

Revised March 31, 2005

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Mrs. Bonnie Brinkmeyer

Official School Name Brenham Middle School
(As it should appear in the official records)

School Mailing Address 1600 South Horton Street
(If address is P.O. Box, also include street address)

Brenham Texas 77833-5104
City State Zip Code+4 (9 digits total)

County Washington School Code Number* 239901041

Telephone (979)277-6585 Fax (979)277-6590

Website/URL brenhamisd.net E-mail bonbrink@brenhamisd.net

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

(Principal's Signature) February 4, 2005

Name of Superintendent* Mr. David Yeager
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brenham Independent School District Tel. (979) 277-6500

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. Melvin Ehlert

(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.

Date _____

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|--------------------------------|
| __54__ % | White |
| __28__ % | Black or African American |
| __16__ % | Hispanic or Latino |
| __2__ % | Asian/Pacific Islander |
| __1__ % | 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: __7__%

(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.	24
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	48
(4)	Total number of students in the school as of October 1	668
(5)	Subtotal in row (3) divided by total in row (4)	0.072
(6)	Amount in row (5) multiplied by 100	7.2 %

8. Limited English Proficient students in the school: __4__%
 __29__ Total Number Limited English Proficient

Number of languages represented: __3__
 Specify languages: English, Spanish, Vietnamese

9. Students eligible for free/reduced-priced meals: __46__%

Total number students who qualify: __310__

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.

Part III- Summary of Brenham Middle School and Mission of the Campus

The mission of Brenham Middle School is to educate students in a safe, friendly, yet challenging environment. Brenham enjoys a solid history of student achievement and it is the goal of Brenham Middle School to help shape sons and daughters into responsible, productive citizens. Brenham Middle School exemplifies a dynamic school where the focus is on the whole child and lifelong learning.

Four decades after the new Republic of Texas was born in nearby Washington-on-the-Brazos in 1875, the small community of Brenham established the first public school system in Texas. Located halfway between the (then) small communities of Houston and Austin, Brenham citizens pledged their support for the education of all of their children. Today, in a town that takes pride in being the home of Blue Bell ice cream, baseball and beautiful bluebonnets, exemplary schools have always been the desire of the people who live and work in the area.

Brenham Middle School is housed in a facility built in 1970. In the mid-1980s the structure endured a significant renovation as it was reconfigured from a sixth, seventh and eighth grade junior high campus to the current configuration as the only site for public school fifth and sixth graders. While the building is one of the older schools in Brenham, it remains active and heavily utilized by academic and extracurricular functions.

Three elementary PK-4th grade campuses feed into this campus. One of those achieved "Exemplary" status for the 2003-2004 school year from the Texas Education Agency. The other two campuses achieved "Recognized" status for their students' performance. In a working class environment with a low unemployment rate yet a moderate poverty level, teamwork and collaboration among all of the stakeholders has led to significant academic gains among all subgroups.

The campus faces challenges, both academic and non-academic, as do all schools of fifth and sixth graders. Transitions from the elementary to the secondary educational philosophies occur here. The campus houses a comprehensive curriculum, with core academics as well as the fine arts. Programs are designed for all student needs, whether gifted and talented, bilingual, or technology-oriented. Brenham Middle School espouses the "whole child" philosophy and teaches a district-wide character education program developed to introduce and maintain basic character traits such as honesty, trustworthiness, caring, and respect.

Brenham is a winning community where teamwork is valued, whether on the football field, volleyball court, or in the classroom. Brenham Middle School is no exception to the positive values and hard work ethics of the citizenry. Even with all the successes of the school district in the past several years, parents, teachers, students, senior citizens and business leaders constantly strive to maintain a high level of excellence as this small but growing community seeks to educate its learners as they move through the K-12 system and face the larger arenas of life.

Part IV- Indicators of Academic Success

1. Assessment Results: Brenham Middle School is part of the Texas public school system and uses the Texas Assessment of Knowledge and Skills (TAKS) as its primary measure of student academic performance. "Met Standard" means that students met the applicable passing standard as more specifically defined at the state's website- <http://www.tea.state.tx.us/perfreport/aeis/2004>.

For the 2003-2004 school year, Brenham Middle School reading students performed at high levels in both fifth and sixth grades. All student populations tested at 95% or better in sixth grade reading and at 80% or better in fifth grade reading. Minimal disparity between groups and performance at the passing standard level indicated great gains for all subgroups on campus:

African American (Grade 5) from 59% to 83% in reading; 85% to 82% in math

African American (Grade 6) from 80% to 95% in reading; 75% to 83% in math

Hispanic (Grade 5) from 77% to 79% in reading; 92% to 93% in math

Hispanic (Grade 6) from 84% to 98%; 81% to 91% in math

White (Grade 5) from 93% to 95%; 99% both years in math

White (Grade 6) from 95% to >99%; 94% to 97% in math

Economically Disadvantaged (Grade 5) from 68% to 80% in reading;
91% to 86% in math

Economically Disadvantaged (Grade 6) from 81% to 96% in reading;
78% to 86% in math

The numbers denote significant gains at both grade levels with all student populations. "Commended Performance" status was attained by all subgroups as well, indicating gains in the percentage of students in all populations who surpassed the state passing standard with a high degree of proficiency. The following indicates commended performance of Brenham students as summed for both grade levels, that terminology first being applied in the 2002-2003 performance reports:

African American up from 6% to 22% in reading; 2% to 20% in math

Hispanic down slightly from 21% to 18% in reading; 12% to 21% in math

White up from 38% to 46% in reading; 31% to 48% in math

Economically Disadvantaged up from 11% to 20% in reading and
9% to 23% in math

These statistics reflect the hard work and dedication of the students and staff at Brenham Middle School as much as they reflect the successful programs and initiatives that have been in place over the past several years. Other assessments include benchmark testing every six weeks period, plus teacher-generated tests and quizzes. Strong support from the central administration and the local board of trustees continues to positively impact the campus. Based on student needs and the demographics of the community, Brenham Middle School meets the challenge of planning for and providing appropriate interventions that produce the greatest degree of student success.

2. Using Assessment Data: Brenham Middle School employs assessment data to understand and improve student instruction. By utilizing demographic disaggregation and analysis by objective and by classroom, teachers can address students' academic needs more specifically. Best practices that are research-based and effective are studied and shared. Curriculum, Instruction, and Assessment (CIA) teams comprised of classroom (K-12) teachers meet judiciously to establish horizontal and vertical alignment from classroom-to-classroom, grade level-to-grade level, and campus-to-campus across the PK-12 district. The Texas Essential Knowledge and Skills (TEKS) are studied, interpreted and evaluated as key curriculum elements. Pacing charts and timelines set guidelines for the instruction of concepts and objectives. Benchmark tests given at appropriate intervals provide immediate feedback to both students and their teachers about what is being taught and how successfully it is being learned. Once data is collected and analyzed, campus teams study trends and patterns that reflect student success or deficit areas. Data drives instruction and both students and staff are held accountable to high standards.

3. Communicating Student Performance: Brenham Middle School utilizes a variety of communication media to keep parents and the community informed. These include meetings, conferences, handbooks, information packets, newsletters, newspaper articles, radio programs and call-in radio talk shows.

Starting each fall, the new school year is introduced with an open house night where parents have the opportunity to tour the building and meet the teachers. Throughout the year, informative topic-related meetings, such as Science Night and "Bully-Proofing Our School" workshops, entice parents to become active and involved. In October, at the conclusion of the first six weeks of instruction, students enjoy a waiver day while their teachers hold conferences with parents to explain their instructional expectations and answer parents' questions about curriculum objectives and assessments. Parent attendance soars to 90% or better on a regular basis.

In addition to classroom newsletters, the Brenham Middle School Parent Teacher Organization (PTO) sponsors a campus-wide newsletter sent home to parents with report cards every six weeks. These serve to remind parents of coming events and significant dates as well as inform them about what the various departments are doing on the campus. Selected student reporters also roam the campus to conduct interviews and report the pertinent events to the local community newspaper, The Brenham Banner Press, each week.

All staff members have access to technology and frequent update training. The campus created and maintains a website and every faculty member has a published email address for better accessibility. Frequent phone calls home and individual conferences initiated by parents or teachers also give insight into what is happening in the school.

Both teachers and administrators send letters home periodically to update parents on student progress on daily work, projects, or benchmark assessments. The campus handbook provides a wealth of general information, plus newspaper articles and radio programs help communicate what is happening throughout the year. The Campus Report Card meeting is held each year to allow parents to see how the campus and the district are performing in relation to the state's performance standards. Not only are all parent contacts documented, but also successes are publicized and celebrated!

4. Sharing Successes: Brenham Middle School exudes an open, friendly atmosphere where all are welcome, and visits from neighboring school districts are common. The Texas Education Service Center Region VI encourages and facilitates open dialogue among schools across Texas so that research and best practices can be explored. Student success becomes recognized, studied and replicated whenever possible. Brenham Middle School has hosted nearby school districts as a training site for positive behavior programs and site-based decision making.

Local, state and national conferences allow faculty members to present new information, share ideas and forge professional friendships. Staff members with effective, innovative methods of instruction find support to model them on and beyond the campus. The district's approach to horizontal and vertical alignment, the Curriculum, Instruction, and Assessment Team (CIA), constitutes the focus of teacher groups within the district when they meet and plan.

There exists a special cooperation and camaraderie in Brenham among all the campuses of the public and the private schools. Even the local community college-Blinn College, and the nearby flagship university-Texas A&M, share credit for student success in that many graduates of the Brenham school district attend Blinn or Texas A&M. Sam Houston State University and Prairie View A&M University also extend working partnerships with Brenham ISD and allow student teachers to work on the campus as a "learning workshop" for future teachers. These institutions of higher learning, in return, encourage future teachers and provide programs to nurture individuals as teachers and future educators to the Brenham community. This exemplifies a win-win partnership!

Part V Curriculum and Instruction

1. The Campus Curriculum

Brenham Middle School adheres to the Texas Essential Knowledge and Skills as its core curriculum and student success is based upon the expectations as defined by the Texas Education Agency. These core curriculum subjects include reading, math, language arts (writing), social studies, and science. Physical education and music are offered daily and art, choir and band are offered as electives. Skills and concepts are presented to all students, with modifications applied to those students identified as having special learning needs (from Special Education through Gifted and Talented). With pacing charts (similar to scope and sequences) generated by teacher committees called Curriculum, Instruction, and Assessment (CIA) teams, curriculum alignment is facilitated in a manner that encompasses every class at every grade level.

It should be noted that Brenham ISD sees a growing bilingual population and Brenham Middle School reflects the demographics of the district. Spanish-speaking students are instructed by a bilingual teacher and assisted by a bilingual instructional aide. Additional resources for these students include bilingual software for both reading and math and a variety of instructional media and materials, including games, manipulatives and multisensory programs. The bilingual students are mainstreamed into the regular education classes as much as possible and into classrooms where teachers certified in English as a Second Language (ESL) can teach and assist them with the relevant concepts and vocabulary.

The fine arts are featured in the art, general music, choir and band programs. Art instruction by a full-time certified art teacher is available to every fifth grader and offered as an elective to every sixth grader. The art curriculum is also outlined in the Texas Essential Knowledge and Skills (TEKS). General music opportunities are provided to fifth graders and sixth graders; choir and band expand the sixth grade electives. All of the fine arts are available to all student populations, including bilingual and special education Life Skills students.

As part of their health and fitness requirements, physical education is mandatory for fifth and sixth graders at least three forty-five minute periods a week. Along with the physical fitness program, Brenham ISD has established a local set of physical fitness criteria to ensure that the highest standards for academic excellence can be matched with healthy, active bodies. The physical education department conducts fitness screenings each school year to measure body mass index of each of the students in an effort to combat student obesity and poor health/nutrition habits.

Technology is incorporated into all areas with computers available for Accelerated Reader, a supplementary reader program, as well as web-based instructional programs and stand-alone software. The campus houses two large computer labs-one for Compass, an individually paced reading and math program, and the other for teacher-directed multimedia lessons.

Benchmark assessments are produced by the teaching staff to measure students' progress toward the state-defined standards. Mastery of the core curriculum objectives for all students is either measured by the Texas Assessment of Knowledge and Skills (TAKS) or by the State Developed Alternative Assessment (SDAA).

2. Reading Curriculum

The reading program at Brenham Middle School defines the heart of the academic program. The campus is unique in that it is the only campus in the district that receives students from three feeder campuses. The elementary schools all emphasize the elements of emergent reading instructional strategies as presented by the Texas Reading Teacher Academies. These elements include phonemic and phonological awareness, alphabetic principles, fluency, accuracy and comprehension.

By fifth grade, students who enter Brenham Middle School are expected to be reading on grade level. At the beginning of the year, a test (The Standardized Test for the Assessment of Reading-STAR) is administered to determine each child's instructional and independent reading levels. Students who are reading below grade level are provided immediate interventions with small groups, instructional aides, Extended Day after school programs, and computer lab assistance. Reading teachers refer to their pacing charts to make sure that all of the Texas Essential Knowledge and Skills are presented and mastery is measured with periodic benchmark testing.

The campus library supports all reading teachers and serves as the driving force behind the supplementary program called Accelerated Reader. This program has been on the campus for many years. It was specifically selected to encourage and foster a lifelong love of reading and to allow students access to a variety of reading materials for all levels of readers.

Reading at the middle school level involves exposure to all literary genres,

fiction and non-fiction, great works of literature, and a broad expanse of books, articles, poetry and essays. Fluency and comprehension are strengthened not only to help students with the required Texas Assessment of Knowledge and Skills (TAKS) but also with all other content areas on the campuses.

3. Science Curriculum

Beginning in the 2002-2003 school year, fifth grade students became accountable in science on the Texas Assessment of Knowledge and Skills (TAKS). The science curriculum as presented in the Texas Essential Knowledge and Skills (TEKS) expanded to become more laboratory-based and research oriented. To meet the challenge, Brenham Middle School teachers began to plan together to create science labs that were safe, well stocked and student centered. Instructional materials and science lab equipment ordered addressed the goals that were established to expose the students to a multitude of science concepts.

In cooperation with the local community college (Blinn College), teachers attended science workshops that were funded with local resources. Exciting lessons were generated and each teacher received special multimedia projectors and other equipment to enhance the science lessons and make them truly multisensory. Science students accepted the challenge to create their own projects for the campus science fair, where projects were judged based on their authenticity and their adherence to scientific principles. With parent meetings and student workshops, great interest in science continues to be generated!

4. Instructional Methods

The instructional methods employed at Brenham Middle School are based on the learning styles and current curricular needs of the students. These include, but are not limited to:

***Exchange City-** This involves a trip to a real working city staffed and managed by students and guided by specially trained adult volunteers. All fifth graders travel to Exchange City (affiliated with the Junior Achievement program) after having studied such real world lessons as how to write a check, how to apply for and pay back a bank loan, how to manage a small company with several employees, and many other job-related skills.

***Outdoor Classrooms-** Funded by a grant in partnership with Community Education and the Texas Parks and Wildlife Department, this tactile-kinesthetic program encourages students to study the history of the local area as well as the plant and animal life around nearby Lake Somerville, located less than a half hour away from the Brenham Middle School campus.

***Accelerated Reader-**This individualized supplementary reading program awards points to students based on books read. Comprehension is tested via computer tests that students take when they have finished a book. With a passing score, points can be generated that are based on the difficulty of the book. Points earned can be redeemed for prizes at the AR Store in the library.

***Guided Reading-** Guided Reading remains an integrated teacher-directed reading

approach that integrates phonetic and phonological (decoding) skills with reading comprehension.

***Basic Language Skills-** For students who have been identified as having dyslexic tendencies, Basic Language Skills (formulated on research-based Neuhaus principles) instruction delineates an intense, sequenced approach to reading.

***Webccat-** Webccat is a web-based bank of instructional materials and higher level questions that are directly correlated to the Texas Essential Knowledge and Skills (TEKS).

* **Gifted/Talented Program-** For students who achieve above grade level expectations, Brenham Middle School offers a Gifted/Talented (G/T) program for enrichment and acceleration, providing curriculum with greater depth and complexity.

5. Professional Staff Development

Both the campus and district educational improvement plans provide direction for professional staff development that addresses student needs and campus issues as identified by needs assessments each year. The plans address student safety and achievement through numerous professional and paraprofessional staff development opportunities . Some of these include:

***Technology** training is offered each summer to update teachers' and aides' computer skills and to make staff aware of lessons and materials online.

***Confidentiality and Special Education** workshops are designed to protect the privacy of every student and to facilitate the Assignment, Review, and Dismissal (ARD) meetings held with parents of special needs students.

***Gifted/Talented** staff development is generated to reinforce or expand teachers' knowledge about the nature and needs of gifted students and the implementation of differentiated curriculum and instruction.

***Positive Actions With Students (PAWS)**, originally a successful program at Brenham Junior High, has been expanded to the middle school level. With PAWS, students are recognized and rewarded for their positive behaviors and good choices.

***English as a Second Language (ESL)** explores the language acquisition needs of those students who speak a language other than English.

***Content Area Workshops** in all five core content areas provide on-going support for teachers in instructional strategies, activities, data analysis, and learning styles.

***Campus Safety and Security** issues are studied in partnership with the local law enforcement officers to make the campus more vigilant and more secure. These programs, plus many more, serve to help Brenham Middle School meet its stated objective of educating students "in a safe, friendly, yet challenging environment".

TEXAS ASSESSMENT OF ACADEMIC SKILLS (2000-2002)
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (2002)
(State Criterion-Referenced Tests Published by the Texas Education Agency)

Brenham Middle School
Reading Grade 5

Test Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Met Standard	90	82	91	85
% Commended Performance *	36	27	---	---
Number of Students Tested	335	319	343	330
Percent of Total Students Tested	96	98	97	98
Number of Students Alternatively Assessed	40	29	31	23
Percent of Students Alternatively Assessed	12	9	9	7
SUBGROUP SCORES				
African American (% of Total Population)				
% Met Standard	28	28	29	29
% Commended Performance*	83	59	79	68
% Commended Performance*	22	6	---	---
Number of Students Tested	94	89	99	96
Hispanic (% of Total Population)				
% Met Standard	16	17	13	13
% Commended Performance*	79	77	83	66
% Commended Performance*	18	21	---	---
Number of Students Tested	54	54	45	43
White (% of Total Population)				
% Met Standard	54	54	57	57
% Commended Performance*	95	93	97	95
% Commended Performance*	46	38	---	---
Number of Students Tested	181	172	196	188
Economically Disadvantaged (% of Total)				
% Met Standard	46	47	41	44
% Commended Performance*	80	68	80	67
% Commended Performance*	20	11	---	---
Number of Students Tested	154	150	141	145
STATE SCORES				
% Met Standard	80	80	93	90
% Commended Performance*	20	10	---	---

* Note: "Commended" status data has only been available since the 2002-2003 school year.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (2000-2002)
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (2002-2003)
(State Criterion-Referenced Tests Published by the Texas Education Agency)
Brenham Middle School
Reading Grade 6

Test Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Met Standard	98	90	87	84
% Commended Performance*	36	27	---	---
Number of Students Tested	306	350	330	337
Percent of Total Students Tested	96	98	97	98
Number of Students Alternatively Assessed	38	32	30	24
Percent of Students Alternatively Assessed	12	9	9	7
SUBGROUP SCORES				
African American (% of Total Population)				
% Met Standard	28	28	29	29
% Commended Performance*	95	80	69	70
% Commended Performance*	22	6	---	---
Number of Students Tested	86	98	102	97
Hispanic (% of Total Population)				
% Met Standard	16	17	13	13
% Commended Performance*	98	84	75	74
% Commended Performance*	18	21	---	---
Number of Students Tested	49	60	44	42
White (% of Total Population)				
% Met Standard	54	53	57	57
% Commended Performance*	>99	95	97	94
% Commended Performance*	46	38	---	---
Number of Students Tested	165	186	188	196
Economically Disadvantaged (% of Total)				
% Met Standard	46	47	41	44
% Commended Performance*	96	81	71	70
% Commended Performance*	20	11	---	---
Number of Students Tested	141	165	135	147
STATE SCORES				
% Met Standard	80	86	88	86
% Commended Performance	20	19	---	---

*Note: "Commended" status data has only been available since the 2002-2003 school year.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (2000-2002)
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (2002-2003)
(State Criterion-Referenced Tests Published by the Texas Education Agency)
Brenham Middle School
Math Grade 5

Test Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Met Standard	94	95	98	93
% Commended Performance*	37	21	---	---
Number of Students Tested	335	319	343	330
Percent of Total Students Tested	96	98	97	98
Number of Students Alternatively Assessed	40	29	31	23
Percent of Students Alternatively Assessed	12	9	9	7
SUBGROUP SCORES				
African American (% of Total Population)				
% Met Standard	28	28	29	29
% Commended Performance*	82	85	96	82
% Commended Performance*	20	2	---	---
Number of Students Tested	94	89	99	96
Hispanic (% of Total Population)				
% Met Standard	16	17	13	13
% Commended Performance*	93	92	100	87
% Commended Performance*	21	12	---	---
Number of Students Tested	54	54	45	43
White (% of Total Population)				
% Met Standard	54	53	57	57
% Commended Performance*	99	99	99	98
% Commended Performance*	48	31	---	---
Number of Students Tested	181	169	196	188
Economically Disadvantaged (% of Total)				
% Met Standard	46	47	41	44
% Commended Performance*	86	91	97	85
% Commended Performance*	23	9	---	---
Number of Students Tested	154	150	141	145
STATE SCORES				
% Met Standard	82	86	96	95
% Commended Performance	17	12	---	---

*Note: "Commended" status data has only been available since the 2002-2003 school year.

TEXAS ASSESSMENT OF ACADEMIC SKILLS (2000-2002)
TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (2002-2003)
(State Criterion-Referenced Tests Published by the Texas Education Agency)
Brenham Middle School
Math Grade 6

Test Year	2003-2004	2002-2003	2001-2002	2000-2001
Testing Month	April	April	April	April
SCHOOL SCORES				
% Met Standard	93	88	96	90
% Commended Performance*	37	21	---	---
Number of Students Tested	306	350	330	337
Percent of Total Students Tested	96	98	97	98
Number of Students Alternatively Assessed	37	32	30	24
Percent of Students Alternatively Assessed	12	9	9	7
SUBGROUP SCORES				
African American (% of Total Population)				
% Met Standard	28	28	29	29
% Commended Performance*	83	75	94	84
% Commended Performance*	20	2	---	---
Number of Students Tested	86	98	96	98
Hispanic (% of Total Population)				
% Met Standard	16	17	13	13
% Commended Performance*	91	81	91	74
% Commended Performance*	21	12	---	---
Number of Students Tested	49	60	43	44
White (% of Total Population)				
% Met Standard	54	53	57	57
% Commended Performance*	97	94	97	97
% Commended Performance*	48	31	---	---
Number of Students Tested	165	186	188	192
Economically Disadvantaged (% of Total)				
% Met Standard	46	47	41	44
% Commended Performance*	86	78	91	80
% Commended Performance*	23	9	---	---
Number of Students Tested	141	165	135	148
STATE SCORES				
% Met Standard	78	79	94	91
% Commended Performance	17	12	---	---

*Note: "Commended" status data has only been available since the 2002-2003 school year.

