

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mr. Israel Salinas

Official School Name: Bloomington Elementary School

School Mailing Address:

P O Box 668

200 N Leonard

Bloomington, TX 77951-0668

County: Victoria    State School Code Number\*: 235901101

Telephone: (361) 897-1121    Fax: (361) 897-0212

Web site/URL: http://www.bisd-tx.org/index.php/home.html    E-mail: israel.salinas@bisd-tx.org

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. Brad Williams

District Name: Bloomington    Tel: (361) 897-1162

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. John Cranfill

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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation) \_\_\_\_\_
2. Elementary schools (includes K-8) \_\_\_\_\_
- 1 Middle/Junior high schools \_\_\_\_\_
- 1 High schools \_\_\_\_\_
- K-12 schools \_\_\_\_\_
- 4 TOTAL** \_\_\_\_\_

2. District Per Pupil Expenditure: 10513

**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. 5 Number of years the principal has been in her/his position 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	18	26	44	6			0
K	33	31	64	7			0
1	40	39	79	8			0
2	29	28	57	9			0
3	36	37	73	10			0
4			0	11			0
5			0	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							317

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
0 % Asian  
9 % Black or African American  
81 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
9 % White  
0 % 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: 17 %

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.	27
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	28
(3)	Total of all transferred students [sum of rows (1) and (2)].	55
(4)	Total number of students in the school as of October 1.	325
(5)	Total transferred students in row (3) divided by total students in row (4).	0.169
(6)	Amount in row (5) multiplied by 100.	16.923

8. Limited English proficient students in the school: 23 %

Total number limited English proficient 73

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 95 %

Total number students who qualify: 300

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: 11 %

Total Number of Students Served: 34

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>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>21</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>1</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff	<u>4</u>	<u>0</u>
Total number	<u>31</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 20 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	95%	95%
Daily teacher attendance	95%	95%	96%	96%	95%
Teacher turnover rate	0%	1%	1%	1%	1%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Bloomington, a rural community of 2,562 residents, is located in Victoria County in southeastern Texas and is designated by the National Center for Education Statistics (NCES) as both rural and low income.

Bloomington Elementary is the only primary elementary school servicing the community. Bloomington Elementary has a total enrollment of 324 students in grades Pre-K through 3rd grade.

For the past five years, Bloomington Elementary has excelled academically on the Texas Assessment of Knowledge and Skills. The school has received Gold Performance recognition from 2005-2009 in the academic areas of reading and math. Bloomington Elementary was identified as a high performing school by the National Center for Educational Achievement, Just for Kids. We have also recently been recognized by the division of NCLB Program Coordination at the Texas Education Agency for outstanding academic performance.

We attribute this success to our district and campus leadership teams as well as the support we receive from our community. This teamwork and respect has been forming over many years through connected traditions. Bloomington Elementary participates in community functions such as: a yearly community Ice Cream Social in August which offers an informal opportunity to visit with our community; Boy Scouts and Girl Scouts; and local recreational sports.

We offer our community a diverse range of support opportunities as well, which include:

- Meet and Greet the Teacher event in August
- Annual Open House in September
- Annual Thanksgiving Family Dinner in November
- Annual Christmas Programs in December
- Monthly Parenting Classes sponsored by our counselor which consist of various topics such as family violence and school bullying
- Various award days throughout the year
- Special programs to support such as Jump Rope for Heart and Pennies for Pasta (Children's cancer fundraiser) in February
- Parent Teacher Organization and a parent volunteer program
- We offer our community the Mobile Dental Screening Lab along with a Health Fair.
- We celebrate cultural diversity through Cinco de Mayo and Black History Month.
- We participate in UIL academic competitions, county-wide Fire Prevention poster contests, and community theater enrichment programs.
- We are currently adding new events to enrich our students education as our community is continually growing and changing.

Bloomington Independent School District has received a library grant which now allows us to staff extended hours in our library three days a week in the evenings for our families. We were able to update and expand purchases significantly to encompass a huge variety of texts for our students which complement our Reading First goals with which we have been successful.

At Bloomington Elementary, our students have the opportunity to receive an education by a highly qualified and dedicated staff. We take great pride in trying to attain the goals set forth by our mission statement: Bloomington Independent School District, through a solidified partnership with our community, will innovatively challenge each student to achieve maximum potential and success in a positive, safe, and stimulating environment, in order to ensure a quality education for all.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Bloomington Elementary School participates in the state assessment system. We administer the Texas Assessment of Knowledge and Skills (TAKS) yearly which is the accountability measure for the Texas Essential Knowledge and Skills (TEKS).

TAKS performance levels include:

1. Exemplary
2. Recognized
3. Academically Acceptable
4. Academically Unacceptable

BES prides itself in maintaining a performance level of recognized or exemplary for the past five years. This achievement is the result of our commitment to maintain a superior academic focus beginning at our base with Pre-Kindergarten. This solid foundation our teachers strive to maintain in Pre-Kindergarten and Kindergarten curricular areas, along with the parent connection, ensures a positive, successful educational beginning for all of our students. This foundation is strengthened through the first and second grade years by solidifying basic concept skills and broadening the educational focus for each child.

The performance trends are built from year to year through constant monitoring and awareness communications amongst teachers and parents initiated by our campus leadership expectations. We have demonstrated significant gains in Math from 70% meeting expectations in 2005 to 89% in 2006 up to 99% in 2009. Reading reflects similar upward trends. In 2005 we had 88% meet expectations to 93% in 2006 up to 99% in 2009. The level of performance has increased steadily as well. In Math we only had 7% achieve commended performance in 2005 and currently we have 42% of which 37% are economically disadvantaged. In Reading we only had 23% commended in 2005 and currently we have 51%, of which 44%, are economically disadvantaged. As a result of our high achievements, we have received the Gold Performance Acknowledgements in Reading and Math since 2005. We have continuously been successful meeting the Annual Yearly Progress (AYP) goals and will maintain this trend in the future. The commended criteria are set forth by Texas Education Agency at <http://tea.state.tx.us>.

### 2. **Using Assessment Results:**

The faculty and administration at Bloomington Elementary School deem data disaggregating a key component to student success. This process allows the teacher to develop individual educational plans for students who show signs of weakness. We utilize semester benchmarks, bi-monthly progress monitoring, weekly assessments, informal assessments and observations to aggressively develop a plan for success. This effective decision-making maintains an informed parent population as well as a shared community task. We recognize how the support given by parents in response to the information communicated significantly impacts our achievement. We know that an informed parent has the ability to make quality decisions that assist in our achievement of maximum potential growth which translates to exemplary performances.

Bloomington Elementary school has selected support programs which assist students striving for excellence. We utilize the Accelerated Reader program for motivational and growth- tracking purposes. Study Island provides concept and test taking practice as well as monitoring of progress achieved. Texas Reading First personnel have assisted in the refinement of our reading program. We have been able to add repetitive practice and enrichment as our data dictates the need. Pearlized Math, a prerequisite, and Sharon Wells Math

programs provide daily, repetitive practice of concepts as well as monitoring through standardized assessments.

We will continue to monitor and prepare our students to meet the changing expectations of our society. In order to do this, our district has provided adequate professional development from Ruby Payne Training, vertical alignment technical assistance, yearly math curriculum updates, and ongoing Reading support to mention a few. The understandings developed through these trainings refine our decisions on a daily basis to ensure all students succeed.

### **3. Communicating Assessment Results:**

Bloomington Elementary teachers take pride in the continual academic success of their students. They recognize that this success requires a positive correlation between school and home. To ensure success, several forms of communication have been set in place and utilized throughout the years.

One type of communication is in the form of a folder that all teachers send home once a week, unique to their respective levels. The folders are used to send home daily work and assessments from the prior week as well as daily parental contact. The folders also offer a means which parents can use to reciprocate communication with the teacher. They can send important notes to the teacher inside these folders. Within the folder is also a sheet in which parents sign to assure the teacher that they have seen this work.

At Bloomington Elementary, the grading periods are in increments of six weeks. Our teachers send out a progress report after the third week of the reporting period. This ensures that parents receive a true picture of their child's academic status during the current reporting period.

Student success is also communicated through report cards which are sent out at the end of every six week reporting period. Within these report cards teachers regularly include awards and rewards in the form of certificates for positive reinforcement and encouragement.

Bloomington ISD also informs the parents of the district and campus rankings based upon the state assessments through a yearly State Report Card.

In addition, Bloomington ISD has a district website that offers general information about each campus. The official school calendar includes updates concerning campus test dates for different assessments such as state initiated tests.

### **4. Sharing Success:**

Bloomington Elementary School thrives upon accomplishments. It is well known and visible in our community that our staff sets high standards for our students. The district and campus leadership support this endeavor with shared expectations. We take advantage of every available communication tool beginning with verbal transmissions and our campus sign of updated information which includes attendance acknowledgements and exciting accomplishments of our students and staff.

Bloomington Independent School District is expanding our web site capabilities to include an upgraded, interactive approach to community communication. Through this upgrade, we will share accomplishments, concerns, and ongoing events. We choose to utilize local newspapers to spread the word not only throughout our community but surrounding areas as well. This allows us to showcase our success. The Bobcat Newsletter also accepts contributions to distribute to our community and others.

We also share our success through visitations. We have hosted University Interscholastic League (UIL) academic meets, have had schools visit, allowed university student observations, accepted student teachers, and welcome community members in our school. Staff members also use internet networking, peer networking through meetings at conferences and administrators have open lines of communications with other schools via internet, conferences, and regional meetings.

Our goal is to maintain this level of communication but continually strive to instill methods that will reach out farther in our society. We enjoy the recognition of our achievements, sharing success stories, strategies, school pride, and would be honored to continue to do so as a 2010 National Blue Ribbon Recipient.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The State of Texas provides its students an educational foundation through the Texas Essential Knowledge and Skills (TEKS) which is in turn based upon the National Standards for Education. In Texas, students must meet the minimal standards on Texas Assessment of Knowledge and Skills (TAKS). Our district mission is to ensure a quality education for all to achieve their maximum potential for growth. Therefore, our curriculum is:

- Based upon TEKS with the assessment instrument TAKS,
- Scientifically research based,
- Outcome based for learner success,
- Utilizes various types of assessment instruments,
- Intense and immediate for remediation,
- Offers students the ability to excel to their full potential,
- Provides a foundation for life long learning,
- Ensures probability of a quality general population

Reading is a curricular area which is incorporated in all other areas. However, we explicitly teach reading processes using the Harcourt Reading Series. It is used in Kindergarten through Third grade. Pre-Kindergarten utilizes C-PALLS which blend smoothly with Harcourt. We also use state recognized supplements with our core program.

Saxon Math is our adopted text. This is used for enrichment or remediation on an individual basis when needed. Our district has purchased Pearlized Math for Kindergarten and First Grade and Sharon Wells Math for Second and Third Grades. These programs are designed specifically for Texas students to ensure success through repetitive concept building, basic fact practice, math language sensitivity, and standardized testing. The programs are vertically linked, aligned to TEKS, and have proved to achieve excellence. We further utilize enrichment activities as well as internet based opportunities for all students.

Our district is preparing to implement 6 + 1 Writing Traits assessment. This is an assessment tool that is aligned to the national standards as well. Currently, teachers who have been previously trained on this assessment have developed activities for the campus to use. Kindergarten promotes all writing with few limitations such as creative story writing opportunities and prompts for children to complete. This is expanded in First through Third Grades where the students' writing becomes more structured as well. We allow time and activities for creative writing, writing for purpose, free writing, response writing, and journals, to name a few. It is our belief we must foster and allow all students to develop into writing processes.

McMillan/McGraw is our state-adopted Science text. However, our district has provided FOSS science kits that we use in our science lab for hands on experiments.

In Social Studies, we use the TEKS for building a foundation which begins in our environment and community expanding to more specific topics addressed by Second and Third Grade students. This is supported by our Harcourt text as well.

All students attend P.E. on a daily basis for structured and unstructured opportunities.

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

(This question is for elementary schools only)

Bloomington Elementary School has selected the Harcourt Trophies reading program. Harcourt was chosen because it has many tools that meet the needs of children experiencing difficulty mastering English and the reading process. Harcourt provides opportunities for gathering data using a variety of assessment tools. Harcourt has a system of assessments that are used as a baseline at the beginning of the year, and then carries throughout the year every week, every six weeks, each semester, and at the end of the school year. In reading the data retrieved, Harcourt allows the teachers to adequately place students as well as diagnose problems from which students might be suffering. The Harcourt curriculum also offers repetitive practice for ELL students as well as linking vocabulary, spelling, and writing components.

In addition to the Harcourt Trophies assessments, the TAKS tests, the Texas Primary Reading Inventory (TPRI) is also used to identify students. This assessment is utilized to test each student's ability in the five components of reading: phonemic awareness, phonics, graphophonemic knowledge, fluency, and comprehension. It gives the teacher an idea if the student is reading below, on, or above grade level. The Texas Primary Reading Inventory, also comes with an Intervention Activities Guide to help teachers supplement the struggling students' reading levels. The Texas Primary Reading Inventory is given at the beginning of the year as a baseline, with two week progress-monitoring for those who are not developed; and then every six weeks, middle of the year, and end of the year for the entire class.

Along with the campus curriculum, teachers employ other supplemental devices such as Florida Center for Reading Research, Dolch word lists, High Frequency word lists, Read Naturally, and Readers' Theater. This inundation of the English vernacular will engulf each student helping to create successful readers.

## **3. Additional Curriculum Area:**

In addition to Bloomington's already strong curriculum guidelines the campus has a substantial technology addition. The teachers at Bloomington each have their own United Streaming account and are able to access this at will. Helping to bring this knowledge to the students, every classroom has Internet-ready computers set up for teachers and students to access. There is also a small media center in every room that includes a television, VCR, Avery Key, and teacher computer that is connected to the copiers in the Teachers Lounge. This mini-media center allows teachers to immediately show visual scaffolding as well as put tangibles in students' hands to further expand their knowledge of the subject that is being taught. The Computer Lab on campus has 23 computers and a smart board that each teacher uses with their class during their scheduled time. The Mobile Computer Lab consists of a wireless router and 20 laptop computers. This rolling computer lab can be set up in any classroom on campus, therefore benefiting students further if the computer lab is being used. Parents and the community can also come and use these computers when they attend the Library after-hours program. This program enhances the community with access to finding jobs as well as positive family time. This positive family time is also carried through our campus family nights. The community is invited to become enlightened on topics such as bullying in our school cafeteria using the flat screen and sound system.

## **4. Instructional Methods:**

Just as any other typical classroom, the Bloomington Elementary classroom is comprised of students of various learning styles and needs. Recognizing these styles, needs, and being able to implement alternate learning methods, is integral to student success.

To meet the diverse needs of our students, BES takes advantage of research findings and then gears the instruction to meet the needs of our subgroups of children. This instruction is honed over time. We utilize a curriculum that provides many varied activities for children from all backgrounds. As the curriculum evolves

throughout the year, it builds upon itself, using repetition and background knowledge to reinforce and reintroduce topics. The new concepts and topics are then blended with this characteristic of the curriculum to create a wealthy sphere of knowledge; which in turn creates a successful student.

The teacher will differentiate instruction to meet the needs of her students. To enhance their learning and language achievement, our English Language Learner (ELL) has access to translated textbooks. Furthermore, each grade level at Bloomington Elementary has a certified ESL teacher. These teachers are trained to supplement the curriculum with the addition of visual cues, tactile experiences, and additional scaffolding.

Bloomington Elementary implements the 3-Tier model for instruction. Students needing additional instruction, Tier II and III, are provided an additional 30 to 60 minutes of targeted instruction daily. We also offer after-school tutoring three days a week. These 40 minutes of instruction time is offered to those students who need additional help in Reading and Math.

Consistent usage of the processes in place ensures success for all students. All staff are accountable in a variety of ways to make certain no child is left behind. Our administration ensures these methods of accountability and reviews outcomes frequently with teachers, students, and parents.

#### **5. Professional Development:**

At Bloomington Elementary our teachers participate in an active professional development program. Starting at Pre-k, our teachers attend C-PALLs training. To benefit our English Language Learners there is an ESL teacher in every grade level, and as a campus we have been trained in 6+1 writing traits as an assessment strategy. During the summer, six representatives from the Bloomington Elementary School attended the Texas Reading First Seminar “Follow the Yellow Brick Road to Sustainability” in Houston for three days. Representatives were also sent to Corpus Christi for a two day “TAKS Strategies” convention. Teachers from First Grade attend Pearlized Math and Second Grade teachers attend Sharon Wells once every six weeks to maintain and learn new math strategies to teach the students. Gifted and Talented seminars have also been attended to help ensure that every educational level has been supported. To extend professional development, the teachers also have a parent friendly website so that the parents can keep abreast of the goings-on in the district. The seminars and professional development have greatly increased the students' ability to succeed. For example The 6+1 seminar has given us ideas of new writing prompts and activities and a better understanding of how to grade and evaluate students writing. One of the benefits of 6+1 is that it is aligned with the national standards. Teachers attend classroom management seminars so that students will be at ease in the classroom therefore further enhancing the learning of each student.

#### **6. School Leadership:**

Mission:

BISD, through a solidified partnership with our community, will innovatively challenge each student to achieve maximum potential and success in a positive, safe, and stimulating environment in order to ensure a quality education for all.

This statement reflects the quality of leadership guiding our school district whether it be the school board, superintendent, administrative offices, or campus principal. At Bloomington Elementary School, we have a lead teacher at every grade level that is part of a campus leadership team. This functions as an advisory committee to communicate needs, concerns, events, and other topics as they become evident. The lead teachers are liaisons to the grade levels as well. Bloomington Elementary School also has weekly faculty meetings to discuss concerns and up coming events. During this time we have an agenda to follow as well as a time for open forum for any comments, concerns, or suggestions.

The superintendent has an Advisory Committee which functions as a liaison to the campuses and district communications or concerns. Every campus is represented on this committee.

The Bloomington Independent School District offers district level in-service as well as specific in-service for various targeted needs. They take into consideration the district vertically and horizontally when making these decisions. This strategic process allows the district to maintain vertical alignments as well as recovery efforts for evident needs.

The Bloomington Independent School Board is continually seeking to improve the services and structures for their children and staff. They strive to maintain a secure, safe, and supportive learning and working environment at all district campuses. They also maintain a highly qualified staff that has earned respect throughout the community and surrounding areas.

The Bloomington Independent School District is striving to maintain excellence, raise educational standards, broaden teacher opportunities and continually provide this community with educational excellence.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics                      Grade: 3 Test: Texas Assessment of Knowledge and Skills  
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Met Standard	100	90	94	89	70
Commended	42	34	33	29	13
Number of students tested	50	50	57	72	67
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	2	3	1	2	0
Percent of students alternatively assessed	4	6	2	3	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	100	89	93	86	63
Commended	38	32	38	24	7
Number of students tested	39	38	45	59	54
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	92	93	87	65
Commended	43	32	39	27	13
Number of students tested	45	38	44	55	54
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Met Standard					
Commended					
Number of students tested					

Notes:

Subject: Reading                      Grade: 3 Test: Texas Assessment of Knowledge and Skills  
Edition/Publication Year: 2009 Publisher: Texas Education Agency

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Jun
<b>SCHOOL SCORES</b>					
Met Standard	100	96	94	93	88
Commended	51	29	35	38	25
Number of students tested	50	52	54	72	64
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	3	2	2	2	3
Percent of students alternatively assessed	6	4	4	3	5
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
Met Standard	100	95	93	93	85
Commended	45	25	33	34	19
Number of students tested	38	41	45	59	52
<b>2. African American Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Met Standard	100	95	93	93	84
Commended	51	28	30	36	22
Number of students tested	38	42	44	55	51
<b>4. Special Education Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
Met Standard					
Commended					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
Met Standard					
Commended					
Number of students tested					

Notes: