

Agenda of Regular

The Board of Trustees Mineral Wells ISD

A Regular of the Board of Trustees of Mineral Wells ISD will be held Thursday, March 17, 2005, beginning at 6:00 PM in the District Services Complex.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order/Establish Quorum

2. Closed Session

- A. Resignations of Certified Personnel
- B. Employment/Appointment/Reassignment/Evaluation/ Compensation/Duties of Personnel
- C. Renewal/Nonrenewal/Assignment/Reassignment/ Probationary Status/Return to Probationary Status/Continuing Status of District Personnel
- D. Professional Contract Considerations
- E. Superintendent's Evaluation
- F. Discuss Land Purchase

3. Open Session

4. Prayer

5. Pledge of Allegiance

6. Certification of Public Notice

7. Public Forum - Delegations/Communications

8. Comments & Compliments

- A. "Teacher of the Month"
- B. "Support Staff of the Month"
- C. "Partner in Education"

9. Superintendent's Report

- A. TAKS 3rd and 5th grade reading scores
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10. Consent Items	
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F. FNCJ(EXHIBIT) - Student Conduct: Sexual Harrassment/Sexual Abuse	46
12. Approve 2005-2006 School Calendar	49
13. Approve Textbook Adoptions	54
14. Approve Property Casualty, Fleet, and General Liability	57
15. Vote on Closed Session Items	
16. Adjournment	

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

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Final 2004 AYP Results

Campus Name: MINERAL WELL H S (182903001) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	144	9	42	92	58	4	6	n/a
Number Tested	239	18	67	153	112	52	16	12
% Met Standard	60%	50%	63%	60%	52%	8%	38%	n/a
Student Group %	100%	8%	28%	64%	47%	22%	n/a	5%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	152	*	24	117	43	6	3	n/a
Number Tested	228	*	39	173	81	44	8	7
% Met Standard	67%	80%	62%	68%	53%	14%	38%	n/a
Change 2003 to 2004 Improvement Required	-7	-30	1	-8	-1	-6	0	9
Performance: Mathematics								
2003-04 Assessments								
Met Standard	117	8	25	83	45	4	4	n/a
Number Tested	237	19	67	150	108	49	16	12
% Met Standard	49%	42%	37%	55%	42%	8%	25%	n/a
Student Group %	100%	8%	28%	63%	46%	21%	n/a	5%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	151	5	19	124	42	9	3	n/a
Number Tested	230	10	38	176	81	46	9	8
% Met Standard	66%	50%	50%	70%	52%	20%	33%	n/a
Change 2003 to 2004	-17	-8	-13	-15	-10	-12	-8	
Graduation Rate Class of 2003								
Graduates	177	11	21	141	51	43	*	
Number in Class	205	12	30	159	66	52	*	
Graduation Rate	86.3%	91.7%	70.0%	88.7%	77.3%	82.7%	*	
Student Group %	100%	6%	15%	78%	32%	25%	0%	
Graduation Rate Class of 2002								
Graduates	181	10	26	144	48	35	0	
Number in Class	213	10	29	172	61	45	0	
Graduation Rate	85.0%	100.0%	89.7%	83.7%	78.7%	77.8%	-	
Student Group %	100%	5%	14%	81%	29%	21%	0%	
Change	1.3	-8.3	-19.7	5.0	-1.4	4.9	*	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality

n/a indicates that the data are not available or applicable

A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: MINERAL WELL H S (182903001) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	248	*	*	161	*	*	*	*
Total Students	252	*	*	164	*	*	*	*
Participation Rate	98%	95%	>99%	98%	99%	98%	>99%	*
Student Group %	100%	*	*	65%	*	*	*	*
2002-03 Assessments								
Number Participating	234	*	*	181	*	*	*	*
Total Students	239	*	*	186	*	*	*	*
Participation Rate	98%	>99%	>99%	97%	99%	98%	83%	*
Participation: Mathematics								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	99%	>99%	>99%	>99%	*
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	238	*	*	183	81	*	*	*
Total Students	245	*	*	187	85	*	*	*
Participation Rate	97%	91%	95%	98%	95%	>99%	>99%	*

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	%	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Final 2004 AYP Results

Campus Name: DREAM ACADEMY (182903002) MINERAL WELLS ISD
Status: Not Rated: Alt. Education, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	*	*	*	*	*	*	*	n/a
Number Tested	*	*	*	*	*	*	*	*
% Met Standard	*	*	*	*	*	*	*	n/a
Student Group %	*	*	*	*	*	*	n/a	*
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2003 to 2004	*	*	*	*	*	*	*	
Performance: Mathematics								
2003-04 Assessments								
Met Standard	*	*	*	*	*	*	*	n/a
Number Tested	*	*	*	*	*	*	*	*
% Met Standard	*	*	*	*	*	*	*	n/a
Student Group %	*	*	*	*	*	*	n/a	*
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2003 to 2004	*	*	*	*	*	*	*	
Graduation Rate Class of 2003								
Graduates	10	0	*	9	*	*	0	
Number in Class	13	0	*	12	4	3	0	
Graduation Rate	76.9%	-	*	75.0%	*	*	-	
Student Group %	100%	0%	8%	92%	31%	23%	0%	
Graduation Rate Class of 2002								
Graduates	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Number in Class	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Graduation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	
Change	-	-	*	-	*	*	-	

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: DREAM ACADEMY (182903002) MINERAL WELLS ISD
 Status: Not Rated: Alt. Education, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	*	*	>99%	*	*	*	*
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	*	*	*	*	*	*	*	*
Participation: Mathematics								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	67%	*	*	67%	*	*	*	*
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	*	*	*	*	*	*	*	*

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	-	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

Final 2004 AYP Results

Campus Name: MINERAL WELLS J H (182903041) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	398	19	86	289	167	16	13	n/a
Number Tested	559	29	133	389	275	100	29	20
% Met Standard	71%	66%	65%	74%	61%	16%	45%	n/a
Student Group %	100%	5%	24%	70%	49%	18%	n/a	4%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	369	15	69	278	143	17	9	n/a
Number Tested	538	19	116	391	250	105	27	23
% Met Standard	69%	79%	59%	71%	57%	16%	33%	n/a
Change 2003 to 2004	2	-13	6	3	4	0	12	
Improvement Required						8		
Performance: Mathematics								
2003-04 Assessments								
Met Standard	266	11	53	198	100	6	4	n/a
Number Tested	558	29	133	388	275	100	29	20
% Met Standard	48%	38%	40%	51%	36%	6%	14%	n/a
Student Group %	100%	5%	24%	70%	49%	18%	n/a	4%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	283	11	51	215	98	11	3	n/a
Number Tested	538	19	116	392	248	103	27	23
% Met Standard	53%	58%	44%	55%	40%	11%	11%	n/a
Change 2003 to 2004	-5	-20	-4	-4	-4	-5	3	
Improvement Required						9		
Attendance 2002-03								
Days Present	97,343	3,279	21,607	70,444	45,149	20,078	4,830	
Days Membership	103,230	3,364	22,705	75,073	48,359	21,757	5,038	
Attendance Rate	94.3%	97.5%	95.2%	93.8%	93.4%	92.3%	95.9%	
Student Group %	100%	3%	22%	73%	47%	21%	5%	
Attendance 2001-02								
Days Present	99,161	4,368	22,776	70,637	47,937	22,251	2,975	
Days Membership	105,022	4,493	23,979	75,118	51,032	24,081	3,169	
Attendance Rate	94.4%	97.2%	95.0%	94.0%	93.9%	92.4%	93.9%	
Student Group %	100%	4%	23%	72%	49%	23%	3%	
Change	-0.1	0.3	0.2	-0.2	-0.5	-0.1	2.0	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: MINERAL WELLS J H (182903041) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	570	*	124	415	257	107	*	*
Total Students	588	*	127	430	267	115	*	*
Participation Rate	97%	>99%	98%	97%	96%	93%	>99%	>99%
Participation: Mathematics								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	571	*	123	417	254	106	*	*
Total Students	588	*	127	429	267	115	*	*
Participation Rate	97%	>99%	97%	97%	95%	92%	>99%	>99%

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	%	-
Performance: Math	-	-	-	-	-	%	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

Final 2004 AYP Results

Campus Name: HOUSTON EL (182903103) MINERAL WELLS ISD
Status: Exemplary, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	191	*	62	113	119	6	30	n/a
Number Tested	236	*	85	134	155	45	44	30
% Met Standard	81%	92%	73%	84%	77%	13%	68%	n/a
Student Group %	100%	*	36%	57%	66%	19%	n/a	13%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	202	5	52	142	105	6	17	n/a
Number Tested	265	8	82	172	156	54	32	32
% Met Standard	76%	63%	63%	83%	67%	11%	53%	n/a
Change 2003 to 2004	5	29	10	1	10	2	15	
Performance: Mathematics								
2003-04 Assessments								
Met Standard	195	*	68	112	122	16	32	n/a
Number Tested	236	*	85	134	155	45	44	30
% Met Standard	83%	92%	80%	84%	79%	36%	73%	n/a
Student Group %	100%	*	36%	57%	66%	19%	n/a	13%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	201	*	57	135	107	7	21	n/a
Number Tested	262	*	80	171	155	55	32	32
% Met Standard	77%	75%	71%	79%	69%	13%	66%	n/a
Change 2003 to 2004	6	17	9	5	10	23	7	
Attendance 2002-03								
Days Present	88,111	3,670	27,242	55,750	53,055	16,557	12,299	
Days Membership	92,159	3,816	28,298	58,509	55,644	17,471	12,758	
Attendance Rate	95.6%	96.2%	96.3%	95.3%	95.3%	94.8%	96.4%	
Student Group %	100%	4%	31%	63%	60%	19%	14%	
Attendance 2001-02								
Days Present	97,011	3,598	26,385	65,791	55,005	20,302	10,074	
Days Membership	100,920	3,732	27,307	68,598	57,424	21,401	10,336	
Attendance Rate	96.1%	96.4%	96.6%	95.9%	95.8%	94.9%	97.5%	
Student Group %	100%	4%	27%	68%	57%	21%	10%	
Change	-0.5	-0.2	-0.3	-0.6	-0.5	-0.1	-1.1	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: HOUSTON EL (182903103) MINERAL WELLS ISD
Status: Exemplary, Meets AYP

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	270	*	*	175	159	57	*	*
Total Students	279	*	*	183	166	60	*	*
Participation Rate	97%	>99%	99%	96%	96%	95%	>99%	>99%
Participation: Mathematics								
2003-04 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	>99%	>99%	>99%	>99%	>99%	>99%
Student Group %	*	*	*	*	*	*	*	*
2002-03 Assessments								
Number Participating	*	*	*	*	*	*	*	*
Total Students	*	*	*	*	*	*	*	*
Participation Rate	>99%	>99%	99%	>99%	99%	98%	>99%	>99%

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	-	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

Final 2004 AYP Results

Campus Name: LAMAR EL (182903104) MINERAL WELLS ISD
Status: Exemplary, Meets AYP - Results of Small Number Analysis

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2003 to 2004	-	-	-	-	-	-	-	-
Performance: Mathematics								
2003-04 Assessments								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Number Tested	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Met Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Change 2003 to 2004	-	-	-	-	-	-	-	-
Attendance 2002-03								
Days Present	45,858	2,110	12,349	31,118	28,039	6,669	4,656	
Days Membership	48,342	2,214	12,958	32,880	29,732	7,080	4,837	
Attendance Rate	94.9%	95.3%	95.3%	94.6%	94.3%	94.2%	96.3%	
Student Group %	100%	5%	27%	68%	62%	15%	10%	
Attendance 2001-02								
Days Present	43,115	1,873	14,403	26,303	21,848	5,705	6,986	
Days Membership	45,016	1,982	14,888	27,582	22,731	5,986	7,164	
Attendance Rate	95.8%	94.5%	96.7%	95.4%	96.1%	95.3%	97.5%	
Student Group %	100%	4%	33%	61%	50%	13%	16%	
Change	-0.9	0.8	-1.4	-0.8	-1.8	-1.1	-1.2	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: LAMAR EL (182903104) MINERAL WELLS ISD
Status: Exemplary, Meets AYP - Results of Small Number Analysis

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2002-03 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation: Mathematics								
2003-04 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Group %	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2002-03 Assessments								
Number Participating	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Participation Rate	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	-	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

Final 2004 AYP Results

Campus Name: TRAVIS EL (182903105) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	553	21	132	391	290	51	31	n/a
Number Tested	741	33	193	503	424	143	61	22
% Met Standard	75%	64%	68%	78%	68%	36%	51%	n/a
Student Group %	100%	4%	26%	68%	57%	19%	n/a	3%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	518	20	102	390	242	41	17	n/a
Number Tested	755	39	169	536	409	154	38	23
% Met Standard	69%	51%	60%	73%	59%	27%	45%	n/a
Change 2003 to 2004	6	13	8	5	9	9	6	
Improvement Required						7		
Performance: Mathematics								
2003-04 Assessments								
Met Standard	588	19	150	409	324	75	42	n/a
Number Tested	737	33	192	500	420	143	60	22
% Met Standard	80%	58%	78%	82%	77%	52%	70%	n/a
Student Group %	100%	4%	26%	68%	57%	19%	n/a	3%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	529	19	117	388	261	55	16	n/a
Number Tested	760	38	170	541	412	154	39	23
% Met Standard	70%	50%	69%	72%	63%	36%	41%	n/a
Change 2003 to 2004	10	8	9	10	14	16	29	
Attendance 2002-03								
Days Present	137,891	7,068	31,144	97,660	76,287	28,600	4,438	
Days Membership	143,908	7,265	32,257	102,268	79,897	30,207	4,542	
Attendance Rate	95.8%	97.3%	96.5%	95.5%	95.5%	94.7%	97.7%	
Student Group %	100%	5%	22%	71%	56%	21%	3%	
Attendance 2001-02								
Days Present	145,702	6,300	31,320	106,569	75,328	29,063	4,884	
Days Membership	151,160	6,465	32,327	110,830	78,299	30,506	5,003	
Attendance Rate	96.4%	97.4%	96.9%	96.2%	96.2%	95.3%	97.6%	
Student Group %	100%	4%	21%	73%	52%	20%	3%	
Change	-0.6	-0.1	-0.4	-0.7	-0.7	-0.6	0.1	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

Campus Name: TRAVIS EL (182903105) MINERAL WELLS ISD
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	784	*	*	531	432	*	*	
Total Students	789	*	*	536	435	*	*	
Participation Rate	99%	>99%	>99%	99%	99%	99%	>99%	
Student Group %	100%	*	*	68%	55%	*	*	
2002-03 Assessments								
Number Participating	809	*	179	572	414	167	*	
Total Students	825	*	185	582	425	171	*	
Participation Rate	98%	>99%	97%	98%	97%	98%	>99%	
Participation: Mathematics								
2003-04 Assessments								
Number Participating	777	*	*	527	426	*	*	
Total Students	788	*	*	536	434	*	*	
Participation Rate	99%	>99%	>99%	98%	98%	99%	96%	
Student Group %	100%	*	*	68%	55%	*	*	
2002-03 Assessments								
Number Participating	812	*	181	574	416	167	*	
Total Students	824	*	185	581	424	171	*	
Participation Rate	99%	98%	98%	99%	98%	98%	>99%	

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	%	-
Performance: Math	-	-	-	-	-	-	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress District Data Table

Final 2004 AYP Results

District Name: MINERAL WELLS ISD (182903)
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2003-04 Assessments								
Met Standard	1,289	60	322	888	635	77	80	n/a
Number Tested	1,780	92	478	1,184	967	340	150	84
% Met Standard	72%	65%	67%	75%	66%	23%	53%	n/a
Student Group %	100%	5%	27%	67%	54%	19%	n/a	5%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	1,242	48	247	928	533	70	46	n/a
Number Tested	1,788	76	407	1,273	897	357	105	85
% Met Standard	69%	63%	61%	73%	59%	20%	44%	n/a
Change 2003 to 2004 Improvement Required	3	2	6	2	7	3	9	8
Performance: Mathematics								
2003-04 Assessments								
Met Standard	1,168	49	296	804	591	101	82	n/a
Number Tested	1,772	93	477	1,176	959	337	149	84
% Met Standard	66%	53%	62%	68%	62%	30%	55%	n/a
Student Group %	100%	5%	27%	66%	54%	19%	n/a	5%
2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation)								
Met Standard	1,166	41	245	863	509	82	43	n/a
Number Tested	1,792	75	405	1,281	897	358	107	86
% Met Standard	65%	55%	60%	67%	57%	23%	40%	n/a
Change 2003 to 2004 Improvement Required	1	-2	2	1	5	7	15	8
Graduation Rate Class of 2003								
Graduates	187	11	22	150	52	44	*	
Number in Class	218	12	31	171	70	55	*	
Graduation Rate	85.8%	91.7%	71.0%	87.7%	74.3%	80.0%	*	
Student Group %	100%	6%	14%	78%	32%	25%	0%	
Graduation Rate Class of 2002								
Graduates	184	10	26	147	48	35	0	
Number in Class	219	10	29	178	64	46	0	
Graduation Rate	84.0%	100.0%	89.7%	82.6%	75.0%	76.1%	-	
Student Group %	100%	5%	13%	81%	29%	21%	0%	
Change	1.8	-8.3	-18.7	5.1	-0.7	3.9	*	

2004-05 Title I School Improvement Requirement: None

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

Final 2004 AYP Results

District Name: MINERAL WELLS ISD (182903)
Status: Academically Acceptable, Meets AYP - Appeal

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2003-04 Assessments								
Number Participating	*	*	*	1,250	*	360	*	*
Total Students	*	*	*	1,258	*	363	*	*
Participation Rate	>99%	99%	>99%	99%	>99%	99%	>99%	*
Student Group %	*	*	*	67%	*	19%	*	*
2002-03 Assessments								
Number Participating	1,885	*	423	1,344	911	377	*	*
Total Students	1,933	*	433	1,382	940	393	*	*
Participation Rate	98%	>99%	98%	97%	97%	96%	99%	*
Participation: Mathematics								
2003-04 Assessments								
Number Participating	1,859	*	*	1,238	972	*	*	*
Total Students	1,874	*	*	1,251	980	*	*	*
Participation Rate	99%	>99%	>99%	99%	99%	99%	99%	*
Student Group %	100%	*	*	67%	52%	*	*	*
2002-03 Assessments								
Number Participating	1,902	*	427	1,358	917	380	*	*
Total Students	1,940	*	438	1,382	943	394	*	*
Participation Rate	98%	98%	97%	98%	97%	96%	>99%	*

2004 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	-	%	-
Performance: Math	-	-	-	-	-	%	-
Participation: Reading	-	-	-	-	-	-	-
Participation: Math	-	-	-	-	-	-	-
Other: Graduation Rate	-						
Other: Attendance Rate	-						

- Meets AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math and 1% cap (if applicable)
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

SUMMARY OF FINAL 2004 AYP RESULTS
As of February 25, 2005

DISTRICTS

Of the 1,227 districts, 951 districts (77.5%) met AYP and 86 districts (7.0%) did not meet AYP in 2004. 190 districts (15.5%) were charter operators that were not evaluated in 2004, but will be evaluated for AYP in 2005. Since charter operators were given approximately a one-year notice that they were to be evaluated for the first time in 2004 in the state accountability system, the 2004 AYP Guide provided similar notice to charter districts that they will be evaluated for AYP in 2005.

The 86 districts that did not meet AYP were all Title I school districts. For more information about the school improvement requirements for these districts, go to the NCLB Coordination website at <http://www.tea.state.tx.us/nclb/>.

Of the 477 valid appeals submitted for districts, 431 appeals (90.4%) were granted and 46 appeals (9.6%) were not granted.

For the State of Texas, the state was evaluated on each of the 29 possible AYP measures. Texas did not meet AYP on one measure only – reading performance for special education students. There are no consequences since 2004 is the first year that the AYP standards were not met at the state level.

CAMPUSES

Of the 7,813 campuses, 6,507 campuses (83.3%) met AYP and 402 campuses (5.1%) did not meet AYP in 2004. 904 campuses (11.6%) were not evaluated in 2004 since they were either new campuses, pre-Kindergarten through Kindergarten only campuses, or other types of campuses, such as Juvenile Justice Alternative Education Program (JJAEP), Disciplinary Alternative Education Program (DAEP), and alternative education campuses (AECs) with short term placements where students are not served for the full academic year at the AEC.

Of the 402 campuses that did not meet AYP, 291 campuses (72.4%) are Title I campuses that will potentially be subject to school improvement requirements in the 2005-06 school year. The remaining 111 campuses (27.6%) are non -Title I campuses that are not subject to the school improvement requirements.

Of the 199 Title I campuses that were subject to the school improvement requirements in the 2004 – 05 school year, 108 campuses (54.2%) submitted an appeal that was granted. These campuses are no longer in Title I school improvement, though they are required to continue to offer the school improvement options through the end of the school year.

91 of the 199 Title I campuses (45.7%) either did not submit an appeal or submitted an appeal that was not granted and, therefore, remain in Title I school improvement for the 2004 – 05 school year and will also be subject to school improvement requirements in the 2005-06 school year.

Of the 1,516 appeals submitted for campuses, 1,316 appeals (86.8%) were granted, and 200 appeals (13.2%) were not granted.

Of the 402 campuses that did not meet AYP, 200 campuses (49.7%) submitted an appeal that was not granted, and 202 campuses (50.2%) did not submit an appeal.

For more information about the school improvement requirements for these campuses, go to the NCLB Coordination website at <http://www.tea.state.tx.us/nclb/>.

COMPARISON OF 2003 AND 2004 AYP RESULTS

Of the **1,224** districts evaluated in 2003, **1,001** districts (**81.8%**) met AYP and **37** districts (**3.0%**) did not meet AYP in 2003. In 2004, **86** districts (**7.0%**) did not meet AYP which is an increase of **49** districts from 2003.

Of the **7,733** campuses evaluated in 2003, **6,262** campuses (**81.0%**) met AYP and **563** campuses (**7.3%**) were identified as Needs Improvement. In 2004, **402** campuses (**5.1%**) did not meet AYP, a decrease of **161** campuses from 2003.

In comparing reasons campuses missed AYP between 2003 and 2004, there was a significant decline in the number of campuses that missed AYP due to participation in mathematics. In 2003, **291** of the **563** campuses were labeled as Needs Improvement due to mathematics participation only, while **74** of the **405** campuses missed AYP in 2004 due to mathematics participation only. The improvement in participation is the reason the total number of campuses not meeting AYP in 2004 is lower than 2003.

The decrease of **217** campuses can be attributed to the creation of a testing window in the student assessment program for the grades evaluated by AYP during the spring 2004 administration. The decline was not as significant for reading/ELA participation between 2003 and 2004 due to severe weather in 2003 which necessitated a hold-harmless provision of the 95% participation standard for AYP purposes in 2003.

SUMMARY OF 2004 AYP APPEALS

The 2004 AYP Guide provided districts with instructions for submitting appeals and guidelines describing the circumstances under which AYP data may be appealed and the documentation required in support of the appeal. The 2004 AYP Appeals Guidelines were developed to ensure that the appeals process was applied fairly and consistently for each appeal and reflected state policy related to federal accountability determinations. The guidelines include a brief rationale for granting or denying the most common appeal reasons.

The 2004 AYP Appeals Guidelines were reviewed by an external panel who were familiar with the state and federal accountability systems and served as the external review panel for the 2004 state accountability appeals. The guidelines were recommended by the review panel as reconciling state and federal assessment and accountability policies fairly without compromising the high standards that are the foundation of both systems.

The 2004 AYP Guide and the AYP Appeals Guidelines can be found online at <http://www.tea.state.tx.us/ayp/2004/index.html>.

APPEALS ON THE 1% CAP

Of the 431 appeals granted for districts, 381 appeals (88%) were granted based on the 1% cap only. Of the 1,316 appeals granted for campuses, 1,061 appeals (81%) were granted based on the 1% cap only.

Justification: For special education students, the state policies and procedures related to assessment decision making were provided to districts in early fall 2003 in the TEA publication titled *Admission, Review, and Dismissal (ARD) Committee Decision-making Process for the Texas Assessment Program*. In October 2003, in the absence of final USDE regulations regarding inclusion of test results for students with disabilities in AYP, TEA sent a letter to all districts stating that it is critically important that local school districts follow the state policies and procedures to ensure that appropriate assessments are selected and administered to students with disabilities. In order to grant the appeal, the superintendent must have certified that local documentation is available to indicate that each student identified as exceeding the 1% cap was tested appropriately under the state guidelines.

APPEALS ON LEP MATH PARTICIPATION

Of the 431 appeals granted for districts, 11 appeals (3%) were granted based on LEP mathematics participation only. 25 appeals (6%) were granted that were a combination of 1% cap and LEP mathematics participation.

Of the 1,316 appeals granted for campuses, 98 appeals (7%) were granted based on LEP mathematics participation only. 67 appeals (5%) were granted that were a combination of 1% cap and LEP mathematics participation.

Justification: For students with limited English proficiency, state policies and procedures are detailed in the TEA publication titled *LPAC Decision-Making Process for the Texas Assessment Program*, which outlines procedures for districts to follow to ensure that LEP students are assessed appropriately and at the earliest practical date. This manual was provided to districts in early fall 2003. In order to grant the appeal, the superintendent must have certified that local documentation is available to indicate that the students identified were appropriately exempted from the TAKS mathematics test by the LPAC committee following state exemption guidelines or that the students were tested with a released TAKS test with linguistic accommodations.

OTHER APPEALS

14 of the 431 district appeals (3%) and 86 of the 1316 campuses appeals (7%) were granted for a variety of other reasons listed below.

- Absences due to medical emergencies with documentation provided of an excused absence for medical reasons.
- Appeals based on other reasons for absence if proper documentation was provided and there were fewer than five students absent during the testing period.
- Appeals based on coding errors if districts submitted the proper documentation to prevent clerical errors from affecting AYP status.
- LEP students exempt from the mathematics assessment if districts provided documentation of a valid exemption given that testing these students was optional.
- Appeals that requested the review of current year Attendance information if the updated information affected the AYP status of the campus or district.
- Appeals that requested the exclusion of special education students with 5-year IEP plans from the graduation rate calculation and the change in the rate results in a change in the AYP status.
- An Alternative Education campus requests the exclusion of students who received a General Educational Development (GED) certificate from the graduation rate calculation and the recalculation of the graduation rate results in a change in the AYP status.
- An Alternative Education campus requests the exclusion of continuing students from the graduation rate calculation and the recalculation of the graduation rate results in a change in the AYP status.
- An Alternative Education campus requests the exclusion of continuing students transferred to the campus in the fall following their expected graduation date. These are students who enter a campus in the fall of the 2003-04 school year after their classmates in the Class of 2003 have completed school. The exclusion of these students from the graduation rate calculation must result in a change in the AYP status.

23 district appeals from school districts currently under review for special education performance or program effectiveness by the Performance-Based Monitoring System based on the following two criteria were denied:

- Performance-Based Monitoring Analysis System (PBMAS) Performance Level 3 on 4 or more indicators
- PBMAS Performance Level 3 on any one of the following individual indicators: TAKS Participation, SDAA Participation and ARD Exemptions.

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT #	13				DATE: 2/4/2005	
	RECEIPTS		GENERAL FUND		INT & SINK	
YEAR	TAXES	P/I	TAXES	P/I	TAXES	P/I
2004	\$794,711.23	\$3.94	\$712,538.09	\$3.53	\$82,173.14	\$0.41
2003	\$12,410.90	\$2,921.70	\$11,113.96	\$2,616.38	\$1,296.94	\$305.32
2002	\$6,614.13	\$2,381.06	\$6,041.35	\$2,174.86	\$572.78	\$206.20
2001	\$2,465.11	\$1,183.23	\$2,251.63	\$1,080.76	\$213.48	\$102.47
2000	\$1,004.24	\$602.53	\$902.51	\$541.49	\$101.73	\$61.04
1999	\$98.49	\$70.91	\$89.13	\$64.17	\$9.36	\$6.74
1998	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1997	\$68.87	\$66.12	\$59.00	\$56.65	\$9.87	\$9.47
1996	\$18.54	\$20.02	\$15.78	\$17.04	\$2.76	\$2.98
1995	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PRIOR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CED	\$0.00		\$0.00			
TOTAL	\$817,391.51	\$7,249.51	\$733,011.45	\$6,554.89	\$84,380.06	\$694.62
1% CURR	\$7,947.18	\$0.04	\$7,947.22			
1% PRIOR	\$226.82	\$72.46	\$299.28			
1% TOTAL	\$8,174.00	\$72.50	\$8,246.50			
TOTAL	\$809,217.51	\$7,177.01	\$724,764.96	\$6,554.89	\$84,380.06	\$694.62

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR	\$704,590.87	\$82,173.14	\$786,764.01
CURR YEAR PAST DUE			
CURRENT YEAR P/I	\$3.53	\$0.41	\$3.94
PRIOR YEAR	\$20,174.08	\$2,206.92	\$22,381.00
PRIOR YEAR P/I	\$6,551.36	\$694.21	\$7,245.57
IN LIEU OF TAXES			\$0.00
MH RELOC TAX OVRAGE	\$0.00		\$0.00
CED	\$0.00		\$0.00
INTEREST ON DEPOSITS	\$0.00		\$0.00
TOTAL	\$731,319.84	\$85,074.68	\$816,394.52

YTD TAX COLLECTIONS-LM FUND	\$8,937,062.17
YTD TAX COLLECTIONS-I&S FUND	\$443,184.04
TOTAL YTD TAXES COLLECTED	\$9,380,246.21

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT # 14 DATE: 2/10/2005

YEAR	RECEIPTS		GENERAL FUND		INT & SINK	
	TAXES	P/I	TAXES	P/I	TAXES	P/I
2004	\$1,703,616.36	\$8,185.11	\$1,527,462.43	\$7,338.77	\$176,153.93	\$846.34
2003	\$3,844.81	\$925.16	\$3,443.03	\$828.48	\$401.78	\$96.68
2002	\$1,478.50	\$490.05	\$1,350.46	\$447.61	\$128.04	\$42.44
2001	\$1,188.60	\$559.98	\$1,085.67	\$511.49	\$102.93	\$48.49
2000	\$390.71	\$222.91	\$351.13	\$200.33	\$39.58	\$22.58
1999	\$330.55	\$227.06	\$299.15	\$205.49	\$31.40	\$21.57
1998	\$60.39	\$50.72	\$43.39	\$36.44	\$17.00	\$14.28
1997	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1996	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1995	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PRIOR	\$25.72	\$30.87	\$17.23	\$20.68	\$8.49	\$10.19
CED	\$0.00		\$0.00			
TOTAL	\$1,710,935.64	\$10,691.86	\$1,534,052.49	\$9,589.29	\$176,883.15	\$1,102.57
1% CURR	\$17,036.11	\$81.85	\$17,117.96			
1% PRIOR	\$73.19	\$25.07	\$98.26			
1% TOTAL	\$17,109.30	\$106.92	\$17,216.22			
TOTAL	\$1,693,826.34	\$10,584.94	\$1,516,836.26	\$9,589.29	\$176,883.15	\$1,102.57

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR			
CURR YEAR PAST DUE	\$1,510,344.47	\$176,153.93	\$1,686,498.40
CURRENT YEAR P/I	\$7,338.77	\$846.34	\$8,185.11
PRIOR YEAR	\$6,491.80	\$729.22	\$7,221.02
PRIOR YEAR P/I	\$2,250.52	\$256.23	\$2,506.75
IN LIEU OF TAXES			\$0.00
MH RELOC TAX OVERAGE	\$0.00		\$0.00
CED	\$0.00		\$0.00
INTEREST ON DEPOSITS	\$0.00		\$0.00
TOTAL	\$1,526,425.56	\$177,985.72	\$1,704,411.28

YTD TAX COLLECTIONS-LM FUND	\$10,471,114.66
YTD TAX COLLECTIONS-I&S FUND	\$620,067.19
TOTAL YTD TAXES COLLECTED	\$11,091,181.85

BREAKDOWN OF TAX RECEIPTS RECEIVED FROM TAX ASSESSOR-COLLECTOR

REPORT #	15				DATE: 2/18/2005	
	RECEIPTS		GENERAL FUND		INT & SINK	
YEAR	TAXES	P/I	TAXES	P/I	TAXES	P/I
2004	\$126,782.95	\$3,899.38	\$113,673.59	\$3,496.18	\$13,109.36	\$403.20
2003	\$6,532.72	\$1,302.45	\$5,850.05	\$1,166.34	\$682.67	\$136.11
2002	\$4,053.17	\$819.52	\$3,702.17	\$748.55	\$351.00	\$70.97
2001	\$482.14	\$228.73	\$440.39	\$208.92	\$41.75	\$19.81
2000	\$117.91	\$71.81	\$105.97	\$64.54	\$11.94	\$7.27
1999	\$50.74	\$37.04	\$45.92	\$33.52	\$4.82	\$3.52
1998	\$105.52	\$88.98	\$75.82	\$63.93	\$29.70	\$25.05
1997	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1996	\$27.96	\$30.20	\$23.80	\$25.71	\$4.16	\$4.49
1995	\$28.83	\$34.88	\$24.82	\$30.02	\$4.01	\$4.86
PRIOR	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
CED	\$0.00		\$0.00			
TOTAL	\$138,181.94	\$6,512.99	\$123,942.51	\$5,837.72	\$14,239.43	\$675.27
1% CURR	\$1,267.86	\$38.99	\$1,306.85			
1% PRIOR	\$114.00	\$26.14	\$140.14			
1% TOTAL	\$1,381.86	\$65.13	\$1,446.99			
TOTAL	\$136,800.08	\$6,447.86	\$122,495.52	\$5,837.72	\$14,239.43	\$675.27

DEPOSIT BREAKDOWN	LM FUND	I & S FUND	TOTAL
CURRENT YEAR			
CURR YEAR PAST DUE	\$112,366.74	\$13,109.36	\$125,476.10
CURRENT YEAR P/I	\$3,496.18	\$403.20	\$3,899.38
PRIOR YEAR	\$10,128.78	\$1,130.07	\$11,258.85
PRIOR YEAR P/I	\$2,341.54	\$272.07	\$2,613.61
IN LIEU OF TAXES			\$0.00
MH RELOC TAX OVERAGE	\$0.00		\$0.00
CED	\$0.00		\$0.00
INTEREST ON DEPOSITS	\$620.54		\$620.54
TOTAL	\$128,953.78	\$14,914.70	\$143,868.48

YTD TAX COLLECTIONS-LM FUND	\$10,595,057.17
YTD TAX COLLECTIONS-I&S FUND	\$634,306.62
TOTAL YTD TAXES COLLECTED	\$11,229,363.79

MINERAL WELLS ISD – AP INVOICE LISTING REPORT

VENDOR	INVOICE NUMBER	DESCRIPTION	AMOUNT
AMY ACKER	317	CONTRACTED SERVICES 01/01/05	\$ 25.00
ASHTON, SCOTT	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
BOLTON, REBECCA	317	REIMBURSEMENT	\$ 15.00
CARLOS A JONES	317	CONTRACTED SERVICES 02/28/05	\$ 65.00
CASPER, PAT	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
CASPER, RAY	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
CROWDER, GREG	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
DAVID ADAMS	317	CONTRACTED SERVICES 02/25/05	\$ 60.00
DENSMAN, CLIFFORD	317	CONTRACTED SERVICES 03/01/05	\$ 98.22
EDDIE QUILLEN	317	CONTRACTED SERVICES 02/25/05	\$ 106.70
FRED WHITE	317	REIMBURSEMENT	\$ 60.00
GRAY, CORA	317	CONTRACTED SERVICES 03/01/05	\$ 50.00
HAROLD RATHBURN	317	CONTRACTED SERVICES 02/25/05	\$ 63.00
LEMMONS, MARVIN	317	CONTRACTED SERVICES 02/28/05	\$ 65.00
LONG, STEVE	317	CONTRACTED SERVICES 02/25/05	\$ 60.00
MASNFIELD, JUSTIN	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
MCDANIEL, MARC	317	CONTRACTED SERVICES 03/01/05	\$ 98.22
MVIR, J	317	CONTRACTED SERVICES 02/25/05	\$ 63.00
OFFICIALS UNLIMITED	317	CONTRACTED SERVICES 02/17-19	\$2,820.00
REICHENAU, MONROE	317	CONTRACTED SERVICES 03/01/05	\$ 105.50
RONNIE TATE	317	CONTRACTED SERVICES 03/01/05	\$ 60.00
SANTIAGO, JOSH	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
SMITH, RUSSELL	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
SOULSBY, KAREN	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
STROUD, KIRK	317	CONTRACTED SERVICES 02/26/05	\$ 150.00
STROUD, SAMM	317	CONTRACTED SERVICES 02/26/05	\$ 100.00
TEJAS MFG CO	36584	JACKETS	\$ 400.00
U.S. TOY CO	8111605501	SUPPLIES	\$ 109.60
WENDELL ROWE	317	CONTRACTED SERVICES 03/01/05	\$ 98.22
WILLIAMS, ELLIOTT	317	CONTRACTED SERVICES 02/25/05	\$ 106.70
YATES, THERESA	317	REIMBURSEMENT	\$ 25.00
CO-CURRICULAR TOTAL			\$5,604.16

VENDOR	INVOICE NUMBER	DESCRIPTION	AMOUNT
AMER.COM USA	26544	SUPPLIES	\$ 931.35
ATLAS PEN & PENCIL	469894-1	SUPPLIES	\$ 129.65
AWARDS & MORE ENGRAVING	12728	Office supplies	\$ 126.00
AWARDS & MORE ENGRAVING	12730	Misc. Office supplies	\$ 14.00
BENNETT'S BRAZOS PRINTING	18060	MISC. OPERATING COSTS	\$ 234.00
CARROLL, MARCIA L.	314	TRAVEL	\$ 70.00
EFILLIATE INC	P03498320101	SUPPLIES	\$ 75.37
DAVID HARDY	314	TRAVEL	\$ 70.00
D C WHITTENBURG, JR	314	TRAVEL	\$ 1,060.00
GATEWAY COMPANIES, INC	638504	SUPPLIES	\$ 1,325.00
GRANTHAM-ADKINS AGENCY	FBP7330085	BOILER RENEWAL	\$ 358.92
HENSLEE, FOWLER ET AL	40919		\$ 595.00
THE HIGHSMITH COMPANY, INC	8647660-001	COMPUTER STATION	\$ 505.66
HILTON HOTEL	314	TRAVEL	\$ 719.40
IMAGESTUFF.COM	25885	INCENTIVES	\$ 82.53
IMAGESTUFF.COM	25998	AWARDS	\$ 102.69
KATRINA BRISTER	314	TRAVEL	\$ 70.00
LARRY GRIFFIN	314	TRAVEL	\$ 70.00
LYNN DEISHER	314	TRAVEL	\$ 70.00
MINERAL WELLS PRINT CENTER	A0345433	Office supplies	\$ 61.50
PRO ED	1523303	SUPPLIES	\$ 83.60
RHYTHM BAND INSTRUMENTS, INC	23753501	SUPPLIES	\$ 12.00
SAGEBRUSH TECHNOLOGIES	50883	Supplies	\$ 490.00
SALEM PRESS, INC	343030	SUPPLIES	\$ 562.00
SAV-ON	3346861	SUPPLIES	\$ 219.98
SAX ARTS & CRAFTS	C0363001	SUPPLIES	\$ 1,948.48
SMITH, C.B.	317	REIMBURSEMENT	\$ 30.00
STONE, MICHELLE	314	TRAVEL	\$ 70.00
TEACHER'S DISCOVERY	P00627100102	SUPPLIES	\$ 477.94
TEJAS MFG CO	36589	SUPPLIES	\$ 350.00
U.S. TECH	75231	SUPPLIES	\$ 55.00
ULTIMATE OFFICE	P084603001015	RECORDS FOR STUDENTS	\$ 483.40
VIKING OFFICE PRODUCTS	276532520-001	SUPPLIES	\$ 185.26
VISUAL TECHNIQUES	36755	SUPPLIES	\$ 271.55
VISUAL TECHNIQUES	36799	Supplies	\$ 110.67
WESPAC, INC.	72157	SUPPLIES	\$ 85.00
GENERAL FUND TOTAL			\$12,105.95

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
MINERAL WELLS, TEXAS**

REGULAR BOARD MEETING

The Board of Trustees of the Mineral Wells Independent School District met on Tuesday, February 8, 2005, in the District Services Complex, 906 S.W. 5th Avenue, Mineral Wells, Texas. Board President Dr. Ty L. Gore called the meeting to order at 6:00 p.m.

BOARD MEMBERS PRESENT:

Dr. Ty L. Gore, President; Rodney Henderson, Vice-President; Ruby Holliman, Secretary; Reyes Garcia III, and Doug Pennington

MEMBERS ABSENT:

Dr. Moss Dickerson and Holt Price

CENTRAL ADMINISTRATORS PRESENT:

Ray M. Crass, Superintendent; Russell Cotton, Assistant Superintendent; Linda Porter-Bradford, Assistant Superintendent; and Bobbye Estes, Assistant Superintendent

CLOSED SESSION:

The Board adjourned into closed session at 6:00 p.m.

The Board adjourned from closed session at 6:58 p.m.

OPEN SESSION:

The Board reconvened in open session at 7:01 p.m.

PRAYER:

Dr. Ty L. Gore opened the meeting with prayer.

PLEDGE OF ALLEGIANCE:

The Board led the audience in the pledge of allegiance.

CERTIFICATION OF PUBLIC NOTICE OF MEETING:

Ray M. Crass, superintendent, certified that the provisions of Texas Government Code Chapter 551 had been complied with in connection with public notice of meeting.

PUBLIC FORUM - DELEGATIONS/COMMUNICATIONS:

None

COMMENTS & COMPLIMENTS:

Dr. Ty L. Gore, board president, complimented the Mineral Wells Classroom Teachers Association for providing the delicious meal for the board members tonight.

Superintendent Crass requested that Bruce Butler, Travis Elementary principal, come forward and introduce the "Teacher of the Month" for February.

Bruce Butler announced that it gives him great pleasure to introduce Jennifer Seaton as the "**Teacher of the Month**" for the school district. Mr. Butler reported that Mrs. Seaton is a Mineral Wells graduate and a fourth grade teacher at Travis Elementary. He stated that she has been in education for six years, all of which has been at Travis Elementary. He announced that she has been the director of their spelling bee for the past three years, helped with the Science Fair for several years, coached in the Battle of the Books, a book expert for Battle of the Books, and served as a fourth grade team leader. In addition, he reported that she holds a classroom poetry expo yearly, directs the class play, involves her students in other various projects, has open communication with the students, parents, and other staff members, and is willing to lend a hand and give extra effort when it comes to her students. If you want to see what teacher preparation textbooks describe as model teaching, he suggested that they just go to her classroom.

Superintendent Crass presented Mrs. Seaton with a genuine leather pen engraved with "Teacher of the Month" to show appreciation for her outstanding job performance and dedication.

Superintendent Crass requested that John Corsi, Mineral Wells High School principal, come forward and introduce the "Support Staff of the Month" for February.

John Corsi announced that he is excited about introducing Wanda Harley, Mineral Wells High School aide, as the "**Support Staff of the Month.**" Mr. Corsi reported that Mrs. Harley was born and raised in Mineral Wells. He mentioned that she attended Dunbar Elementary in the 1950s. He reported that one of her favorite elementary teachers was Ruby Holliman. He announced that she later attended Robert E. Lee Junior High, and her principal was Reverend Robert Shiflett, Sr. He announced that some of her favorite teachers were Dale Price, Lewis Crosier, and Joy Patterson. He reported that she participated in basketball and track while in school. He announced that she graduated from Mineral Wells High School in 1968. He reported that she started working at an early age in a program with the DNC for more job training at Fort Wolters. He announced that she later moved to Lawton, Oklahoma to attend a trade school and received training to be a substitute teacher and aide. He reported that she graduated in 1990 from the trade school and was hired at a Magna Tech school. In 1991, he stated that Mrs. Harley moved back to Texas and was hired by schools to help tutor students and teach computer classes. He reported that she moved back to Mineral Wells in 1994 and was hired by Mr. Clarence Holliman as an aide in the independent skills class at the high

school. He stated that she continued in this line of work for three and one half years. In addition, he reported that in 1996 she started attending Weatherford College until a bout with cancer prevented her from completing her education. Lastly, he announced that Mrs. Harley has been selected as a member of the Who's Who among American teachers this year. He reported that she has learned to love God and others and get the best out of any situation. He stated that she is just a pleasure to be around and always has a smile on her face. He announced that he is very glad to have her on his campus.

Superintendent Crass presented Mrs. Harley with a plaque from the district to show appreciation for her outstanding job performance and dedication.

John Corsi introduced Mark Beaty, MWHS teacher and former varsity girls' basketball coach, as the recipient of the VFW Citizenship Education Teacher of the Year for the secondary. Mr. Corsi reported that he is one of the most popular teachers at the high school, an awesome history teacher, and a department head. He mentioned that they are blessed to have a gentleman like him at the high school.

John Corsi informed board members and the audience that every year Weatherford College recognizes outstanding teachers within our region with the Jack Harvey Award. Mr. Corsi announced that Donna Parker, MWHS teacher, received this prestigious award. He reported that Mrs. Parker went to Weatherford College two weeks ago where an outstanding group of educators came together to be recognized for this award. He reported that she is an outstanding representative from our district, and he is very proud to have her recognized for this award. He announced that Mrs. Parker was unable to attend tonight, because she is at the basketball games running the books.

Superintendent Crass reported that this month the district would like to recognize Jack Powell Ford Mercury, Inc. as "Partners in Education." Mr. Crass announced that Jack Powell is here tonight representing the company. He reported that this company has done several things for the school district and community. For the past two years, he stated that Jack Powell Ford Mercury, Inc. has donated a vehicle to the high school to be given away as an attendance incentive at the end of the school year. In addition, he mentioned that they are always interested in seeing Mineral Wells progress.

MONTHLY REPORTS:

Tax Office - The report from the tax office was presented and discussed. No action was necessary.

SUPERINTENDENT'S REPORT:

No report was given.

CONSENSUS AGENDA ITEMS:

Reyes Garcia III moved and Rodney Henderson seconded a motion to approve the consensus agenda items as follows:

- Approved the minutes for January 11, 2005, January 17, 2005, January 18, 2005, January 25, 2005, and January 27, 2005.
- Approved the bills and checks written since the last meeting.
- Approved a quarterly investment report as presented.
- Approved a budget amendment as presented.
- Approved changing the March board meeting from Tuesday, March 8 to Thursday, March 17.
- Approved the District Textbook Committee list as presented.

The motion carried 5-0.

PUBLIC MEETING FOR PRESENTATION OF ACADEMIC EXCELLENCE INDICATOR SYSTEM 2003-2004 REPORT:

Bobbie Estes, assistant superintendent of instruction/testing, reviewed the annual AEIS (Academic Excellence Indicator System) 2003-2004 report with the Board and audience. Mrs. Estes reported that this information has been made available to the principals to place in their office and is easily accessible to the public, upon request. She announced that the AEIS report contains the district and individual campus information. She briefly highlighted the district's summary of the TAKS scores. She presented a comparison of last year's scores with this year's scores, along with the state averages. She reported that they need to work on getting the sub groups closer together in reading, math, writing (4th and 7th graders), science (5th, 10th, 11th graders), and social studies (8th, 10th, and 11th graders). Compared to the score for all tests, she announced that the state's average was 68% and the district's average was 64%. On the SDAA results for special education students that take alternative tests, she announced that the state's average was 84% and the district's average was 83%. She reported that the district's RPTE (Reading Proficiency Tests in English) is taken by LEP students. She announced that the way that this information is recorded is they are measured where they are as far as learning the English language by the test. She reported that these students can be categorized as beginners, intermediate, or advanced speakers. She announced that the previous year students that were scored at the beginning level were scored, this past year, at 47% still at the beginning level, 31.6% at the intermediate level, and 21% at the advanced level. She reported that the attendance rate for the district was 94.7%, and the dropout rate for 7th and 8th graders was 0.1%. On the completion rate of students that finished high school, she announced that the state's average was 95.5% and the district's average was 96.8%. Also, she reported that the AEIS report contains information about SAT and ACT results - the percentage of students tested. She announced that the percentage for the district is

much lower than the state. She reported that the AEIS report provides information on student demographics, ethnicity breakdown, economically disadvantaged, and LEP percentages. Also, she announced that they look at the teachers' years of experience. She reported that the average years of experience for our teachers is 12 years and the average years of experience with in our district is 7.5% years. As far as the district's state accountability, she reported that it shows where the campuses are rated. She noted that Houston Elementary is mentioned in the AEIS Report as receiving a Gold Performance Recognition for their sustained and improved level of achievement in math. Part of our annual report, she announced involves a discipline report, which is found under the four areas of incidents that we report. In addition, she stated that another part of the report is the number of high school graduates that are college bound and how many took the TASP test to get into college. She provided a comparison sheet of high school graduates in Palo Pinto County and Parker County that are college bound to show that our district falls right up there on the top with the other area school districts.

Dr. Ty L. Gore opened the public hearing on the AEIS to the audience for any comments and/or questions concerning the report. There were no comments from the audience.

SELECTION OF MINERAL WELLS ISD FOUNDATION MEMBER TO REPLACE DR. MARK A. BUMPUS:

Rodney Henderson moved and Reyes Garcia III seconded a motion to nominate Sharon Maitlen to replace Dr. Mark A. Bumpus on the Mineral Wells ISD Foundation. The motion carried 5-0.

VOTE ON CLOSED SESSION ITEMS:

Reyes Garcia III moved and Doug Pennington seconded a motion to approve contract renewal recommendations for the 2005-2006 school year as follows:

<u>NAME</u>	<u>ASSIGNMENT</u>	<u>CONTRACT</u>
Thomas Hearn	DSC-Business Manager	PT3
Cheryl Balachandran	Special Education	TERM
Wendy Boswell	Special Education	TERM
Nan Brandt	MWJH – Dean of Student Services	TERM
Mary Lou Butler	Travis -Dyslexia Coordinator	TERM
Fredia Cowley	Special Education	TERM
Cathey Drew	DSC-G/T Coordinator	TERM
Denise Edwards	Special Education	TERM
Dana Ford	Special Education	TERM
Sherri Fuller	Special Education	TERM
Mary Garver	Special Education	TERM
Terry Graham	Special Education	TERM
Karen Henry	Special Education	TERM
Sandra Hood	Special Education	TERM
Mary Hutson	Special Education	TERM
Deborah Ignacio	Special Education	TERM

Angela Rena Jennings	Special Education	TERM
Pamela Lindsey	Special Education	TERM
Guadalupe (Lupe) Ortiz	DSC-ESL/Bilingual Coordinator	TERM
Linda Rose	Special Education	TERM
Lana Taylor	Special Education	TERM
Melinda Thornton	Special Education/DAEP	TERM
Brenda Trammell	Special Education	TERM
Sarah Wright	Special Education	TERM
Bruce Butler	Travis – Principal	TERM – 2
Carolyn Cooper	DSC – Secondary Curr. Coordinator	TERM – 2
John Corsi	MWHS – Principal	TERM – 2
Mary Creighton	DSC – Director of Public Relations	TERM – 2
Bobbye Estes	DSC – Asst. Supt. Instruction/Testing	TERM – 2
Natalie Griffin	Houston – Asst. Principal	TERM – 2
Kathy Haney	DSC – Director of Food Service	TERM – 2
Sean Harvey	MWHS – Athletic Director	TERM – 2
John Kuhn	MWHS – Asst. Principal	TERM – 2
Linda Lawson	DAEP/DREAM - Principal	TERM – 2
Parisa Lerma	Lamar – Principal	TERM – 2
David Moore	DSC – Technology Director	TERM – 2
Angela Myrick	MWHS – Asst. Principal	TERM – 2
Michelle Oswalt	Lamar – Asst. Principal	TERM – 2
Linda Porter-Bradford	DSC – Asst. Supt. Human Resources	TERM – 2
Mildred Ragle	Travis – Asst. Principal	TERM – 2
Dennis Scott	Director of Special Education	TERM – 2
John Uptergrove	Travis – Asst. Principal	TERM – 2
Jay Walsworth	MWJH – Principal	TERM – 2
Kelly Wilkerson	Houston – Principal	TERM – 2
Jimmie Yancey	MWHS – Asst. Principal	TERM – 2

The motion carried 5-0.

Doug Pennington moved and Reyes Garcia III seconded a motion to approve the continued employment of the following JR3 individuals for the 2005-2006 school year:

<u>NAME</u>	<u>ASSIGNMENT</u>
Russell Cotton	Asst. Superintendent of Finance
Bill Midkiff	Visiting Teacher

The motion carried 5-0.

ADJOURNMENT:

Upon a motion by Doug Pennington and a second by Rodney Henderson, the meeting was adjourned at 7:26 p.m. The motion carried 5-0.

Dr. Ty L. Gore, President

Ruby Holliman, Secretary

jb

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
2004-2005 BUDGET AMENDMENT
March 17, 2005**

	<u>GENERAL FUND</u>	<u>FOOD SERVICE FUND</u>	<u>DEBT SERVICE FUND</u>	<u>TOTAL</u>
REVENUE				
5700 - REVENUE FROM LOCAL SOURCES				
Property Taxes	\$ 7,121,964		\$ 740,109	\$ 7,862,073
Other Local Sources	236,750	\$ 555,700	5,000	797,450
TOTAL LOCAL SOURCES	<u>7,358,714</u>	<u>555,700</u>	<u>745,109</u>	<u>8,659,523</u>
5800 - REVENUE FROM STATE SOURCES				
Per Capita	1,145,385			1,145,385
Foundation Funds	13,616,441			13,616,441
Other State Sources	844,048	29,200	1,235,999	2,109,247
TOTAL STATE SOURCES	<u>15,605,874</u>	<u>29,200</u>	<u>1,235,999</u>	<u>16,871,073</u>
5900 - REVENUE FROM FEDERAL SOURCES AND NON-REVENUE RECEIPTS				
Federal Sources	5,000	712,409		717,409
TOTAL FEDERAL SOURCES	<u>5,000</u>	<u>712,409</u>		<u>717,409</u>
TOTAL REVENUE	<u><u>\$ 22,969,588</u></u>	<u><u>\$ 1,297,309</u></u>	<u><u>\$ 1,981,108</u></u>	<u><u>\$ 26,248,005</u></u>

**MINERAL WELLS INDEPENDENT SCHOOL DISTRICT
2004-2005 BUDGET AMENDMENT
March 17, 2005**

		<u>GENERAL</u> <u>FUND</u>	<u>FOOD</u> <u>SERVICE</u> <u>FUND</u>	<u>DEBT</u> <u>SERVICE</u> <u>FUND</u>	<u>TOTAL</u>
EXPENDITURES					
Function 11	Instruction	\$ 12,978,561			\$ 12,978,561
Function 12	Instruction Resources & Media Service	869,659			869,659
Function 13	Curriculum & Instructional Staff Development	195,989			195,989
Function 21	Instructional Leadership	186,745			186,745
Function 23	School Leadership	1,466,204			1,466,204
Function 31	Guidance, Counseling and Evaluation Services	470,511			470,511
Function 32	Social Work Services	73,225			73,225
Function 33	Health Services	204,108			204,108
Function 34	Student Transportation	816,246			816,246
Function 35	Food Service		\$ 1,297,309		1,297,309
Function 36	Cocurricular/Extracurricular Activities	862,753			862,753
Function 41	General Administration	1,022,880			1,022,880
Function 51	Maintenance & Operation	2,718,167			2,718,167
Function 52	Security & Monitoring	48,259			48,259
Function 53	Data Processing Services	122,723			122,723
Function 71	Debt Service	106,409		\$ 1,981,108	2,087,517
Function 93	Payments to Fiscal Agent	856,641			856,641
TOTAL EXPENDITURES		<u>\$ 22,999,080</u>	<u>\$ 1,297,309</u>	<u>\$ 1,981,108</u>	<u>\$ 26,277,497</u>

**Budget Amendment
March 17, 2005**

GENERAL FUND AMENDMENT DESCRIPTION:

Budget amendment is requested for the following items:

Reclassify budgeted expenditures from ESL curriculum development to instruction:

Increase to Function 11 - Instruction	\$	2,050
Decrease to Function 13 - Curriculum and Instructional Staff Development		2,050
INCREASE TO GENERAL FUND REVENUE	\$	0
INCREASE TO GENERAL FUND EXPENDITURES	\$	0
NET INCREASE TO GENERAL FUND BUDGET	\$	0

RETURN TO STATE OFFICE

Mineral Wells ISD
District/Charter School Name

182-903
Co. Dist. No.

Texas Department of Agriculture
Food and Nutrition Division

Certificate of Authority/Request for CNPIMS Access

This is to certify that the school official whose name, title, address, and signature are indicated below has been designated by the Board of Trustees as the designated Authorized Representative; and is empowered to enter into any agreement with the Texas Department of Agriculture which may be a prerequisite to the installation or continuing operation of one or more of the National School Lunch and School Breakfast Programs; and may act for said Board in all matters relating to the above named programs including the preparation and signing of all documents pertaining to said Programs.

***This action was taken at the meeting of said Board on March 17, 2005 (date required for Primary Authorized Representatives only) and is recorded in the minutes thereof.**

Replace Remove Add

<u>Old User Name: Christy Tiblets</u>	School Address: <u>906 S.W. 5th Avenue</u>
	<u>Mineral Wells, Texas 76067</u>
<u>Title: Secretary/Application Processor</u>	
<u>USER ID:</u>	School Phone No: <u>940-325-6404</u>

<u>New User Name: Kelly Brown</u>	School Address: <u>906 S.W. 5th Avenue</u>
	<u>Mineral Wells, Texas 76067</u>
<u>Title: Secretary/Application Processor</u>	
<u>Phone No: 940-325-6404</u>	

*Primary AR Alternate FSMC

<u>Signature of Applicant</u>	<u>Date</u>
<u>Dr. Ty L. Gore, President of Board</u>	<u>March 17, 2005</u>
Name of Superintendent or President of Board (<i>Print</i>)	Date

Signature of Superintendent or President of Board

Note: Certificates of Authority requesting to add or replace the "Alternate" authorized representatives(s) may be signed by the "Primary" authorized representative in lieu of the Superintendent or President of Board.

This form may be faxed to the state office at 512/463-8412 or mailed to Texas Department of Agriculture, Food and Nutrition Division, P.O. Box 12847, Austin, TX 78711.

ø TDA INTERNAL USE, ONLY ø

Food and Nutrition, Director Date

EMPLOYMENT OBJECTIVES:
EQUAL EMPLOYMENT OPPORTUNITY

DAA
(LOCAL)

ADA / SECTION 504
COORDINATOR

The District designates the following person to coordinate its efforts to comply with Title II of the Americans with Disabilities Act of 1990, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973.

Name: Nan Brandt
Position: Junior High School Dean of Student Services
Address: 1301 S.E. 14th Avenue, Mineral Wells, TX 76067
Telephone: (940) 325-0711

TITLE IX
COORDINATOR

The District designates the following person to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Linda Porter-Bradford
Position: Assistant Superintendent of Personnel and Administration
Address: 906 S.W. 5th Avenue, Mineral Wells, TX 76067
Telephone: (940) 325-6404

COMPLAINTS

The coordinators shall be responsible for investigation of complaints on behalf of employees and citizens. For complaint procedures, see DGBA(LOCAL) and GF(LOCAL).

PERFORMANCE APPRAISAL

DN
(LOCAL)

GENERAL PRINCIPLES	All District employees shall be periodically appraised in the performance of their duties. The District's employee evaluation and appraisal system shall be administered consistent with the general principles set out below. [See also DNA and DNB]
CRITERIA	The employee's performance of assigned duties and other job-related criteria shall provide the basis for the employee's evaluation and appraisal. Employees shall be informed of the criteria on which they will be evaluated.
PERFORMANCE REVIEW	<p>Evaluation and appraisal ratings shall be based on the evaluation instrument and cumulative performance data gathered by supervisors throughout the year. Each employee shall have at least one evaluative conference annually to discuss the written evaluation and may have as many conferences about performance of duties as the supervisor deems necessary.</p> <p>[For teachers eligible for appraisals less frequent than annually, see DNA.]</p>
DOCUMENTATION AND RECORDS	Appraisal records and forms, reports, correspondence, and memoranda may be placed in each employee's personnel records to document performance. All records that support appraisal ratings shall be maintained for at least two years. Official appraisal records shall be maintained throughout a person's employment with the District and for two years after an employee ceases to be employed with the District.
EMPLOYEE COPY	All employees shall receive a copy of their annual written evaluation.
COMPLAINTS	Employees may present complaints regarding the evaluation and appraisal process in accordance with the District's complaint policy for employees. [See DGBA]

PERFORMANCE APPRAISAL:
EVALUATION OF TEACHERS

DNA
(LOCAL)

LESS-THAN-ANNUAL EVALUATIONS ELIGIBILITY	District teachers shall be appraised annually, except teachers who are eligible for less frequent evaluations in accordance with law and the following local criteria. The eligible teacher shall: <ol style="list-style-type: none">1. Be on an educator term or continuing contract;2. Be SBEC certified;3. Not be on a District permit;4. Work in his or her certification area;5. Receive a Proficient rating in all domains for three consecutive years;6. Be employed by the District for three years; and7. Not be new to the campus.
FREQUENCY	A teacher who qualifies for less than annual appraisal shall be scheduled for a complete Professional Development and Appraisal System (PDAS) every third year. During any school year when a complete PDAS is not scheduled for an eligible teacher, either the teacher or the principal may require that an appraisal be conducted by providing written notice to the other party.
PDAS	The annual appraisal of District teachers not eligible for less frequent evaluations shall be in accordance with the PDAS. The District shall establish an appraisal calendar each year.
SCHEDULE LIMITATIONS	In addition to those days on which observations are prohibited by law [see DNA(LEGAL)], the District shall not schedule observations on the day before and the day after a school holiday, days scheduled for end-of-semester or end-of-year examinations, or days scheduled for state-mandated assessments or other standardized tests.
FIRST OBSERVATION	First classroom observations of teachers shall be scheduled within a one-week window.
ALTERNATE APPRAISERS	The list of qualified appraisers who may appraise a teacher in place of the teacher's supervisor shall be approved by the Board.
SECOND OBSERVATION APPRAISER	Upon a teacher's request for a second appraiser, the Superintendent or designee shall select the second appraiser from a pre-established roster of trained appraisers.
SCHEDULING	Second appraisals shall be unscheduled.

PERFORMANCE APPRAISAL:
EVALUATION OF TEACHERS

DNA
(LOCAL)

SCORES	The Board shall ensure that the Superintendent or designee establish procedures regarding how domain scores from first and second appraisals will be used.
PROBATIONARY TEACHERS	Written evaluations and other evaluative information need not be considered prior to a decision to terminate a probationary contract at the end of the contract term. [See DFAB(LEGAL)]
EMPLOYMENT DECISIONS	When relevant to decisions regarding term contracts, written evaluations of a teacher's performance, as documented to date, and any other information the administration deems appropriate, shall be considered in decisions affecting contract status.
GRIEVANCES	Complaints regarding teacher appraisal shall be addressed in accordance with DGBA(LOCAL).

EQUAL EDUCATIONAL OPPORTUNITIES

FB
(LOCAL)

TITLE IX
COORDINATOR

The District designates the following employee to coordinate its efforts to comply with Title IX of the Education Amendments of 1972, as amended:

Name: Linda Porter-Bradford
Position: Assistant Superintendent of Personnel and Administration
Address: 906 S.W. 5th Avenue, Mineral Wells, TX 76067
Telephone: (940) 325-6404

SEXUAL
HARASSMENT

For student complaints alleging sexual harassment or offensive intimidating conduct of a sexual nature, see FNCJ.

SECTION 504
COORDINATOR

The District designates the following employee to coordinate its efforts to comply with Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Nan Brandt
Position: Junior High School Dean of Student Services
Address: 1301 S. E. 14th Avenue, Mineral Wells, TX 76067
Telephone: (940) 325-0711

The Section 504 Coordinator and members of the Section 504 Committee shall receive training in the procedures and requirements for identifying and providing educational and related services to those students who have disabilities, but who are not in need of special education in accordance with the Individuals with Disabilities Education Act (IDEA). [See EHBA]

SECTION 504
COMMITTEE

The Section 504 Committee shall be composed of at least two persons, including persons knowledgeable about the student, the meaning of the evaluation data, the placement options, and the legal requirements regarding least restrictive environment and comparable facilities for students with disabilities.

REFERRALS

Students may be referred by parents, teachers, counselors, administrators, or any other District employees for evaluation to determine if they have disabilities and are in need of special instruction or services.

PREPLACEMENT
EVALUATION

An evaluation shall be conducted before any action is taken to place a student with disabilities or make a significant change in placement in an instructional program. The evaluation shall include consideration of adaptive behavior. Adaptive behavior is the effectiveness with which the individual meets the standards of per-

EQUAL EDUCATIONAL OPPORTUNITIES

FB
(LOCAL)

sonal independence and social responsibility expected of his or her age and cultural group.

NOTICE TO
PARENTS

The Section 504 Coordinator shall notify parents prior to any individual evaluation conducted to determine if their child has disabilities or to determine what educational or related services should be provided to the student. Parents shall also be given written notice of the District's refusal to evaluate a student or to provide specific aids and services the parents have requested.

IMPARTIAL
HEARING

Parents shall be given written notice of their due process right to an impartial hearing if they have a concern or complaint about the District's actions regarding the identification, evaluation, or educational placement of a student with disabilities. The impartial hearing shall be conducted by a person who is knowledgeable about the issues involved in Section 504 and who is not employed by the District or related to a member of the Board in a degree that would be prohibited under the nepotism statute [see DBE]. The impartial hearing officer is not required to be an attorney.

STATE-MANDATED
ASSESSMENTS

Modifications in taking the state-mandated assessments may be made for a Section 504 student when the modifications have been determined not to destroy the validity of the test; are necessary for the student to take the test; are consistent with modifications provided the student in the classroom; and are approved by TEA. [See EKB]

'NO PASS, NO PLAY'
EXEMPTIONS

When a Section 504 student cannot meet the regular academic standards of the "no pass, no play" law, the District may follow TEA procedures to determine continued eligibility for extracurricular activities.

DISCRIMINATION
ALLEGATIONS

Parent or student complaints alleging discrimination against a student in a District program or activity in violation of a Title IX and/or Section 504 provision, other than allegations of sexual harassment or the identification, evaluation, or educational placement of students with disabilities, shall be heard through the procedure set out in FNG(LOCAL).

NOTICE OF PARENT AND STUDENT RIGHTS

Release of Student Information

Federal and state laws safeguard student records from unauthorized inspection or use and provide parents and “eligible” students certain rights:

What is an “eligible” student?

A student who is 18 or older OR who is attending an institution of postsecondary education.

What information will the District routinely release?

General information about Mineral Wells ISD students is considered “directory information” and will be released to anyone who follows procedures for requesting it. That information includes:

- A student’s name, address, telephone number, and date and place of birth.
- The student’s photograph, participation in officially recognized activities and sports, and weight and height of members of athletic teams.
- The student’s dates of attendance, grade level, enrollment status, honors and awards received in school, and most recent school attended previously.
- The student’s e-mail address.

What about military recruiters and colleges?

In addition to release of student information required under FERPA, to be in compliance with the No Child Left Behind Act of 2001, the District will release to military recruiters and institutions of higher education, upon request, the name, address, and phone number of secondary students enrolled in the District.

Can I restrict this information?

Yes. A parent or eligible student may prevent the release of any or all directory information regarding a student. This objection must be made in writing to the principal within ten school days after the parent or student has been provided this notice.

What about information about grades, test results, disciplinary records, etc?

Virtually all information pertaining to student performance is considered a confidential educational record and may be released to:

- The parents—whether married, separated, or divorced—who will generally have access to the records. A parent whose rights have been legally terminated will be denied access to the records if the school is given a copy of the court order terminating these rights. Federal law requires that, as soon as the student becomes eligible, control of the records goes to the student. However, the parents may access the records if the student is a dependent for tax purposes.

STUDENT RECORDS

FL
(EXHIBIT)

- District staff members who have what federal law defines as a “legitimate educational interest” in a student’s records. Such persons would include school officials (such as Board members, the Superintendent, principals), school staff members (such as teachers, counselors, diagnosticians), or an agent of the District (such as a medical consultant).
- Various governmental agencies or in response to a subpoena or court order.
- A school to which a student transfers or in which he or she subsequently enrolls.

Release to any other person or agency—such as a prospective employer or for a scholarship application—will occur only with parental or student permission as appropriate.

Where do I go to review the records?

The principal is custodian of all records for currently enrolled students at the assigned school and for students who have withdrawn or graduated.

Records may be reviewed during regular school hours. If circumstances effectively prevent a parent or eligible student from inspecting the records, the District shall either provide a copy of the requested records, or make other arrangements for the parent or student to review the requested records. The records custodian or designee will respond to reasonable requests for explanation and interpretation of the records.

The addresses of the principals’ offices are:

Mineral Wells High School	3801 Ram Blvd., Mineral Wells, TX 76067
Mineral Wells Junior High School	1301 SE 14th Ave., Mineral Wells, TX 76067
Travis Elementary School	1001 SE Martin Luther King St., Mineral Wells, TX 76067
Houston Elementary School	300 SW 13th St., Mineral Wells, TX 76067
Lamar Elementary School	2012 SE 12th St., Mineral Wells, TX 76067
DAEP	1806 NE 1st Ave., Mineral Wells, TX 76067
Dream Academy	3810 Ram Blvd., Mineral Wells, TX 76067

The parent’s or eligible student’s right of access to, and copies of, student records does not extend to all records. Materials that are not considered educational records—such as teachers’ personal notes on a student that are shared only with a substitute teacher and records on former students after they are no longer students in the District—do not have to be made available to the parents or students.

What can I do if I think a record is inaccurate?

A parent (or the student if he or she is 18 or older or is attending an institution of postsecondary education) may review and inspect the student’s records and request a correction if the

STUDENT RECORDS

FL
(EXHIBIT)

records are considered inaccurate or otherwise in violation of the student's privacy rights. If the District refuses the request to amend the records, the requestor has the right to request a hearing. If the records are not amended as a result of the hearing, the requestor has 30 school days to exercise the right to place a statement commenting on the information in the student's record. Although improperly recorded grades may be challenged, contesting a student's grade in a course is handled through the general complaint process defined by policy FNG.

What is the cost of copying records?

Copies of student records are available at a cost of ten cents per page, payable in advance. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of the parent, one copy of the record will be provided at no charge.

Please note:

Parents or eligible students have the right to file a complaint with the U.S. Department of Education if they believe the District is not in compliance with the law regarding student records. The District's complete policy regarding student records is available from the principal's or Superintendent's office.

Note: The information in this notice should be translated for, or explained to, the parents of students whose primary or home language is not English.

Notice of Parent and Student Rights

What is the District policy concerning sexual misconduct?

The District forbids employee conduct constituting sexual harassment or sexual abuse of students. The District forbids students from engaging in unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or a District employee.

The District encourages parental and student support in its efforts to address and prevent sexual harassment and sexual abuse in the public schools.

What is sexual harassment?

Sexual harassment of a student by an employee includes any welcome or unwelcome sexual advances, requests for sexual favors, and other verbal (oral or written), physical, or visual conduct of a sexual nature. It also includes such activities as engaging in sexually oriented conversations for purposes of personal sexual gratification, telephoning a student at home or elsewhere to solicit inappropriate social relationships, physical contact that would be reasonably construed as sexual in nature, and enticing or threatening a student to engage in sexual behavior in exchange for grades or other school-related benefit.

Sexual harassment of a student by another student includes unwanted and unwelcome verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct, including requests for sexual favors.

What is sexual abuse?

Sexual abuse is defined as "illegal sex acts performed against a minor...." It may include, but is not limited to, fondling, sexual assault, or sexual intercourse. Sexual abuse is a form of child abuse that must be reported to appropriate law enforcement authorities.

What laws address sexual harassment of students?

Sexual harassment or abuse of students by District employees may constitute discrimination on the basis of sex and is prohibited by Title IX (the federal law prohibiting gender-based discrimination by schools that receive federal funds).

Will I be informed if my child has been sexually harassed or sexually abused at school?

The District will notify parents of students involved in sexual harassment by students when the allegations are not minor or of any incident regarding sexual harassment or sexual abuse by an employee. Notification may be by telephone, letter, or personal conference.

What will the District do when it learns of sexual harassment or sexual abuse of a student?

When a principal or other school administrator receives a report that a student is being sexually harassed or abused, he or she will initiate an investigation and take prompt action to intervene.

What do I do if I am concerned that my child has been sexually harassed or sexually abused at school?

A student or parent who has a complaint alleging sexual harassment by other student(s) or sexual harassment or sexual abuse by an employee may request a conference with the principal, the principal's designee, or the District's Title IX coordinator. The conference will be scheduled and held as soon as possible but within seven calendar days. The principal or Title IX coordinator will coordinate an investigation. Oral complaints should be reduced to writing to assist in the District's investigation.

A complaint may also be filed separately with the Office of Civil Rights:

Regional Director
Office of Civil Rights, Region VI
1999 Bryan Street, Suite 2600
Dallas, Texas 75201
Telephone: (214) 880-2459
Fax: (214) 880-3082 TDD: (214) 880-2456

Who is the Title IX coordinator and how do I contact that person?

The Title IX coordinator for the District is:

Name: Linda Porter-Bradford
Position: Assistant Superintendent of Personnel and Administration
Address: 906 S.W. 5th Avenue, Mineral Wells, TX 76067
Telephone: (940) 325-6404

The Title IX coordinator is a District employee who has the responsibility to assure District compliance with the requirements of Title IX. The coordinator will investigate or oversee an investigation of a complaint alleging violations of Title IX.

The District has adopted complaint procedures for handling Title IX complaints, which may be obtained from the principal or Title IX coordinator. The student may be accompanied by the parent or other advisor throughout the complaint process.

Will my complaint be confidential?

To the greatest extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation.

What if I am not satisfied by the District's resolution of my complaint?

If the parent is not satisfied with the District's initial response to the complaint, he or she has seven calendar days to request a conference with the Superintendent or designee, who will schedule and hold a conference. Prior to or at the conference, the parent must submit a written complaint that contains: a statement of the complaint; any evidence to support the complaint; the resolution sought; the student's and/or parent's signature; and the date of the conference with the principal.

STUDENT CONDUCT:
SEXUAL HARASSMENT/SEXUAL ABUSE

FNCJ
(EXHIBIT)

If the parent considers the resolution unsatisfactory, he or she may request that the complaint be heard by the Board of Trustees at its next regular meeting, in accordance with policy BE(LOCAL). The Board will hear the complaint in closed meeting, unless otherwise required by the Texas Open Meetings Act. At the conclusion of the hearing, the Board will decide what action it deems appropriate.

SUBJECT: MWISD 2005 – 2006 SCHOOL CALENDAR

BACKGROUND INFORMATION

Traditionally, each spring, the District Improvement Team members create sample school calendars for the next school year. This year they created four sample calendars for faculty and staff members to consider.

ADMINISTRATIVE CONSIDERATIONS

The results of the MWISD 2005-2006 school calendar election are as follows:

Calendar A	96
Calendar B	261
Calendar C	12
Calendar D	53

Immediately following this agenda page are sample calendars A,B,C,D.

RECOMMENDATION

That the Board of Trustees adopt calendar B for the 2005-2006 school year

CONTACT PERSONS

Linda Porter-Bradford
Ray M. Crass

2005 - 2006 School Calendar

Mineral Wells A Independent School District

July 2005				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
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August 2005				
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September 2005				
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October 2005				
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November 2005				
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December 2005				
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January 2006				
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February 2006				
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March 2006				
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April 2006				
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May 2006				
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June 2006				
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Holidays

- Labor Day September 5
- Thanksgiving November 23-25
- Christmas December 19-30
- Martin Luther King Day January 16
- Spring Break March 13-17
- Easter Holiday April 14
- Memorial Day May 29
- Bad Weather Days April 8 & May 6

Staff Development

- New Teacher Orientation August 16
- August 17-19
- August 22
- Early Release Day October 10
- January 13
- June 2

Grading Periods

- Beginning of First Semester August 23
- End of First 6 Weeks September 30
- End of Second 6 Weeks November 11
- End of Third 6 Weeks & End of First Semester January 12
- Beginning of Second Semester January 17
- End of Fourth 6 Weeks February 24
- End of Fifth 6 Weeks April 13
- End of Sixth 6 Weeks June 1
- End of Second Semester & Last Day of Instruction June 1

High School Graduation June 2

Key: Beginning/End of 6 Weeks Holiday Staff Development Day Early Release Day * Bad Weather Day

*Sat. 8

*Sat. 6

2005 - 2006 School Calendar

Mineral Wells B

Independent School District

July 2005				
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August 2005				
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September 2005				
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October 2005				
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November 2005				
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December 2005				
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January 2006				
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February 2006				
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March 2006				
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April 2006				
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May 2006				
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June 2006				
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Holidays

- Labor Day September 5
- Thanksgiving November 23-25
- Christmas December 21-30
- Martin Luther King Day January 16
- Spring Break March 13-17
- Easter Holiday April 14
- Memorial Day May 29
- Bad Weather Days April 13 & April 29

Staff Development

- New Teacher Orientation August 15
..... August 16-19
- Early Release Day October 10
..... May 30-31

Grading Periods

- Beginning of First Semester August 22
- End of First 6 Weeks September 30
- End of Second 6 Weeks November 11
- End of Third 6 Weeks & End of First Semester December 20
- Beginning of Second Semester January 2
- End of Fourth 6 Weeks February 17
- End of Fifth 6 Weeks April 7
- End of Sixth 6 Weeks May 26
- End of Second Semester & Last Day of Instruction May 26

High School Graduation June 2

Key: □ Beginning/End of 6 Weeks ○ Holiday □ Staff Development Day ▣ Early Release Day * Bad Weather Day

2005 - 2006 School Calendar

Mineral Wells C Independent School District

July 2005				
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August 2005				
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November 2005				
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December 2005				
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January 2006				
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February 2006				
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March 2006				
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April 2006				
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May 2006				
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June 2006				
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Holidays

- Labor Day September 5
- Thanksgiving November 23-25
- Christmas December 19-30
- Martin Luther King Day January 16
- Spring Break March 13-17
- Easter Holiday April 14
- Memorial Day May 29
- Bad Weather Days April 13 & June 7

Staff Development

- New Teacher Orientation August 17
- August 18-19
- August 22-24
- Early Release Day October 10
- January 23
- May 29

Grading Periods

- Beginning of First Semester August 25
- End of First 6 Weeks October 7
- End of Second 6 Weeks November 22
- End of Third 6 Weeks & End of First Semester January 20
- Beginning of Second Semester January 24
- End of Fourth 6 Weeks March 3
- End of Fifth 6 Weeks April 21
- End of Sixth 6 Weeks June 6
- End of Second Semester & Last Day of Instruction June 6

High School Graduation June 9

Key: □ □ Beginning/End of 6 Weeks ○ Holiday □ Staff Development Day ▣ Early Release Day * Bad Weather Day

2005 - 2006 School Calendar

Mineral Wells D Independent School District

July 2005				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2005				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	△16	□17	□18	□19
□22	□23	24	25	26
29	30	31		

September 2005				
M	T	W	T	F
			1	2
○5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

October 2005				
M	T	W	T	F
3	4	5	6	7
□10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2005				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	□22	○23	○24	○25
□28	29	30		

December 2005				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	○21	○22	○23
○26	○27	○28	○29	○30

January 2006				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
○16	17	18	19	□20
□23	□24	25	26	27
30	31			

February 2006				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28			

March 2006				
M	T	W	T	F
		1	2	□3
□6	7	8	9	10
○13	○14	○15	○16	○17
20	21	22	23	24
27	28	29	30	31

April 2006				
M	T	W	T	F
3	4	5	6	7
10	11	12	*13	○14
17	18	19	20	□21
□24	25	26	27	28

May 2006				
M	T	W	T	F
1	2	3	4	*5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
○29	30	31		

June 2006				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Holidays

Labor Day	September 5
Thanksgiving	November 23-25
Christmas	December 21-30
Martin Luther King Day	January 16
Spring Break	March 13-17
Easter Holiday	April 14
Memorial Day	May 29
Bad Weather Days	April 13 & May 5

Staff Development

New Teacher Orientation	August 16
.....	August 17-19
.....	August 22
Early Release Day	October 10
.....	January 23
.....	June 2

Grading Periods

Beginning of First Semester	August 23
End of First 6 Weeks	October 7
End of Second 6 Weeks	November 22
End of Third 6 Weeks & End of First Semester	January 20
Beginning of Second Semester	January 24
End of Fourth 6 Weeks	March 3
End of Fifth 6 Weeks	April 21
End of Sixth 6 Weeks	June 1
End of Second Semester & Last Day of Instruction	June 1

High School Graduation June 2

Key: □ □ Beginning/End of 6 Weeks ○ Holiday □ Staff Development Day ▣ Early Release Day * Bad Weather Day

TEXTBOOK RECOMMENDATIONS FROM DISTRICT TEXTBOOK COMMITTEES

ART ADOPTION

Elementary

**Art Everywhere (1-5), Harcourt School Publishers
Scott Foresman Art System (6), Scott Foresman**

Middle School

Scott Foresman Art (7-8), Scott Foresman

High School

**The Visual Experience (Art I), Davis Publications
Discovering Art History (Art History III), Davis Publications
Experience Clay (Ceramics II-IV), Davis Publications
Discovering Drawing (Drawing II-IV), Davis Publications
Exploring Painting (Painting II-IV), Davis Publications
Beginning Sculpture (Sculpture II-IV), Davis Publications**

PHYSICAL EDUCATION ADOPTION

Elementary

Be Active! Resources for Physical Education (1-5), Harcourt School Publishers

High School

**Personal Fitness: Looking Good and Feeling Good, Kendall/Hunt Publishers
Dance I and II, A Sense of Dance: Exploring Your Movement Potential,
Human Kinetics
Dance III and IV, Experiencing Dance: From Student to Dance Artist, Human
Kinetics**

MUSIC ADOPTION

Elementary

Silver Burdett Making Music System (1- 6), Pearson Education

Choir(Middle School and High School)

Singing Musician Series, Patti De Witt

THEATRE ARTS ADOPTION

Elementary

SRA Theatre Arts Connections, SRA/McGraw-Hill

Middle School

Exploring Theatre, Glencoe/McGraw-Hill

High School

**Theatre: Art in Action, Glencoe/McGraw-Hill
Basic Drama Projects, Perfection Learning**

HEALTH EDUCATION ADOPTION

Elementary

Macmillan/McGraw-Hill Health and Wellness (1-6), Macmillan/McGraw-Hill

Middle School

Texas Holt Decisions for Health, Holt, Reinhart, and Winston

High School

Health and Wellness, Texas Edition, Glencoe/ McGrawHill

SPANISH ADOPTION

Middle School

Holt Spanish IA and IB, Expresate, Holt, Reinhart, and Winston

High School

**Glencoe Spanish 1, 2, 3: Buen Viage! Glencoe/McGraw-Hill
Galeria de arte y vida, Glencoe/McGrawHill**

CATE ADOPTION (Delayed from 2004)

**Agricultural Mechanics Curriculum Caddy, CEV Multimedia
Agricultural Metal Fabrication Technology Curriculum Caddy, CEV Multimedia
Agricultural Structures Technology, Curriculum Caddy, CEV Multimedia
Animal Science Curriculum Caddy, CEV Multimedia
Agriscience and Technology II, Curriculum Caddy, CEV Multimedia
Equine Science Curriculum Caddy, CEV Multimedia
Floral Design and Interior Landscape Development, Curriculum Caddy, CEV
Multimedia
Food Technology Curriculum Caddy, CEV Multimedia
Horticultural Plant Production, Curriculum Caddy, CEV Multimedia
Horticulture, Curriculum Caddy, CEV Multimedia
Introduction to Agricultural Mechanics, Curriculum Caddy, CEV Multimedia
Introduction to Horticultural Science Curriculum Caddy, CEV Multimedia
Agriscience and Technology I, Curriculum Caddy, CEV Multimedia
Landscape Design, Construction, and Maintenance, Curriculum Caddy, CEV
Multimedia
Plant and Animal Production, Curriculum Caddy, CEV Multimedia
Wildlife and Recreation Management, Curriculum Caddy, CEV Multimedia
Glencoe Accounting: Real World Application and Connections, Glencoe/McGraw-
Hill**

**The Office: Procedures and Technology, Thomson Learning/South-Western
Texas Banking and Financial Systems Bundle, Thomson Learning/ South-Western
Business Communications, Curriculum Caddy, CEV Multimedia
Business Computer Information Systems, Level 1 and Level 2, Pearson Education
Introduction to Multimedia, Glencoe/McGraw-Hill
Law for Business and Personal Use, Thomson Learning
Business Management Curriculum Caddy, CEV Multimedia
Business Principles and Management, Thomson Learning
Introduction to Business Curriculum Caddy, CEV Multimedia
Recordkeeping for Texas, Thomson Learning
Working: Career Success for the 21st Century, Thomson Learning
Career Studies Curriculum Caddy, CEV Multimedia
Childcare and Guidance, Management, and Services Curriculum Caddy, CEV
Multimedia
Child Development Curriculum Caddy, CEV Multimedia
Food Production, Management and Services Curriculum Caddy, CEV Multimedia
Food Science and Technology Curriculum Caddy, CEV Multimedia
Housing Curriculum Caddy, CEV Multimedia
Individual and Family Life Curriculum Caddy, CEV Multimedia
Interior Design Curriculum Caddy, CEV Multimedia
Nutrition and Food Service Curriculum Caddy, CEV Multimedia
Skills for Personal and Family Living, Goodheart Willcox Co.
Preparation for Parenting Curriculum Caddy, CEV Multimedia
Body Structures and Functions with CD, Delmar Learning
Diversified Health Occupations, Delmar Learning
Introduction to Health Occupations: Today's Health Care Worker, Pearson
Education
Introduction to Medical Terminology, Delmar Learning
Automotive Excellence, Glencoe/McGraw-Hill
Carpentry and Building Construction, Glencoe/McGraw-Hill
Introduction to Criminal Justice, Curriculum Caddy, CEV Multimedia
Welding, Curriculum Caddy, CEV Multimedia**

TECHNOLOGY APPLICATIONS (Delayed from 2004)

Recommend to adopt all textbooks within this group for consideration.

**Computer Science
Desktop Publishing
Digital Graphics/ Animation
Multimedia
Technology Applications, Grades 6-8
Technology Applications, Grades 3-5
Technology Applications, Grade K-2**

ENGLISH AS A SECOND LANGUAGE (Delayed from 2004)

**Avenues K-2, Hampton-Brown,
High Point 6-8, Hampton-Brown**

PCAT

Property / Casualty

Addendum to the Interlocal Agreement

For
Mineral Wells ISD

Thanks to you, PCAT has experienced phenomenal success this year. Your commitment to stability and fiscal responsibility have helped all PCAT Members experience their primary objectives of pooling, i.e. rate stabilization, superior service, **decreased costs and significant control over future costs**.

Due to this tremendous success, PCAT is pleased to offer the following renewal terms:

1. The Property Casualty Alliance of Texas (PCAT) hereby agrees to extend current funding rates through September 1, 2006 for Mineral Wells Independent School District (MWISD).
2. If MWISD provides notice of cancellation as provided by Article 3 of the PCAT Interlocal Agreement, prior to September 1, 2005, a short-term cancellation penalty of 5% of Annual Contributions for the 2004-2005 Participation Period will be charged and payable within 30 days after notice is received.
3. This Interlocal Agreement Addendum along with the original Interlocal Agreement, signed on March 4, 2003, shall represent the entire agreement and may not be amended or altered without the written consent of both parties.

Please submit the following information **no later than 30 days** prior to September 1, 2005:

- PCAT Renewal Application

The information contained in your renewal application will be utilized only for the purposes of determining the renewal contributions for the 2005-2006 Participation Period, which will reflect the appropriate property values, number of autos and number of students in effect as of September 1, 2005.

IN WITNESS WHEREOF, the undersigned agrees to this Addendum to the Interlocal.

Executed this Day: _____, 2005.

This Addendum must be executed prior to April 1, 2005 to be effective.

Signature: _____

Member Representative

Signature: _____

Chairperson, PCAT

North American Solutions

Program Administrators

8687 Louetta Road, Suite 275 • Spring, TX 77379

Toll Free: (866) 379-1397 • Fax: (281) 379-2171

E-mail: jmelton@nas-publicrisk.com

PCAT Renewal Benefits

As a member of PCAT, you enjoy many different advantages with your insurance coverage. You have come to expect the best in underwriting, claims administration and loss prevention services.

Why is it Advantageous to the Member to accept this renewal offer?:

- Stability of pricing through solid Program Administration
 - Long term clients of NAS are now entering their 5th year without a price increase, thereby avoiding the spikes common in the insurance market.
- This offer is good regardless of losses incurred between now and your effective date of coverage
 - On January 28th, an independent, well known Texas school insurance consultant said, "Rate increases due to Florida storms and the Asian Tsunami have not yet affected schools, but increases may be coming with July reinsurance renewals."
- Lucrative Fund Balance for the Member, compounded annually.
- Confidence in knowing costs for budgeting purposes.
- Continued loss prevention services and property valuation updates.
- Interlocal agreement satisfies all bidding requirements, thus freeing up Member's staff to focus on the business of educating students.

Why is it Advantageous to PCAT to make this renewal offer to Members?:

- PCAT is about stability for the long-term. Members who commit to long-term stability allow PCAT to focus on continued growth, which benefits all Members.
- Long-term commitment from Members strengthens reinsurance negotiations, which benefits all Members.
- Confidence in knowing costs for budgeting purposes.
- Underwriting and marketing staff can focus on pre-qualifying New Members, rather than processing lengthy renewals.

PCAT

Property / Casualty

Fund Balance Illustration

For

Mineral Wells ISD
(Charter Member)

Due to the tremendous success PCAT has experienced, we are pleased to present you with this Fund Balance Illustration for the fiscal year ending February 29, 2004. Thanks to all PCAT members, we are steadily achieving our goals of rate stabilization and decreased costs.

PCAT Earned Contributions 2003:	\$12,009,206
PCAT Estimated Fund Balance 2003:	\$3,263,029

<i>Mineral Wells ISD</i>	
<i>2003 estimated fund balance:</i>	<i><u>\$54,412.92 (28.97% of 2003 earned contributions)</u></i>

PCAT Estimated Earned Contributions 2004:	\$20,188,232
PCAT Estimated Fund Balance 2004:	To be determined by 2004 financial audit.

This is proof that *effective* pooling works! Thanks to effective risk administration, management and marketing, PCAT is in the enviable position of owning a *substantial fund balance* in which significant loss reserves can be established for large unforeseen events. PCAT also looks forward to enhancing services designed to promote fund balance growth, and ultimately returning dollars to Members. Each fiscal year is closed upon the resolution of all open claims and other financial obligations. The PCAT Executive Committee will determine a consistent and fiscally-responsible method for allocations of the program fund balance upon the close of each fiscal year. The original Interlocal Agreement and any applicable Interlocal Agreement Addendums signed by each Member will apply.

Thank you for your valued membership in PCAT!

North American Solutions

Program Administrators

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E-mail: jmelton@nas-publicrisk.com