

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

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

Name of Principal: Mr. Jimmy Haynes

Official School Name: Southmost Elementary

School Mailing Address:
5245 Southmost Road
Brownsville, TX 78521-8012

County: Cameron State School Code Number*: 301-901

Telephone: (956) 548-8870 Fax: (956) 548-8067

Web site/URL: www.bisd.us/southmost E-mail: jhaynes@bisd.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Brett Springston, Interim

District Name: Brownsville ISD Tel: (956) 698-0014

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Rolando Aguilar

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|---------------------|
| 33 | Elementary schools |
| 10 | Middle schools |
| 0 | Junior high schools |
| 6 | High schools |
| 3 | Other |
| 52 | TOTAL |

2. District Per Pupil Expenditure: 9501

Average State Per Pupil Expenditure: 162

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. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	38	31	69	7			0
K	31	39	70	8			0
1	43	52	95	9			0
2	51	44	95	10			0
3	38	55	93	11			0
4	29	42	71	12			0
5	40	48	88	Other		1	1
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							582

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
 _____ % Black or African American
100 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ % White
 _____ % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 26 %

This rate is 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.	73
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	80
(3)	Total of all transferred students [sum of rows (1) and (2)].	153
(4)	Total number of students in the school as of October 1.	593
(5)	Total transferred students in row (3) divided by total students in row (4).	0.258
(6)	Amount in row (5) multiplied by 100.	25.801

8. Limited English proficient students in the school: 69 %

Total number limited English proficient 399

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 580

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 free and reduced-price school meals 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: 8 %

Total Number of Students Served: 48

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

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>7</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>3</u>	<u>0</u>
Classroom teachers	<u>40</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>0</u>
Paraprofessionals	<u>16</u>	<u>0</u>
Support staff	<u>2</u>	<u>0</u>
Total number	<u>65</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	97%	97%	97%	98%	97%
Daily teacher attendance	89%	77%	85%	87%	75%
Teacher turnover rate	3%	7%	7%	6%	17%

Please provide all explanations below.

Daily teacher attendance includes all professional leaves for training and/or staff development within or outside of the District. BISD is highly committed to staff development. From 2003 to 2007 a significant amount of training in research-based reading practices, strategies and programs occurred during the school day for Kindergarten -3rd grade. That has directly and positively impacted TAKS reading scores, as is evident. The 2007 school year saw the introduction of a standardized concept-based 5-E math program. Again, although much training went on during the summer and on Saturdays during the year, professional development during the school day also occurred. Spring 2008 math scores improved significantly even during the initial year of implementation. No program change implementation dip has been experienced. 2003-2004 was the end of Principal's 2nd year at Southmost Elementary. Principal's first year, 2002-2003, was a year of taking stock. Instructional changes and high expectations were implemented at the beginning of 2003-2004. Expectations had been raised significantly and principal's high expectations were clear: Southmost students succeed academically at high levels of excellence. Texas moved from a non-aligned state assessment instrument (TAAS) to a aligned more difficult standards-based assessment (TAKS) and Spring 2004 was the first year of reporting the new TAKS test results. More teachers than usual requested transfers during the District's allotted time period, relocated, and/or retired/resigned at the end of 2003-2004. Changes in direction of the instructional leadership and increased rigor of the state's high stakes assessment program contributed significantly to the 17% 2003-2004 teacher turnover rate.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

Southmost Elementary is located at the southernmost tip of Brownville, Texas, approximately ½ mile from the Texas-Mexico border. The school, serving 582 Pre-Kindergarten-5 students, opened its doors in 1989 and is comprised of individual buildings for each grade level joined by covered walkways. It is both a neighborhood and commuting school. Approximately 40% are bused to school although some live less than 2 miles from campus. The campus is located right off Southmost Road, its namesake, and the area's main thoroughfare known for small businesses, mom and pop stores, restaurants, churches, and used car lots. Brownsville's Southmost area is home to many first generation American citizens who traveled to the United States from Mexico looking for a better way of life. 99.6% of Southmost Elementary's students are classified low SES and live in wooden homes, colonias, trailer parks, rent houses/apartments, and extended family homes. Additionally, 99% of the students are Hispanic, 65% are Limited English Proficient, and 82.4% are at-risk. One might consider these factors daunting.

Southmost parents, students, and staff have a strong commitment to academic excellence as is evidenced in the school's mission statement which reads: "Southmost Elementary is committed to high standards of excellence and nurtures a caring and exemplary learning environment for every student and member of the school community." The school has achieved a TEA "Recognized" rating since 2007 and in 2007-2008 outperformed all other Brownsville Independent School District (BISD) elementary schools in the numbers of students achieving commended performance in reading, math, science, and/or social studies. It is also recipient of the coveted Title I Gold Performance Recognition for 2006-2007 attendance as well as 2007-2008 commended performance on math and science tests. The mission statement is a self-fulfilling prophecy and the inspiration behind the school's 2008-2009 motto: "Southmost is going for the BLUE... Blue Ribbon and Blue Flag!" As one visits Southmost classrooms, students eagerly verbalize their goal of attaining TEA student commended status and an Exemplary school status.

Enthusiasm and excitement for learning form the essence of the atmosphere on campus. Parental involvement is an integral component of school life via weekly adult ESL and parent training classes. A strong commitment to helping others permeates campus life. Engaging in co- and extra-curricular activities which extend classroom learning into real world problem solving situations is the norm. Examples of school, student, and parent engagement in enhancing the community's well-being include Jump Rope for Heart, Veterans' Day, March of Dimes, aluminum can tops (cancer), food drive, Toys for Tots, and recycling/mother earth activities. Southmost elementary students, parents, and faculty also regularly participate in Brownsville's annual Charro Days (pre-Lenten church season with Mexican cowboys, "charros") celebrations. Other activities which set Southmost Elementary apart from the norm include: the annual parent-student Thanksgiving luncheon, Fall Carnival, Christmas programs with performances by students, October Literature Costume Character Parades, 100 day reading book club celebrations, and the border custom known as the Tamalada (tamal-traditional Christmas border Mexican entrée-part and fiber of living and growing up in Brownsville, Texas). As is evident, all these activities provide students, families, and staff multiple opportunities to spend time together, work and play together, and incorporate the community's culture into the school setting. All these events bring a sense of unity to the campus, help celebrate successes, and involve families and extended families in events that give students a sense of belonging to their community. They learn and experience citizenship, community culture, values, and expectations.

Southmost Elementary's administrators, teachers, students, and parents all speak the same language: the language of academic excellence wrapped in a caring, committed culture wherein home and school merge and become one.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Texas Assessment of Knowledge and Skills(TAKS) criterion referenced test is administered to all 3rd-5th graders. It tests Texas's state mandated curriculum for public schools. At the elementary level all 3rd-5th graders are tested annually in reading and math. Fourth graders are also tested in writing and 5th graders are also tested in science. Texas Education Agency state accountability ratings are based on these results. Campuses and districts are evaluated on these results: acceptable(70%), recognized(75%), and/or exemplary(90%). These results are also used to evaluate each campus on its federally mandated No Child Left Behind Adequate Yearly Progress(AYP) status.

Southmost elementary has met AYP since its inception. With regards to the TAKS, state ratings are based on school performance as detailed above and individual students' scale scores are commended (advanced) at 2400+. Southmost achieved recognized status in 2006-2007. 99.66% of its students are Hispanic and low socio-economic(SES), 67% are Limited English Proficient, and 82% are classified at-risk.

Reading TAKS scores reflect Southmost's Reading First initiative. Yearly, 3rd grade scores hover in the mid 80s. This is attributable to the fact that the third grade curriculum brings closure to the learning-to-read process and initiates reading-to-learn. Third grade results also reflect transitioning from Spanish to English reading. Southmost strives to transition the majority of students (in-system since PreK or K) at the end of 2nd or the beginning of 3rd grade. Therefore, the impact of Southmost Elementary's structured and research-based reading program is reflected in its 4th and 5th grade scores: 4th grade reading TAKS scores increased from 65.8% (2004) to 85% (2008). Fifth grade scores soared from 49% (2004) to 98.3% (2008). Third-fourth grade commended rates fluctuate yearly but culminating 5th grade commended scores rose from 3.7% (2004) to 30% (2008): +26.3 percentage points!

The math saga is equally impressive! Third grade math scores gained 7.5 percentage points during the same time period. Fourth grade achieved a high of 95.7% (2007) from the starting point of 89% (2004). From 2007 to 2008, however, 4th grade scores dropped 8.2% points. Two first year teachers joined the 4th grade team in 2007-2008. An aggressive 4th grade professional development support system was immediately implemented. Culminating (end of elementary school years) 5th grade scores are most impressive: 49.5% of 2004 and 98.4% of 2008 5th graders (+48.9 percentage points) passed the math test. Additionally, while only 6.7% 2004 5th grade math testers achieved commended performance, 52.5% of them achieved commended status in 2008. This is a gain of 45.8 percentage points from 2004 to 2008.

Significant to this discourse is the fact that from 2004-2008 tremendous changes took place in special education testing. Previously, Texas ISDs tested special education students alternatively (below grade level) and/or exempted them. From 2004-2007 standards and rigor changed gradually and Spring 2008 testing options were threefold for mainstreamed students: 1) regular TAKS tests with ARD modifications (small group or individual testing environment); 2) TAKS Accommodated(TAKS-A)/larger print and more space between questions but exactly the same test questions as TAKS; and/or 3) TAKS Modified(TAKS-M) (testing exactly the same Knowledge and Skills statements as the regular TAKS but using simpler vocabulary, diagrams, maps, and charts which facilitate testing knowledge while removing obstacles intensified by learners' disabilities. ARD committees determine which test will be used based on student history and disability. Southmost special education 3rd, 4th, and 5th grade students succeeded extremely well on their TAKS, TAKS M, and TAKS A tests as is evident in the testimony submitted. All passing rates and commended rates discoursed above include Southmost Elementary's special education population.

Additional assessment information for Southmost Elementary can be found at:
www.tea.state.tx.us/student.assessment.

2. Using Assessment Results:

Southmost uses comprehensive assessment tools to help diagnose students' academic needs/progress. Pre-K students are given reading, math, and social skills screeners throughout the year. K-3 students are given Texas Primary Reading/Tejas LEE! diagnostic assessments at the beginning, middle, and end-of-year with regular follow-up progress monitoring. Grades 3-5 take benchmark tests. All are used to measure student performance, diagnose specific needs, reveal deficiencies in the curriculum/delivery of instruction, and target/prescribe appropriate interventions. Palm pilots are used to administer Pre-K/TEEM and TPRI/Tejas LEE. Feedback is immediate. Teachers use the data to form small instructional groups according to skill-sets needing reinforcement. The principal, campus reading coach, assistant principal, and instructional facilitator have up-to-the minute access to the data to monitor individual student and group improvement via walkthroughs, professional conversations with teachers, and grade level meetings. Pearson benchmark online program assists in making sound 3rd-5th grade instructional decisions. Benchmark tests are scored on campus and on-line data (individual student scores, group scores, and item analyses) provides immediate feedback for teachers and the leadership team in planning interventions, tutorials, Saturday Academies, district curriculum specialists' visits, and curriculum emphasis. The principal meets with teachers, instructional facilitator, and reading coach during weekly grade level meetings to review student data and monitor implementation of remediation processes. This team looks at students having problems mastering objectives, comes up with solutions to target student needs, and creates a plan to implement targeting these areas. Outcome data is also used to schedule visits to campuses that are excelling in particular objectives. Professional development sessions are based on the areas of need. Each year's Campus Improvement Plan places strong emphasis on areas of need as diagnosed via the previous year's assessment data. Thus, at Southmost the delivery of instruction, student assessment, and reinforcement according to assessed needs, is seamless and cyclical.

3. Communicating Assessment Results:

Southmost Elementary teachers effectively communicate student performance and assessment data through a variety of different avenues. The centerpieces of the campus are the GradeSpeed and PhoneMaster systems. GradeSpeed allows parents to monitor their children's grades through the internet/BISD home page. Parents receive their own access code to their child's information and are trained to use GradeSpeed at the beginning of the school year. They have access to the school's computer labs. PhoneMaster delivers automated calls directly to students' homes regarding attendance, parent/teacher conferences, and information about upcoming school events. The campus principal hosts meetings with parents during meet-your teacher-night, open house, and parent involvement trainings to inform parents and community members about the school's academic progress and campus assessment data found in the Texas Education Agency (TEA) School Report Card, the Texas Education Agency Campus Academic Excellence Indicator System (AEIS) report, and the federally mandated No Child Left Behind Adequate Yearly Progress (AYP) reports. Benchmark test results are also sent home to parents. These meetings and reports provide opportunities for parents and community members to give valuable feedback and ask questions. All meetings are conducted in Spanish and English. School generated reports are also in Spanish and English. Reports and their directions for interpreting the data are also sent home with each child's report card. Communications with 3rd and 5th grade parents are more numerous due to state law which requires them to pass the state-mandated TAKS reading assessment for promotion to the next grade level and also requires 5th graders to do the same in the area of mathematics. These parents attend additional meetings throughout the year with teachers and the principal as needed. Progress, attendance at tutorials, etc. are discussed. Parents are also informed of their child's performance through phone calls, formal letters, students' work folders, home visits, and informal 15 minute after school conferences held once a month. Parent/Teacher conferences are also held when students are at-risk of failing every three weeks and ARDs are conducted whenever a special needs child is failing or in danger of failing. Teacher conferences are conducted in Spanish and/or English as per parental preference. Feedback to students is provided regularly through discussion of daily work and reviewing assessments. Brownsville ISD posts district and campus assessment data on its website, www.bisd.us. Southmost Elementary also has a marquee located at its entrance which announces upcoming meetings, school accomplishments, etc.

Horizontal and vertical as well as internal and external communication at all levels and on all playing fields is imperative to affirm the school's accomplishments, engage the family in responsibility for student success, and ensure that no child is left behind.

4. Sharing Success:

Southmost Elementary has become a beacon for many schools in the Brownsville Independent School District (BISD). The campus has been recognized by the district and members of the community for continuous and relentless efforts to increase student achievement throughout the years. Successes have been shared by opening doors to other campuses within the district. Southmost Elementary has been visited by administrators, instructional leaders, literacy coaches, and teachers to explore its practices and customs. During these visits leadership teams and teachers share the school's philosophy of education, teaching strategies, and the instructional resources being used. Share Fairs at the District level provide the opportunity to convey the methods used to gather and analyze data in order to maximize student success. The school's instructional facilitator and reading coach attend District level meetings and assist in training cluster schools (geographic proximity) on campus and district initiatives. Teachers from Southmost Elementary have been presenters at cluster meetings, district trainings, and ongoing professional development by participating in district, regional and national conferences and workshops. Emphasized is the importance of collegiality and a shared vision of high standards of excellence and exemplary learning environment for every student. Persistent dedication to each student has ensured that no child is left behind. Southmost Elementary will continue to collaborate within the Brownsville Independent School District and will open its doors for other school districts to visit. Southmost Elementary teachers have and will continue to mentor new teachers to the district as well as undergraduate students pursuing a career in education from the University of Texas at Brownsville, surrounding universities, and educational institutions. In an effort to promote student success, Southmost Elementary will continue to share its accomplishments, practices, instructional strategies, materials and resources by welcoming other schools and school districts into our campus and classrooms.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Southmost E. is committed to every student's success through the use of a high quality higher order thinking skills curriculum that enriches student learning. BISD is currently implementing CSCOPE, a systemic curriculum model with standardized content and assessments aligned to the Texas Essential Knowledge Skills (TEKS). CSCOPE is a web-based curriculum designed to align and deliver the cyclical written, taught, and tested curriculum systematically. CSCOPE components include Vertical Alignment Documents(VADs), Instructional Focus Documents(IFDs) and Year-at-a- Glance documents(YAGs). VADs allow teachers to utilize and plan targeted and purposeful instruction. Specificities are included in the VADS to assist teachers in the delivery of instruction appropriate to each grade level. This allows the students to make content connections, link information between and among concepts, and increase the relevancy of skills and content. It provides teachers proper academic language to use during lesson development. IFDs contain the scope and sequence that determines what will be taught, for what duration, and in what order. Within the IFDs individual student expectations are grouped into rational coherent units of instruction with a specific timeline. Lessons are designed to encompass the 5E Model (Engage, Explore, Explain, Extend/Elaborate and Evaluate). YAGs provide a detailed guideline of the units taught throughout the school year. These documents include TEKS that correspond to the grade level, explicit student expectations, and lesson duration.

Students at Southmost Elementary develop underlying process skills through the use of quality lessons found in the CSCOPE math curriculum model. They develop appropriate problem solving plans or strategies through the use of real objects, manipulatives, and technology. Teachers supplement instruction by utilizing the state adoption-ENVISION and Study Island, a campus based computer program used to reinforce math concepts. Students are exposed to the scientific inquiry method using CSCOPE science to target critical thinking and problem solving objectives. Teachers supplement science instruction using FOSS (Full Option Science System) Kits in conjunction with Harcourt, the state adopted textbook. Fifth grade students do science lab work in their classroom where in-depth field and laboratory investigations are conducted. Southmost Elementary is a Reading First Campus and uses the 3-Tier and Response to Intervention(RTI) models. Scientifically-based reading research strategies set the foundation for K-3rd reading by targeting its five essential components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It provides an instructional framework for delivering assessment-driven and differentiated instruction to reinforce all areas of reading for struggling students. Each child receives 90 minutes uninterrupted daily reading instruction and intense interventions using McMillan-McGraw-Hill intervention kits(K-5th grade) and TPRI-Texas Primary Reading/Tejas LEE Intervention activities(K-3rd grade). Teachers at Southmost Elementary follow the district generated framework for social studies. It incorporates the state adopted social studies textbook by Harcourt-Horizons. Teachers engage students in lessons and activities that encourage them to learn about how individuals, events, and ideas have changed communities over time.

Southmost students are encouraged to participate in creative expression performance through dance and music while embracing diverse historical and cultural heritages. BISD provides an annual Ballroom Dancing competition for fifth grade students in which they compete with other students throughout the district. The campus's music teacher not only provides music classes each week to all students but 5th graders also have the opportunity to participate in the school choir. To promote wellness and support a healthy lifestyle, in addition to the daily 45 minutes of physical education provided by the campus physical education staff, Southmost Elementary implements the CATCH (Coordinated Approach to Child Health) program which engages students, teachers, and parents in making life-long health-conscious decisions regarding diet, nutrition, exercise, drug and alcohol prevention, social development, and responsible citizenship.

2a. (Elementary Schools) Reading:

Southmost has been a Texas Reading First grant recipient since 2004 and attributes its success to this initiative. The school uses a scientific-research-based program (K-3), targeting five essential components of instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Language Enrichment (English) and Esperanza (Spanish) form the core program in conjunction with state-adopted basal readers. These are Orton-Gillingham based programs for whole-group instruction. They provide explicit, targeted, and scientifically-based reading strategies. Teachers provide ample practice opportunities using aligned student materials in a uninterrupted 90 minutes per day reading block (Tier I whole-group instruction). A comprehensive assessment plan ensures on-target diagnosis of student needs. This 3-Tier/Response to Intervention (RTI) model is a reoccurring framework of instruction, progress monitoring, regrouping for interventions, re-assessment, and continued instruction. It delivers assessment-driven and differentiated instruction. Additional daily reading instructional time (small group or individualized) intensifies the effectiveness of the interventions (Tiers II and III) for struggling readers. Flexible scheduling, content-based centers, and supplemental resources such as Reading Academies materials and Macmillan McGraw-Hill and TPRI/Tejas LEE intervention kits are used. Teachers receive an initial five day training on the research-based initiative and regular training on progress monitoring, RTI strategies and the disaggregation of data from the campus reading coach as well as the principal and instructional facilitator. Southmost's full-day Pre-kinder is also a Texas Early Education Mentoring (TEEM) program which ensures implementation of research-based pre-reading strategies. Continuation of research-based reading is ensured by training all 4th and 5th grade teachers in scientific-spelling, fluency, and comprehension strategies. Results of this seamless and cohesive delivery of instruction are evident. 89% of 2003-2004 3rd graders passed TAKS reading with only 82% tested. In comparison, in 2006-2007, 90% of 3rd graders were tested. 95.7% of them passed their TAKS reading test. During the same time period, TAKS commended scores went from 7.3% (2003-2004) to 24% (2006-2007). Impact on 5th grade scores is even more significant: 50% passing rate in 2003-2004 and 98.3% passing rate in 2007-2008.

3. Additional Curriculum Area:

Southmost Elementary does not have the luxury of having a state of the art science lab or a science lab per say as most schools do. However, teachers are committed to providing a well rounded, high quality science curriculum for all students to succeed. Students are self-motivated and exhibit a desire to learn. They have learned that attaining real life experiences along with high aspirations is what will propel them to become productive citizens. The school's mission is to create a safe learning and positive environment that will enable students to become self-motivated, well rounded, and productive citizens. The CSCOPE science curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS) framework. It provides students with opportunities to use the scientific process where students learn to conduct field and laboratory investigations following home and school safety procedures and environmentally appropriate and ethical practices. It engages students in inductive and deductive thinking and learning strategies and moves from concrete to abstract with emphasis on scientific thinking and the scientific process. It also provides teachers with the 5E model that motivates students to use critical thinking skills and scientific problem solving to make decisions. The Science C-Scope curriculum is supplemented with the FOSS kit program (Field Option Science System) that enriches student learning with hands on activities that target science concepts such as systems, matter and their physical properties, forces causing change, habitats of living organisms, the importance of earth materials, characteristics among species, and inherited traits. Students also participate in many interactive labs and multimedia presentations that stir up their curiosity and motivate them into thinking like scientists. At Southmost Elementary teachers enhance the curriculum and TEKS frameworks with high-interest activities which promote student success. The 5th grade TAKS science test assesses all Texas Essential Knowledge & Skills (TEKS) It was the last frontier in Southmost Elementary's pursuit of academic excellence as reflected in the state's criterion referenced assessment, TAKS. Ninety-two percent of all students, Hispanic students, and low SES students taking the 5th grade science TAKS test passed the test in Spring 2008.

4. Instructional Methods:

Southmost differentiates instruction through a variety of strategies and methodologies. Differentiation of instruction, via both inductive and deductive teaching, builds on background knowledge/experience, explores/assesses individual interests, and capitalizes on student strengths. The District's web-based CSCOPE math and science curriculum has significantly enhanced differentiation of instruction. CSCOPE curriculum uses the 5-E model: engage, explore, explain, elaborate, and evaluate. Students do the work: explain, question, use prior knowledge, provide responses, apply new labels, draw conclusions, and demonstrate understanding. Teachers facilitate, generate interest and curiosity, encourage and assess. Venn diagrams, paired-learning, learning buddies, mapping, game boards, and manipulatives are all hands-on tools which facilitate learning together as a family and encourage risk-taking. Experience indicates that even very shy students, at the end of a game, verbalize critical thinking. Through intensive staff development, Saturday/after-school prep-sessions, and access to district level curriculum specialists, teachers are fast becoming expert deliverers of the 5-E model. All teachers are trained in gifted/talented strategies and 99% are bilingually certified. Bilingually certified G/T teachers provide bilingual students with higher order thinking skills development and capitalize on individual students' G/T creativity while supporting English language development via ESL strategies. The 3 tier response-to-intervention model has been found extremely successful as Southmost challenges itself to supersede previous TAKS, writing, math, and science scores and aim for exemplary and commended performance. Technological resources such as palm pilots for PreKinder, K-3 TPRI/Tejas LEE progress monitoring, and AEIS-it/Pearson software benchmark analysis are used by all teachers with the support of a technology teacher, a reading coach, and an instructional facilitator. These resources facilitate each teacher's use of assessment data to differentiate instruction according to students' needs. Tutorials, Saturday Academies, computer labs, a chess club, and annual science fairs and spelling bees as well as UIL academic competitions provide avenues for each student to engage in co-curricular activities which translate into life-long love-to-learn habits.

5. Professional Development:

The professional development program at Southmost Elementary is based on Campus and District Improvement plans. Training is holistic: principal, district specialists, teachers, local campus reading coach, and campus instructional facilitator collaborate. Staff development is based on students' needs as reflected in state-mandated tests and campus benchmarks. Currently, one of Southmost's primary campus staff development targets is training teachers on the District's new curriculum model(CSCOPE). In order to be effective, Trainer of Trainers (TOT) teams, compiled of teachers, administrators, and technology personnel, were created. The team attended rigorous training and then returned to campus and trained colleagues. The TOT team trained teachers in the understanding of key elements of CSCOPE that include the YAGs(Year at a Glance), the VADs(Vertical Alignment Documents) and the IFDs(Instructional Focus Documents). Teachers are also given stipend-based off-contract opportunities to prepare for instruction by reviewing the upcoming six weeks lessons, discussing key understandings, guiding questions, and instructional vocabulary, and collecting materials needed for delivery of instruction. State Comp, Title I, and other federal monies are leveraged to provide these opportunities to ensure that teachers are well-prepared to impact student success. Southmost grade level chairpersons also attend district meetings and are then equipped to lead and support colleagues as needed. District-level reading, math, science, and social studies curriculum specialists are also called upon to provide additional training support based on campus need/diagnosed delivery of instruction deficiencies. A nearly-ideal professional development structure has been achieved via the services of the campus Reading First coach. His/her sole responsibility is to provide professional development in all areas of the reading curriculum: training in and monitoring of: 1) research-based reading instruction, 2) analyzing of assessment data, and 3) responding to deficiencies through interventions. The campus instructional leadership team organizes as well as monitors and evaluates the effectiveness of its staff development and uses walkthroughs, PDAS, and teacher improvement plans to ensure fidelity to excellence in instructional delivery. Since Spring 2008 TAKS scores in math, writing, and science have already reached the state's

exemplary status (90% passing rate) and reading is only 3 percentage points from that goal, it is evident that professional development translates into professional practice at Southmost Elementary.

6. School Leadership:

At Southmost Elementary the principal is the coordinator of teachers as instructional leaders. Principal and staff work in a collaborative manner engaging school culture/climate to build a professional learning community. The school is a center of shared inquiry and decision-making where teachers move toward a collective practice of teaching. Principal-teacher interaction relating to instruction, inquiry process, reflection, exploration, and experimentation is ongoing. The heart of the school's leadership is the Site-Based-Decision-Making-Committee (SBDM). It integrates planning and decision making and decentralizes decisions to improve educational outcomes. Staff, principal, business representatives, parents, and other community representatives assess educational outcomes and determine performance objectives. SBDM meetings are commonly held every 2 months. The day-to-day sharing of and collaborating in instructional leadership occurs through grade-level meetings. Campus principal, instructional facilitator, and grade level teachers meet weekly to plan instruction, review progress towards meeting challenging TEKS/TAKS objectives, participate in training, regroup for instruction, tutorials, and additional academies, and/or evaluate curriculum. Additionally each grade level has a chairperson who shares academic organizational and managerial leadership roles with the campus administrative team. These individuals work side by side with the leadership team planning intricate details (transportation, parental permission, refreshments, etc) which tutorials, Saturday academies, and professional development sessions require. They also participate in additional district level curriculum-enhancing training sessions and serve as the pipeline between campuses and the main office. Approximately 90% of all campus meetings/ training focus on instruction, delivery, enhancement, disaggregation of reading inventory data, and evaluation. Reading First, CSCAPE, and technology training are all components of the campus principal's professional toolkit: he was trained initially at the district level and his is the privilege of turning the training around and providing it to his campus teaching team side by side with the campus instructional facilitator, the campus reading coach, and the district's reading, math, science, and social studies curriculum specialists assigned to the geographical cluster of schools in the area known as the Lopez Cluster schools (1 high school, 2 middle schools feeding into the high school, and 7 elementary schools feeding into the 2 middle schools). Leadership is shared horizontally and vertically but Southmost Elementary's principal is the captain who steers the school's ship in the direction of academic excellence and student success.

5th grade LEP students meeting standard and 204 LEP students tested. Commended rates are not available on AYP reports.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring 2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now take one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M gives students only 3 answer choices instead of 4 and simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003-2008.

Finally, in some cases, a drop in students tested is noted between 2005-2006 and 2006-2007. BISD opened a new campus in 2006-2007. Southmost Elementary lost students to this new campus.

Subject: Reading

Grade: 3

Test: Texas Assessment of Knowledge and Skills (TAKS)

Edition/Publication Year: Annually

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	80	85	87	83	85
Commended	15	36	22	19	22
Number of students tested	76	89	102	98	85
Percent of total students tested	92	88	89	94	87
Number of students alternatively assessed	7	12	12	6	13
Percent of students alternatively assessed	8	11	10	6	13
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard & Commended	80	85	87	85	85
Commended	16	36	23	19	22
Number of students tested	75	89	101	98	85
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard & Commended	80	85	87	84	85
Commended	16	36	22	19	22
Number of students tested	76	89	102	98	85
3. (specify subgroup): LEP* - See Explanation in text box below.					
Met Standard					
NA					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*LEP reading TAKS assessment data is not available by individual grade level. It is aggregated across grades 3+4+5. TEA reports LEP data available as reflected by the annual Adequate Yearly Progress reports (AYP). Spring 2004, 53% 3rd, 4th, & 5th grade LEP students meeting standard and 260 LEP students tested. Spring 2005, 75% 3rd, 4th, & 5th LEP students meeting standard and 244 LEP students tested. Spring 2006, 81% 3rd, 4th, & 5th grade LEP students meeting standard and 246 students tested. Spring 2007, 87% 3rd, 4th, & 5th grade LEP students meeting standard and 223 LEP students tested. Spring 2008, 79% 3rd, 4th, & 5th grade LEP students meeting standard and 204 LEP students tested.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring 2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now takes one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M gives students only 3 answer choices instead of 4 and simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003-2008.

Finally, in some cases, a drop in students tested is noted between 2005-2006 and 2006-2007. BISD opened a new campus in 2006-2007. Southmost Elementary lost students to this new campus.

Subject: Mathematics

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Annually

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	88	96	85	87	89
Commended	24	42	21	17	7
Number of students tested	80	69	89	86	82
Percent of total students tested	91	90	94	88	82
Number of students alternatively assessed	8	8	6	12	18
Percent of students alternatively assessed	9	10	6	12	18
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard & Commended	88	98	85	87	89
Commended	24	42	21	17	7
Number of students tested	80	69	88	86	81
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard & Commended	88	96	85	87	89
Commended	24	42	21	17	7
Number of students tested	80	69	89	86	80
3. (specify subgroup): *LEP See explanation in text box below.					
Met Standard					
NA					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*LEP mathematics TAKS assessment data is not available by individual grade level. It is aggregated across grades 3+4+5. TEA reports LEP data available as reflected by the annual Adequate Yearly Progress reports (AYP). Spring 2004, 53% 3rd, 4th, & 5th grade LEP students meeting standard and 260 LEP students tested. Spring 2005, 75% 3rd, 4th, & 5th grade LEP students meeting standard and 244 LEP students tested. Spring 2006, 81% 3rd, 4th, & 5th grade LEP students meeting standard and 246 students tested. Spring 2007, 87% 3rd, 4th, & 5th grade LEP students meeting standard and 223 LEP students tested. Spring 2008, 79% 3rd, 4th, & 5th grade LEP students meeting standard and 204 LEP students tested. Commended information is not available on AYP reports.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring 2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now take one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M gives students only 3 answer choices instead of 4 and simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003-2008.

BISD opened a new campus in 2006-2007. Southmost Elementary lost students to this new campus.

Subject: Reading

Grade: 4 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Annually

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	85	90	78	68	66
Commended	14	28	20	15	10
Number of students tested	80	68	90	85	79
Percent of total students tested	91	87	94	87	79
Number of students alternatively assessed	8	10	6	13	21
Percent of students alternatively assessed	9	13	6	13	21
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard & Commended	85	90	78	68	66
Commended	14	28	19	15	10
Number of students tested	80	68	89	85	79
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard & Commended	85	90	78	68	65
Commended	14	28	19	15	10
Number of students tested	80	68	89	85	77
3. (specify subgroup): LEP*-See explanation in text box below.					
Met Standard					
NA					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*LEP reading TAKS assessment data is not available by individual grade level. It is aggregated across grades 3+4+5. TEA reports LEP data available as reflected by the annual Adequate Yearly Progress reports (AYP). Spring 2004, 53% 3rd, 4th, & 5th grade LEP students meeting standard and 260 LEP students tested. Spring 2005, 75% 3rd, 4th, & 5th LEP students meeting standard and 244 LEP students tested. Spring 2006, 81% 3rd, 4th, & 5th grade LEP students meeting standard and 246 students tested. Spring 2007, 87% 3rd, 4th, & 5th grade LEP students meeting standard and 223 LEP students tested. Spring 2008, 79% 3rd, 4th, & 5th grade LEP students meeting standard and 204 LEP students tested.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring

2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now take one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M gives students only 3 answer choices instead of 4 and simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003 to 2008.

Finally, in some cases, a drop in students tested is noted between 2005-2006 and 2006-2007. BISD opened a new campus in 2006-2007. Southmost Elementary lost students to this new campus.

Subject: Mathematics

Grade: 5 Test: Texas Assessment of Knowledge & Skills

Edition/Publication Year: Annually

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	98	93	90	87	50
Commended	53	50	23	11	7
Number of students tested	61	70	97	82	105
Percent of total students tested	79	88	90	85	89
Number of students alternatively assessed	16	10	10	14	13
Percent of students alternatively assessed	21	12	9	14	11
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard & Commended	98	93	90	86	49
Commended	53	50	23	11	7
Number of students tested	60	70	97	80	104
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard & Commended	98	93	90	86	50
Commended	53	50	23	11	7
Number of students tested	61	68	97	81	105
3. (specify subgroup): *LEP See explanation in text box below.					
Met Standard					
NA					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*LEP mathematics TAKS assessment data is not available by individual grade level. It is aggregated across grades 3+4+5. TEA reports LEP data available as reflected by the annual Adequate Yearly Progress reports (AYP). Spring 2004, 53% 3rd, 4th, & 5th grade LEP students meeting standard and 260 LEP students tested. Spring 2005, 75% 3rd, 4th, & 5th grade LEP students meeting standard and 244 LEP students tested. Spring 2006, 81% 3rd, 4th, & 5th grade LEP students meeting standard and 246 students tested. Spring 2007, 87% 3rd, 4th, & 5th grade LEP students meeting standard and 223 LEP students tested. Spring 2008, 79% 3rd, 4th, & 5th grade LEP students meeting standard and 204 LEP students tested. Commended scores are not available on AYP reports.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring 2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now take one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M test gives students only 3 answer choices instead of 4 and simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003 to 2008.

At first glance, there appears to be an unusual increase of 5th graders alternatively tested from 2006-2007 to 2007-2008. Ten alternative assessment students moved from 4th grade (2006-2007) to 5th grade for the 2007-2008 school year. Additionally, 4 special education 5th graders transferred into Southmost from other BISD campuses during that year and two-three additional 5th graders were referred, assessed, and received services.

BISD opened a new campus in 2006-2007. Southmost Elementary lost students to this new campus.

Subject: Reading

Grade: 5 Test: Texas Assessment of Knowledge and Skills

Edition/Publication Year: Annually

Publisher: Texas Education Agency

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Met Standard & Commended	98	89	88	78	50
Commended	30	18	10	13	7
Number of students tested	60	71	98	82	107
Percent of total students tested	80	88	91	85	91
Number of students alternatively assessed	15	10	10	14	11
Percent of students alternatively assessed	20	12	9	15	9
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Met Standard & Commended	98	88	88	78	49
Commended	31	16	10	14	4
Number of students tested	59	69	98	81	106
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Met Standard & Commended	98	89	88	78	49
Commended	31	18	10	12	4
Number of students tested	59	71	98	80	107
3. (specify subgroup): LEP* See explanation in text box below					
Met Standard					
NA					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

*LEP reading TAKS assessment data is not available by individual grade level. It is aggregated across grades 3+4+5. TEA reports LEP data available as reflected by the annual Adequate Yearly Progress reports (AYP). Spring 2004, 53% 3rd, 4th, & 5th grade LEP students meeting standard and 260 LEP students tested. Spring 2005, 75% 3rd, 4th, & 5th LEP students meeting standard and 244 LEP students tested. Spring 2006, 81% 3rd, 4th, & 5th grade LEP students meeting standard and 246 students tested. Spring 2007, 87% 3rd, 4th, & 5th grade LEP students meeting standard and 223 LEP students tested. Spring 2008, 79% 3rd, 4th, & 5th grade LEP students meeting standard and 204 LEP students tested.

The TAKS test was between one and two SEMS (Standard Error Measures) below standard from Spring

2004-Spring 2005 due to the fact that the state's assessment instrument changed from (Texas Assessment of Academic Skills (TAAS) to TAKS in Spring 2004. TAAS was a lower-expectations test not aligned to the state's mandated curriculum.

Additionally, special education students were tested with alternative measures (which allowed them to test below grade level and on less rigorous measures) known as State Developed Alternative Assessment from 2004 to 2007. Spring 2008 scores reflect on-level assessment for special education students. Every special education student now take one of 4 tests: TAKS, TAKS A, TAKS M, and TAKS ALT. TAKS A uses larger print and more space between test items but contains the exact same test questions as the TAKS. TAKS M gives students only 3 answer choices instead of 4 and uses simpler vocabulary designed to facilitate the testing of the students' mastery of the TEKS while simultaneously removing barriers caused by reading and/or math disabilities. Southmost had no severe & profound students (TAKS ALT) at the 3rd, 4th, or 5th grade level from 2003 to 2008.

At first glance, there appears to be an unusual increase of 5th graders alternatively tested from 2006-2007 to 2007-2008. Ten alternative assessment students moved from 4th grade (2006-2007) to 5th grade for the 2007-2008 school year. Additionally, 4 special education 5th graders transferred into Southmost from other BISD campuses during that year and two-three additional 5th graders were referred, assessed, and received services.

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