's Academic Decathlon. Each year a Multicultural Night is also held to provide an opportunity for families to share their cultures with other students and parents that live in our community.

Anderson's science becomes relevant to our students as they discover through an inquiry-based science curriculum. The 5-E model, science labs, technology projects, field investigations, and science journals are among some of the hands-on methods of developing and assessing our students. Science vocabulary is reinforced through the use of our science word walls. Anderson's Nature's Alley and the outdoor learning education camp help bring reality into our science curriculum. Teacher observations, classroom journals, and district benchmarks guide us in assessing our students.

To support each area of the curriculum, the Anderson Library offers over 17,000 books to its students and staff on various subjects. The curriculum is also enhanced as the librarian and teachers collaborate to offer research units to students. Several reading incentive programs are offered to children each year to encourage reading for growth and success. Two of these reading incentives, The Bluebonnet Program and the 2x2 List, include award winning titles from Texas. In addition, Anderson hosts visits from authors and storytellers who reinforce the curriculum and bolster students' knowledge and life-long love for reading.

Anderson students participate in an art curriculum that uses a variety of media tools and creative design such as drawing, painting, sculpture and technology. Each studio activity ensures that the essential elements of perceiving, expressing, knowing and evaluating are addressed. By incorporating these elements, we ensure that our students have the tools to create and appreciate their art and the art of others. Students demonstrate an understanding of art history, a variety of artists, and cultures. Applying their skills on a weekly basis, they have many opportunities to display their artwork throughout the campus as well as community events such as Youth Art Month.

Anderson music gives students opportunities to express themselves through singing,

playing instruments, dancing, composing, and even acting and public speaking. Music literacy and music appreciation are taught through a diverse and multicultural repertoire of music including one-on-one teaching of theory and composers through computer software. Students practice concert etiquette by attending opera and symphony concerts on and off campus. The music curriculum here at Anderson incorporates math, science, reading, and social studies into the core music curriculum, giving students a chance to see connections between music and other subjects. Anderson students are very well prepared to continue their music journey once they leave elementary school if they so choose. Students perform music through grade-level programs, community performances, choir competitions, and the Frisco All-City Choir.

2a. **(Elementary Schools) Reading:**

Anderson's philosophy exemplifies that all students can be successful through our research based curriculum. Our reading curriculum consists of multiple methods that are differentiated to ensure that every student is successful. Teachers design instruction through flexible guided reading groups, shared and independent reading, whole class lessons, individual instruction, and learning stations. Using an assortment of genres, teachers strategically guide students in the reading process.

Through on-going assessments, teachers identify each student's strengths and challenges to meet the needs of each individual student. Guided reading creates dynamic groups that are fluid which are based on student areas of concern. Discussion of author's purpose, text features, and reading skills guide students through the comprehension process. With active participation in how an author makes connections for the reader, our students are guided to learn about text-to-text and text-to-self connections. Response journals allow students to respond to and expound on what connections were made in their group. Providing structured lessons based on prior knowledge, the reading program supports all readers at their level of comprehension.

Anderson utilizes a variety of interventions to ensure the success of every child. Teachers are in tune to the needs of students. Interventions such as dyslexia, ARI (Accelerated Reading Instruction), content mastery, tutoring, ELL, and gifted and talented are utilized to enhance student achievement. These programs have proven to be an integral part of building the foundation for life-long learners.

3. **Additional Curriculum Area:**

Anderson's math program teaches students essential concepts at a concrete level and encourages the application of these ideas at a higher abstract level. Our curriculum is driven by student comprehension based on daily observations and assessments. This includes a variety of resources which allow for review, extension and building upon previous learned concepts. Students learn to be life-long problem solvers through the use of Exemplars and UPSA (our district wide problem solving tool). These problem solving strategies begin in kindergarten and are built upon and spiral throughout students' Anderson years, which have contributed to our commended performance in math.

Teachers present integrated lessons using research based methods and quality literature selections to enhance the learning environment. The use of math journals, word walls, and differentiated instruction, along with students' background knowledge allow them to make real world connections preparing them for a promising future. Our child centered learning environment encourages a hands-on approach with the use of resources including Kim Sutton, AIMS, The Problem Solver II, Kamico and Marcy Cook. These instructional tools enable students to expand their thinking to a higher, more analytical level. Advanced students are challenged by alternative math units, along with participating in Lone Star Challenge and Continental Math League.

Anderson's exemplary rating is a community effort which involves high school and parent volunteers as well as district wide cohesiveness. School-wide activities such as Math/Science Night and Concept Day play a vital role in bridging the gap between the teachers and parents enabling a consistent learning environment.

4. **Instructional Methods:**

Anderson Elementary utilizes various instructional methods to attain mastery of the curriculum while adhering to the Texas Essential Knowledge and Skills. Differentiation is a key component that drives students' success. Teachers evaluate the needs of students based on information from pre-assessments, previous year's testing, class assessments, district benchmarks, released TAKS tests and interest inventories to guide instruction. Activities are designed using brain-based research and various learning styles. Teachers collaborate and work cohesively while sharing the same goal to focus on strengths and weaknesses of each individual child.

Students learn literacy through a balanced program which focuses on phonemic awareness, phonics, comprehension, fluency, vocabulary development and written expression. Information is presented in various ways including but not limited to direct instruction, mini-lessons, shared reading and writing, partner reading and teacher modeling. Teachers utilize the benefits of small group discussion during flexible guided reading groups that allow all students the opportunity to participate. Literacy centers allow teachers to differentiate instruction and offer students the opportunity to demonstrate their intellectual ability. Reading skills are integrated throughout the Social Studies curriculum. Students work in cooperative groups in each of the curriculum areas to help foster mutual responsibility in a safe and comfortable environment. Daily journals, hands-on experiments and manipulatives help students to make connections and increase understanding throughout the math and science curriculum. Science labs are used to extend learning and provide real world applications.

Technology is used effectively throughout the curriculum to individualize instruction within each classroom. Classrooms are equipped with wireless keyboards, projectors and document cameras which are used daily to meet the needs of visual learners. Student computers in each classroom and labs are equipped with programs such as Versatiles, Science Court, Reading for Meaning, and Time Liner that reinforce the curriculum. Teachers continuously use internet sites such as Study Island, United Streaming, Tumble Books, Brain POP, and online computer centers to expand learning. Students also have the unique opportunity to take virtual field trips each school year. Virtually visiting places such as NASA, Alaska Sea Life Center, Mote Marine Lab in Florida, Columbus Zoo, and the National Baseball Hall of Fame students visit places they may not have an opportunity to visit with their families.

Communication with students and parents is vital to student success. To help obtain this success, each grade level has a website in which students can retrieve information such as homework assignments and weekly spelling words. This also allows parents to be a part of the classroom from home. Parents can access the website to gain knowledge of concepts being taught as well as other important information.

5. **Professional Development:**

Anderson Elementary is committed to continued educational support for our staff, students, and parents. In alignment with Frisco Independent School District guidelines, our staff completes the required 12 hours of content-based professional development yearly. Our staff regularly exceeds this by attending additional workshops during the summer and throughout the school year. Within these hours, our teachers have the opportunity and are encouraged to choose the area that best fits their needs.

Our students and staff thrive on the consistency we have throughout our building. Anderson's staff development is academically consistent in preparing our teachers with the tools needed to implement the same strategies K-5 in reading, writing, math, and science. Some of our training has included Kim Sutton, 6 Trait Writing, Kamico, Dr. Shirley Crook, and a recently completed book study on Choice Words by Peter H. Johnston. Our staff is also trained yearly on Jim Faye's Love and Logic and utilizes this school wide discipline program daily. We also implement the CharacterCounts! program with guidance from our school counselor. Trainings such as these equip our staff with the skills to teach and develop a love for learning and life-long character in our students.

Professional growth needs are selected through staff surveys, summative conferences, test data, and student observations using Frisco Independent School District's Eduphoria

AWARE software program. AWARE provides teachers with disaggregated data to focus on academic areas that need strengthening and improving. Through staff development, Anderson Elementary is able to grow professionally in order to meet and know the name and need of every student!

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Texas Assessment of Knowledge and Skills
 Edition/Publication Year 2006-07 Publisher Texas Education Agency

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March/April/June	March/April/June	March/April/June	March/April/June	March/April/June
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	99	99	100	99	98
% "Exceeding" State Standards					
Commended Performance	58	65	72	48	40
Number of students tested	93	138	106	100	90
Percent of total students tested	98	97	95	98	97
Number of students alternatively assessed	2	4	5	2	3
Percent of students alternatively assessed	2	3	5	2	3
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		100			
% "Exceeding" State Standards					
Commended Performance		36			
Number of students tested		14			
2. Special Education Taking TAKS					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		100			
% "Exceeding" State Standards					
Commended Performance		30			
Number of students tested		10			
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	100	100	100
% "Exceeding" State Standards					
Commended Performance	83	63	70	40	67
Number of students tested	18	19		10	12
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	87	91	96	97	99
% "Exceeding" State Standards					
Commended Performance	48	47	53	45	31
Number of students tested	93	137	110	103	87
Percent of total students tested	99	98	98	100	97
Number of students alternatively assessed	1	2	2	0	3
Percent of students alternatively assessed	1	2	2	0	3
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		81			
% "Exceeding" State Standards					
Commended Performance		6			
Number of students tested		16			
2. Special Education Taking TAKS					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		83	82		90
% "Exceeding" State Standards					
Commended Performance		25	18		10
Number of students tested		12	11		10
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	94	100	100	100
% "Exceeding" State Standards					
Commended Performance	72	72	57	70	58
Number of students tested	18	18		10	12
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	87	99	93	100	99
% "Exceeding" State Standards					
Commended Performance	38	55	47	51	40
Number of students tested	91	108	106	85	83
Percent of total students tested	96	96	100	98	98
Number of students alternatively assessed	4	4	0	2	2
Percent of students alternatively assessed	4	4	0	2	2
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	70				
% "Exceeding" State Standards					
Commended Performance	20				
Number of students tested	10				
2. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard			82		
% "Exceeding" State Standards					
Commended Performance			18		
Number of students tested			11		
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	73				
% "Exceeding" State Standards					
Commended Performance	9				
Number of students tested	11				
4. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	100	100	100
% "Exceeding" State Standards					
Commended Performance	42	76	58	64	50
Number of students tested	12	21	12	14	10

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	90	98	95	98	100
% "Exceeding" State Standards					
Commended Performance	55	69	63	45	38
Number of students tested	91	111	106	84	81
Percent of total students tested	98	97	100	99	98
Number of students alternatively assessed	2	3	0	1	2
Percent of students alternatively assessed	2	3	0	1	2
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard			82		
% "Exceeding" State Standards					
Commended Performance			36		
Number of students tested			11		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	73				
% "Exceeding" State Standards					
Commended Performance	18				
Number of students tested	11				
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	100	100	100
% "Exceeding" State Standards					
Commended Performance	83	67	83	77	40
Number of students tested	12	21		13	10
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	Feb./April/June	Feb./April/June	March/April	March/April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	96	99	97	88
% "Exceeding" State Standards					
Commended Performance	48	39	43	52	29
Number of students tested	110	111	78	86	58
Percent of total students tested	98	98	98	98	100
Number of students alternatively assessed	2	2	2	2	0
Percent of students alternatively assessed	2	2	2	2	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		80		100	
% "Exceeding" State Standards					
Commended Performance		13		17	
Number of students tested		15		12	
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	100		
% "Exceeding" State Standards					
Commended Performance	62	70	43		
Number of students tested	21	10	14		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April/June	April/June	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	99	97	93	95
% "Exceeding" State Standards					
Commended Performance	77	71	60	50	45
Number of students tested	110	105	78	86	58
Percent of total students tested	97	99	98	97	100
Number of students alternatively assessed	3	1	2	3	0
Percent of students alternatively assessed	3	1	2	3	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard		92		83	
% "Exceeding" State Standards					
Commended Performance		46		17	
Number of students tested		13		12	
2. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	100	100		
% "Exceeding" State Standards					
Commended Performance	86	82	79		
Number of students tested	22	11	14		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					