

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 Dr. Janey Hunt

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

Official School Name Boerne Middle School South

(As it should appear in the official records)

School Mailing Address #10 Cascade Caverns Road

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

Boerne

City

Texas

State

78015-8308

Zip Code+4(9 digits total)

County Kendall

State School Code Number* 130901042

Telephone (830) 357-3305

Fax (830) 357-3399

Web site/URL www.boerne-isd.net

E-mail janey.hunt@boerne-isd.net

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. John Kelly

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

District Name Boerne Independent School District

Tel. (830) 357-2000

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 Dr. Cliff Luttrell

(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: _____ 5 Elementary schools
 _____ 2 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 9611
 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. _____ 3 Number of years the principal has been in her/his position at this school.
 _____ 5 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	159	111	270
K			0	8	158	139	297
1			0	9	149	131	280
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							847

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 17 | % Hispanic or Latino |
| 80 | % 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 9 %

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	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	64
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	847
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 12 | Total Number Limited English Proficient |
|----|---|

Number of languages represented: 2

Specify languages: Spanish,
Pilipino

9. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 124

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: 10 %
88 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>4</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>16</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>33</u>	Specific Learning Disability
<u>29</u>	Emotional Disturbance	<u>2</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>3</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	
	Full-time	Part-time
Administrator(s)	<u>3</u>	<u>0</u>
Classroom teachers	<u>56</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>11</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>81</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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 %	97 %	96 %	97 %
Daily teacher attendance	94 %	94 %	95 %	95 %	94 %
Teacher turnover rate	10 %	9 %	9 %	5 %	%
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

Every child, every chance, every day! This is only part of the motto and mission statement of Boerne Middle School South. Since the doors opened on this modern, two-story Texas hill country school in 2000, BMSS administrators, teachers, staff, and parents have dedicated their service to providing a complete education for every child. Built on the concept of a Rick DuFour professional learning community, BMSS strives daily to adhere to the mutually agreed-upon mission: 'To provide quality instruction to a diverse student population. The school community creates opportunities to develop the academic, social, and physical skills necessary to become accountable and responsible adults. We believe all students can and will learn when they feel competent and connected.'

The students at Boerne Middle School South meet and exceed many of the high expectations set before them each year. Their success is due in part to curriculum alignment with the state curriculum Texas Essential Knowledge and Skills (TEKS), high academic standards expected from the community and district, highly qualified teachers with creative and innovative classroom instruction, adherence to state technology guidelines, opportunities to experience fine arts through several mediums, and extracurricular opportunities to build student leaders.

Course offerings, along with uniquely designed classes, address the needs of all students. Academically advanced students have an opportunity to enroll in College Board Pre-Advanced Placement classes in all core subjects. Likewise, regular education classes provide the rigor to fully prepare students to be successful as they enter their high school environment. Students identified with learning disabilities receive inclusion services, those identified with emotional disabilities are instructed in social behavior classes, and those with severe or profound disabilities are enrolled in life skills classes to ensure success in the 21st century by meeting the objectives of their individual educational plans.

To encourage a well-rounded education, students at BMSS have opportunities to participate in a successful fine arts program. In addition to musical instruction, students receive in-depth training in both music and art history. They consistently excel in a variety of competitions, juried shows, performances, and University Interscholastic League (UIL) competitions.

Promoting an understanding of cultural diversity, BMSS participates in a teacher/student exchange program with our sister school, Shanghai International Studies University Bilingual School, in Shanghai, China. BMSS students and teachers have visited this school on two occasions, and the Chinese school has likewise sent teachers and students to teach and study with us. By bringing these Chinese friends into our school community, all students produce greater international understanding of the world.

The development of caring, service-minded students is another essential aspect of the cultural environment at BMSS. Students engage in community service through campus clubs. Members of the National Junior Honor Society participate in community projects including tutoring at-risk elementary students off campus. Student Leader Panel members selected to represent various clubs across the campus are trained to help our incoming sixth graders make a positive transition to middle school. BMSS students made a commitment this past year to become 'Friends of Rachel.' These students strive to eliminate bullying and to promote a caring, friendly school environment.

The Boerne Middle School South learning community is true to their motto of 'Building minds for successful students: Every child, every chance, every day.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Boerne Middle School South, in Boerne Independent School District, annually participates in a criterion-referenced state assessment titled Texas Assessment of Knowledge and Skills (TAKS). This assessment measures essential knowledge and skills identified as critical to future career and college success. Student success is premised upon the number of correct answers students achieve. Passing scores for each test vary by subject and grade level; however, a scale score of 2100 is required for students to meet standards, and a score of 2400 merits commended performance. More information regarding BMSS TAKS data may be obtained on the Texas Education Agency's website, www.tea.state.tx.us. The state expectation for TAKS mathematics achievement requires approximately 60% mastery for grades 7, 8, and 9. To attain 'commended' status, students must score at the passing standard of 92% in 7th grade, 90% in 8th grade, and 87% in 9th grade. BMSS achieved the following results in comparison to the state (Spring 2007): 96% of our students met the passing standard, compared to 76% mastery at the state level; 33% of the 7th graders attained the commended level of performance, compared to the state level of 17%. In 8th grade, 92% of our students met the passing standard with 30% reaching the commended status, compared to the state performance of 71% and 17% respectively. In 9th grade, 95% achieved mastery with 39% reaching commended status, compared to the state's 60% and 17% performances. Statistically significant superiority in performance is evident in the following categories: All students--7th, 8th, and 9th grades; Hispanic--7th, 8th, and 9th grades; White--7th, 8th, and 9th grades; and Economically Disadvantaged--7th and 9th grades. Boerne Middle School South clearly performs at a much higher rate than the state overall. The single subpopulation not following this trend is the group of economically disadvantaged students in 8th grade who scored 12% below the state average. The greatest contributing factor to this anomaly is the school's service to student residents of a juvenile facility within the attendance zone. Previously undiagnosed learning disorders, along with an unusually high mobility rate, place these students at a disadvantage compared to the general population. BMSS is challenged with identifying student needs quickly and with implementing the best plan possible to ensure these students' success. To meet state standards in reading, students must score 67% in 7th grade, 69% in 8th grade, and 67% in 9th grade. In spring 2007, seventh grade students met standards with 96%, and 47% received commended performance. In the 8th grade, 97% met standards with 69% receiving commended performance. Ninth grade students were extremely successful with 100% meeting standards and 62% achieving the commended performance rating. In reading, BMSS subpopulation group results showed little disparity, indicating success for all students. The accomplishments of students at Boerne Middle School South can be attributed to committed, caring, and dedicated faculty, staff, and administrators who have given their time and talents not only this past year but also since the opening of the school in fall of 2000. Programs designed through collaboration as a professional learning community encourage all students to succeed at their highest potential.

2. Using Assessment Results

Boerne Middle School South analyzes formal and informal assessment data to understand and improve student and school performance. Implementing a strong educational program to meet the needs of all students drives the instructional platform on our campus. Early identification and intervention play key roles in student success. We use state assessment data, the TAKS test, campus benchmarks, report cards, campus computer-based data software, and student files as early identifiers. Counselors, teachers, and administrators consider students' previous year TAKS results. Those identified in need of extra assistance in math and/or reading are scheduled into an additional lab class. Planning and scheduling begins in the spring for the upcoming year based on student performance and academic need. Immediate and continuous assessment is critical in the classroom to ensure no child is 'left behind.' Professional development equips teachers with strategies to assess student understanding throughout instruction, resulting in timely and effective intervention. Data obtained from periodic benchmark testing provides teachers information regarding student success across the curriculum by student subpopulations. Tutorial curriculum is teacher-created based on student need and testing objectives. When students struggle to meet objectives, reteaching occurs through classroom instruction and tutorials. Collaboratively, teachers and assistants design lesson plans focused on individual educational need when assessment demonstrates mastery at the required level has not been achieved.

3. Communicating Assessment Results

Boerne Middle School South communicates student performance to students, parents, and the Boerne community in a variety of ways. Each August BMSS begins the school year hosting student and parent orientations. Students are supplied with an orientation packet including a campus handbook, a BISD student code of conduct manual, and a student organizational planner. Every three weeks teachers report grades and progress reports are sent home. Early in the year, the BMSS Parent Teacher Organization holds a New Families reception in conjunction with the yearly Meet the Teacher night. The reception not only welcomes new parents but also provides an opportunity for addressing individual concerns. All parents gain valuable information from each teacher as they experience their child's schedule. Teachers and administrators provide websites containing e-mail addresses to facilitate staff and parent communication. Parents may access student grades at any time through BISD's web-based grading program, View Student Information (VSI.net). The BMSS Parent Teacher Organization sponsors the school newsletter to share important information from the principal and campus organizations. In early spring, a copy of Texas Education Agency's State School Report Card is mailed to parents or guardians of every enrolled student. Along with this report, direction is given to the state website where additional school information may be accessed.

4. Sharing Success:

Boerne Middle School South enjoys a consistent reputation for excellence in education as does the entire Boerne Independent School District. Recognized as a high performing school in several publications, including the October 2007 issue of Texas Monthly magazine, BMSS has not only local but also state and national status as a school fostering high achievement and success for both students and teachers. Our vertical alignment team effectively produced K-12 curriculum guides for core subject areas across the district. Through this process, the best and most innovative strategies are shared as we strive for mastery for all students including our critical subpopulations. Our faculty members present best practices at Educational Service Center Region 20 workshops, at a variety of curriculum-specific conferences, at TMSA, TASSP, TCA, FCSTAT and FCCLA, CTE meetings, and at other districts as requested. Several of our faculty members publish in respected journals such as Texas Study. Each of the above-mentioned opportunities provides a chance for participants to share the success of BMSS. Many faculty members are award-winning teachers who routinely apply for grants, hold high-ranking offices in their respective organizations, and influence peers, students, and community.

Student success is recognized frequently. Academics and character as well as attendance and athletic accomplishments are celebrated in classrooms daily via on-campus announcements. Each quarter, outstanding students are honored with a reception that includes their parents. The achievements of All A and AB Honor Roll and Outstanding Students are published in the local newspaper. Students achieving state and national awards in extracurricular activities are honored by the Boerne ISD school board at monthly meetings. BMSS administrators and faculty, parents, students, and community members are eager to recognize the consistent and outstanding accomplishments of our students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Math: Mathematics presented at BMSS provides value far beyond the advancement of students' math skills by helping them identify and develop unique patterns of learning, by expanding cognitive skills, and by presenting constant challenges of perceiving and interpreting the relationship between math and the world in which they live. BMSS math curriculum, based on the state's Texas Essential Knowledge and Skills (TEKS), presents real world problems and encourages higher-order thinking skills. Traditional assessments are augmented with verbal inquiries, student-led discussions, and presentations in all 7th and 8th grade Math, 9th grade Algebra, Pre-Advanced Placement Algebra, Geometry, and Pre-Advanced Placement Geometry. The use of graphing calculators, internet access, computer labs, interactive smartboards, and Classroom Performance Systems enhances learning. These resources allow immediate feedback.

English/Reading: The English Language Arts curriculum, integrating speaking, reading, listening, and writing competencies, supports development of the craft and style of effective communication. Each level of the writing process bolsters the confident and precise expression of ideas. Multiple genres representing various literary periods foster an appreciation of multicultural contributions in historical context. While reinforcing analytical skills applicable to cross-curricular contexts, the rigor of all English Language Arts courses--on-level, Pre-Advanced Placement, and English as a Second Language--prepares students for successful integration into higher levels of learning.

Social Studies: Social Studies is offered at BMSS through both regular and Pre-Advanced Placement courses for 7th grade Texas History, 8th grade U. S. History and 9th grade World Geography. The state curriculum, TEKS, serves as the foundation for all social studies coursework. The use of both primary and secondary sources helps students acquire information about Texas, the United States, and the world. Historical and geographical content is integrated through the study of geography, economics, government, citizenship, culture, science, technology, and society. Texas History instruction is enhanced through a curriculum-based field trip to the Texas state capital and the Bob Bullock Museum.

Science: Science unifies core academic subjects connecting grade-level reading, language, math, and technology within the science discipline. Learning is made exciting and dynamic through the use of a variety of hands-on laboratories, manipulatives, and student-centered groups strengthening the students' natural curiosity about the world around them. By utilizing these methods, the students discover how to think like scientists, designing their own experiments and making inferences based on their observations. The students quickly learn that the 'end' of an experiment is only the 'beginning.'

Foreign Language: BMSS foreign language courses teach students to develop reading and writing skills and to learn about the culture and geography of either Spanish-speaking or German-speaking countries. The primary goal is to promote fluency. Daily practice of skills facilitates studying and reporting through oral and written presentations. Foreign language is a year-long, rigorous course leading to high school credit. Much of the instruction is technology-based, and students have opportunities to connect learning to real-world experiences.

Electives: The fine arts program at Boerne Middle School South supports students consistently excelling in competitions, juried shows, performances, and annual University Interscholastic League (UIL) events. The music program--Band, Orchestra and Choir--offers concentrated instruction in music history, ear training, musical style, and music theory. Art students receive in-depth training in art history from visual, biographical, and historical viewpoints. High quality student art pieces are part of a permanent collection displayed throughout the campus. Theatre classes, conducted with a creative dramatic approach, allow students to plan, create, and perform original scenes using the interrelationship of literature, drama, and theatre.

2b. **(Secondary Schools) English:**

The English Language Arts curriculum integrates the state objectives mandated as the Texas Essential Knowledge and Skills. From the generation of ideas to the publication for specific audiences, the writing process is the tool by which students learn to determine purpose, to employ effective organization, and to develop voice. Integrating inquiry and research, students demonstrate synthesis of information for the purpose of generalizing, inferring, and drawing conclusions. The writing curriculum encourages application of text-to-text, text-to-self, and text-to-world connections. Making these text connections develops comprehension strategies and enables contributions to a class discussion relevant to literary analysis. Through this process students are provided opportunities for informative and persuasive speaking and for critical listening experiences. Valid media evaluation allows the students to critique and deconstruct message content. English as a Second Language classes help non-English speaking students and Limited English Proficiency students learn to speak, write, and understand English while learning necessary survival skills. Students reading below grade level receive remedial skills assistance in the Student Assistance Center where they access taped texts. Teacher aides are available in this center, in the classroom, and in small group settings established for oral reading assistance. Students in grades 7 and 8 receiving the center's and aides' assistance are evaluated at the end of the first semester. Those continuing to read below grade level are placed in a small group Reading Lab, in addition to a reading class, for the second semester. Reading Lab meets daily, focusing on an accelerated TAKS reading curriculum, applying TAKS-related objectives to high-interest novels, and practicing test-taking strategies. Reading combines with technology in the 7th grade for Book Hooks. In this program students read, write book reviews, and publish by posting them on the internet, sharing and comparing their assessments with students worldwide.

3. **Additional Curriculum Area:**

Family and Consumer Sciences (FCS) education empowers individuals and families to manage life-long challenges of living and working in a diverse, global society. Our unique focus is on family and work interrelationships. The mission of FCS is to prepare students for successful family and work endeavors by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for optimal future experiences. At Boerne Middle School South, every FCS class is engaged in higher-level thinking skills and various challenging projects using a variety of delivery methods and hands-on activities to allow students opportunities to learn through teacher guidance, their peers, and self discovery. Emphasis is given to technology through computer-generated projects using program skills acquired in computer technology classes.

Boerne Middle School South uses 7th and 8th grade computer technology curriculum to prepare our students for success in the 21st century. We supply the latest technology tools in order to maximize student productivity and creativity, teaching students to apply these skills to their academics with integrity. Our number one priority is keeping students safe while communicating with each other or across the web. Those who are gifted, those who struggle, and those who are usually introverted have optimal opportunities to achieve success in a greater educational community.

Additionally at Boerne Middle School South, the Career and Technical Education department offers various courses in Technical Education and Technology Systems requiring basic to advanced research skills, computer skills (both modular-based learning as well as project-based) for planning and production, advanced hands-on machine and tool operation, OSHA safety standards, building trades projects, and design--basic to advanced. All courses utilize writing skills, math skills, communication skills, and the fundamental knowledge of problem solving and design. Advanced students also use knowledge of science including basic chemistry and physics.

4. **Instructional Methods:**

To meet diverse student needs, a variety of instructional methods are used for student achievement. BMSS utilizes specific methods to enhance learning in all subjects. Students are required to produce technology-based projects each semester in every subject, requiring knowledge and mastery of software programs offered in our technology courses.

All students have access to technology use for project research, creation, and presentation including student computer access in each classroom and in computer labs made available to teachers.

Core area teachers encourage the use of graphic organizers, think-pair-share, rebounding, and team learning strategies. English Language Arts teachers use state-of-the-art Electronic Light Machine Operation systems (ELMOS) for immediate feedback when critiquing writing assignments, projecting articles, poems and other written items, and preparing for state assessment testing. Our math department teachers are also using the handheld E Instruction Response System from Classroom Performance Systems. Students use this small device to enter answers for warm-ups, class practice, and (eventually) paperless testing. Teachers can instantly see missed questions and immediately reteach. This system imports answers and grades to the teacher grade book, facilitating daily grading. This technology is aligned with approved math curriculum and textbooks. Science department faculty promote a variety of hands-on learning from Gel Electro Phoresis (using electric current to separate different chromosomes of DNA for student observation) to Thylakoid models (building walk-through models of photosynthesis) to Kinex manipulatives for student use in biology studies.

Our goal, student-centered learning, promotes students' ownership of their education. This provides proactive, empowering opportunities for student success. We design and implement various instructional methods to reach students of all learning styles.

5. Professional Development:

Boerne Middle School South supports the campus vision through the design of ongoing professional development opportunities. Faculty members attend sessions crafted collaboratively by teachers and colleagues to address the needs of the campus. The ultimate goal is to ensure that our students are academically and socially prepared to meet 21st century demands.

The campus instructional technologist provides teacher training throughout the school year. Teachers are encouraged to attend these after-school workshops. Following training, our CIT offers support in the classroom for teachers to apply new technology skills.

The district special programs director organizes Gifted and Talented (G/T) related workshops. Teachers must attend G/T training annually to maintain current certification. The director also provides training to teachers in methodology to meet the needs of struggling learners. Teacher cohorts, representing each core subject, are trained in Sheltered Instruction Operation Protocol (SIOP). The cohort team works together for two years, relaying information to colleagues.

In addition to professional development sessions, BMSS teachers participate in selected book studies supporting the current campus theme. Each month campus department chairs present the monthly chapter theme to their respective departments, promoting dialogue and encouraging open communication.

Maintaining high academic standards for students can only be achieved by a highly trained and motivated faculty and staff. In the BMSS Campus Improvement Plan, resources are dedicated to training a developing professional staff. BMSS faculty members are encouraged to attend conferences during the school year and in the summer months. Professional development not only energizes teachers but also provides exciting new strategies to support the campus vision of 'Every child, every chance, every day.'

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 7 Test Texas Assessment of Knowledge and Skills
 Edition/Publication Year 2002-2003, 200 Publisher Texas Education Agency

	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 plus Commended performance	96	96	98	95	97
% "Exceeding" State Standards					
% Commended performance	47	41	42	33	25
Number of students tested	242	254	249	237	213
Percent of total students tested	90	91	94	91	89
Number of students alternatively assessed	28	22	11	15	16
Percent of students alternatively assessed	10	8	4	6	7
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	92	83	91	81	91
% "Exceeding" State Standards					
% Commended performance	42	17	15	22	30
Number of students tested	38	36	33	32	23
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	84	73	86	82	71
% "Exceeding" State Standards					
% Commended performance	28	4	14	12	0
Number of students tested	25	26	22	17	14
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	0	0	0	83	0
% "Exceeding" State Standards					
% Commended performance	0	0	0	8	0
Number of students tested	0	0		12	0
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 plus Commended performance	96	95	91	93	94
% "Exceeding" State Standards					
% Commended performance	33	30	29	15	16
Number of students tested	239	253	247	234	215
Percent of total students tested	89	91	93	90	90
Number of students alternatively assessed	18	29	12	19	15
Percent of students alternatively assessed	7	10	5	7	6
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	89	81	76	78	87
% "Exceeding" State Standards					
% Commended performance	21	11	18	6	4
Number of students tested	38	37	33	32	23
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	91	73	67	72	69
% "Exceeding" State Standards					
% Commended performance	9	8	14	0	0
Number of students tested	23	26	21	18	13
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	0	0	0	64	0
% "Exceeding" State Standards					
% Commended performance	0	0	0	0	0
Number of students tested	0	0		11	0
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 plus Commended performance	97	99	96	97	95
% "Exceeding" State Standards					
% Commended performance	69	63	61	43	38
Number of students tested	269	272	258	235	216
Percent of total students tested	91	96	96	95	92
Number of students alternatively assessed	23	11	17	17	11
Percent of students alternatively assessed	8	4	6	7	5
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	95	94	87	88	86
% "Exceeding" State Standards					
% Commended performance	50	47	36	42	18
Number of students tested	40	34	39	26	22
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	85	100	80	77	72
% "Exceeding" State Standards					
% Commended performance	24	36	36	31	17
Number of students tested	33	25	25	13	18
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	92	100	67	80	75
% "Exceeding" State Standards					
% Commended performance	15	33	19	0	19
Number of students tested	13	12	21	10	16
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 plus Commended performance	93	92	86	94	87
% "Exceeding" State Standards					
% Commended performance	30	33	28	29	12
Number of students tested	267	271	251	235	216
Percent of total students tested	90	95	93	95	92
Number of students alternatively assessed	25	12	23	17	11
Percent of students alternatively assessed	8	4	9	7	5
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	83	74	71	73	84
% "Exceeding" State Standards					
% Commended performance	15	11	5	23	5
Number of students tested	41	35	38	26	19
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	62	69	63	55	64
% "Exceeding" State Standards					
% Commended performance	6	19	21	9	0
Number of students tested	34	26	24	11	14
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	91	73	71	0	40
% "Exceeding" State Standards					
% Commended performance	0	9	0	0	0
Number of students tested	11	11	14	0	15
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	February	February	February	February	February
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Met Standard plus Commended performance	100	100	98	97	97
% "Exceeding" State Standards					
% Commended performance	62	59	53	24	20
Number of students tested	251	263	232	219	184
Percent of total students tested	90	91	91	91	83
Number of students alternatively assessed	6	22	12	16	
Percent of students alternatively assessed	2	8	5	7	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	97	98	90	91	96
% "Exceeding" State Standards					
% Commended performance	43	38	43	22	12
Number of students tested	35	42	21	23	25
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	96	96	70	87	90
% "Exceeding" State Standards					
% Commended performance	30	42	30	7	10
Number of students tested	23	24	10	15	10
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	0	100	73	91	0
% "Exceeding" State Standards					
% Commended performance	0	17	36	0	0
Number of students tested	0	12	11	11	0
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	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Met Standard plus Commended performance	95	91	92	89	93
% "Exceeding" State Standards					
% Commended performance	39	41	39	34	31
Number of students tested	260	262	232	214	196
Percent of total students tested	93	90	91	89	88
Number of students alternatively assessed	8	24	16	27	
Percent of students alternatively assessed	3	8	6	11	
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	89	78	80	86	80
% "Exceeding" State Standards					
% Commended performance ²²	22	22	25	29	13
Number of students tested	36	41	20	21	30
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	83	76	0	54	80
% "Exceeding" State Standards					
% Commended performance	8	12	0	8	13
Number of students tested	24	25	0	13	15
3. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
% Met standard plus Commended performance	0	0	0	0	0
% "Exceeding" State Standards					
% Commended performance	0	0	0	0	0
Number of students tested	0	0		0	11
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					