

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 1st & El Paso Street
(If address is P.O. Box, also include street address)

Balmorhea TX 79718-0368
City State Zip Code+4 (9 digits total)

Tel. (432) 375-2223 Fax (432) 375-2511

Website/URL bisdbears.esc18.net E-mail lmolina@esc18.net

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Mary Lou Carrasco
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Balmorhea ISD Tel. (432) 375-2223

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mr. Jesus A. Matta
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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

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

1. The school has some configuration that includes grades PK-12. (Schools with one principal, even PK-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 1 Other (Briefly explain) PPK-12 School
- 1 TOTAL
2. District Per Pupil Expenditure: 7,833
 Average State Per Pupil Expenditure: 7,088

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 1 Number of years the principal has been in her/his position at this school.
 1 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	8	6	14	7	4	11	15
1	3	6	9	8	7	5	12
2	5	10	15	9	6	7	13
3	7	3	10	10	10	7	17
4	4	9	13	11	11	8	19
5	9	7	16	12	8	8	16
6	7	7	14	Other	6	4	10
TOTAL STUDENTS IN THE APPLYING SCHOOL →							193

6. Racial/ethnic composition of the students in the school: 12 % White
 % Black or African American
88 % Hispanic or Latino
 % Asian/Pacific Islander
 % American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 5%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	210
(5)	Subtotal in row (3) divided by total in row (4)	.0523
(6)	Amount in row (5) multiplied by 100	5.23809

8. Limited English Proficient students in the school: 8.2 %
16 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 71.5 %
138 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 13.4 %
26 Total Number of Students Served
Indicate below the number of students with disabilities according to conditions designated in the

Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>6</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	_____
Classroom teachers	<u>23</u>	_____
Special resource teachers/specialists	<u>2</u>	_____
Paraprofessionals	<u>4.5</u>	_____
Support staff	<u>11.5</u>	<u>2</u>
Total number	<u>43</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 11.7

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.5	94.6	94.7		
Daily teacher attendance	95.9	95.7%	95.4%		
Teacher turnover rate	12%	12%	8%		
Student dropout rate *1	0%	0%	0%		
Student drop-off rate *2	27%	22%	13%		

*1 Texas does not record students who enroll in another Texas school or a school outside Texas or students who leave to get a GED as a drop-out.

*2 Balmorhea has been experiencing a loss of enrollment for years which is the trend for West Texas schools.

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	<u>15</u>
Enrolled in a 4-year college or university	<u>27</u> %
Enrolled in a community college	<u>27</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>33</u> %
Military service	<u>7</u> %
Other (travel, staying home, etc.)	<u>6</u> %
Unknown	<u>0</u> %
Total	100 %

Part III-Summary:

Balmorhea ISD is a small school in West Texas. Located in the foothills of the Davis Mountains in the Madera Valley, Balmorhea School is a Pre-K through 12 campus nestled in the beautiful oasis in the vast desert landscape of West Texas. Balmorhea, Texas is a small town of approximately seven hundred hardy citizens. Balmorhea has been officially designated as “The Oasis of West Texas” because of the beautiful flowing San Solomon Springs that feeds the world’s largest outdoor man-made swimming pool. Although Balmorhea ISD enjoys its beautiful surroundings; it finds itself hard hit by a depressed economy and continuously dwindling enrollment. Our 193 students are nurtured and taught by a caring and dedicated staff.

To alleviate loss of revenue due to reduced taxable value and decreased enrollment, Balmorhea’s leadership and staff have applied and acquired several grants that have enhanced our school and community. Through the acquisition of the Community Networking 2 Grant, all of the students have a computer, printer, and Internet connection at home as long as they are enrolled in the district. In addition, local businesses and community members may also have access to the same equipment for a minimal monthly fee. KIDS Allen Grant has further enriched our students’ technological knowledge. Through this grant, our district has acquired an abundant amount of software, hardware, and teacher training for the staff and students.

Embracing the belief that *every child can learn*, the dedicated staff, under new principal, Mrs. Mary Lou Carrasco, (now our superintendent), accepted the challenge of NCLB Act and the new more rigorous statewide assessment Texas Assessment of Knowledge and Skills (TAKS). Our current principal, Ms. Lupe Molina, is equally enthusiastic about our plan of action and results. Under our current leadership and staff, we are continuing our initiative to leave no child behind. The continuous monitoring of students’ progress helps ensure successful results-based instruction. We have implemented changes throughout the district to achieve our school’s mission. *MISSION STATEMENT: The purpose of Balmorhea ISD is to educate and challenge our students, with the help of the community, to be able to cooperate successfully as productive citizens in an ever changing world.*

Although our first year of implementing our new plan of action demonstrated student success, Balmorhea is continuously looking to improve curriculum, methodology, and teacher preparedness to ensure all students achieve mastery in all objectives. One of our new strategies is to eliminate reading difficulties as early as possible and reduce Special Education referrals by providing intensive training in Alphabetic Phonics to K-3 teachers.

Our student body is fantastic! They have enthusiastically taken up the challenge. Balmorhea ISD students juggle many activities and have learned to multi-task. For example, the same student may be class president, Business Professional of America president, One-Act-Play actor, UIL competitor, and the star athlete while maintaining academic excellence. The mode for our students is to participate in no less than two extra curricular activities. The majority of our ninth to twelfth graders have chosen to change their graduation plans to the more rigorous Recommended or Distinguished Graduation Plan.

Our successes could not have been realized without the joint efforts of our parents, students, staff, Board of Trustees, and community. Each entity has contributed to our celebrated successes validating the famous quote --“It takes a village to raise a child”--and confirming our mission statement.

Part IV-1. Indicators of Academic Success:

The State of Texas administered a new statewide assessment – Texas Assessment of Knowledge and Skills (TAKS) in the spring of 2003. The results are reported by grade level; all students and sub-groups and results are also reported by grade campus. Balmorhea has received an accountability rating of Academically Acceptable based on the statewide assessment. For Balmorhea, a PK-12 school, the sum of 3rd –10th grade level results is reported by indicating results for all students’ and sub-groups. Our campus ethnic distribution is 87% Hispanic and 13% White, which comprise sub-groups. Another major sub-group for us is the Economically Disadvantaged, which is 78% of our total student population. Balmorhea students’ successful achievement was most evident in Reading and English Language Arts where 100% of all students including all sub-groups Hispanic and Economically Disadvantaged *met* TAKS Standards in Grades 3,6,7,9 and 10. Ninety-four percent (94.7%) of our fourth graders *met* TAKS Standards and passed the test.

Perhaps the most outstanding achievement for Balmorhea PK-12 is the fact that students have successfully met the challenge of the first administration of the state’s new and more challenging statewide assessment. One hundred percent of all third graders successfully met the state’s challenge of the Student Success Initiative. In Reading, 21.1% of all students received Commended Performance for outstanding achievement on the TAKS test. English Language Arts results reported for Balmorhea in all sub-groups was 100%. Fourteen percent of the students were commended for outstanding performance on the Writing portion of the TAKS test. Successful achievement was evident as Math results (sum of 3rd-10th) for our campus was 80.4%. The subgroup breakdown was Hispanic 80%, White 83.3% and Economically Disadvantaged 77.5% meeting TAKS Standards. Balmorhea PK-12 School showed dramatic improvement as reported by Adequate Yearly Progress Report meeting NCLB law requirements. Dramatic improvements are evident as the following results show:

(TAAS) 2001-2002		(TAKS) 2002-2003		Change 2002 to 2003
Reading/Language Arts % Passing Test	54.9%	% Passed Test	93.5%	+38.6%
Mathematics % Passing Test	43.8%	% Passed Test	85.3%	+41.5%
Graduation Rate	94.4%	Graduation Rate	>95.0%	+5.6%

Part IV-2. Use of assessment data:

Balmorhea ISD considers assessment an integral part of the instructional process; it is essential to enhance and improve students’ academic performance. To this end, our entire campus teaching personnel analyzed the state’s reports on student performance on the Texas Assessment of Knowledge and Skills (TAKS) assessments. The purpose of analyzing results reported for 2001-2002 TAAS Assessment Grades 3-10 was to identify any problematic issues/areas of concerns with subject area alignment; instructional programs, sub-group performance results across the grades and/or subject areas. After all stakeholders’

identified and voiced their findings in the analysis of the data, we moved forward to identification of effective instructional programs and alignment of strategies to improve the areas of concern. Stakeholders identified Math and Science areas needing more effective alignment. Therefore, the stakeholders placed Math and Science alignment at the top of the priority list to address with corrective action. The next step in the analysis process of assessment data was for each teacher to analyze his/her specific students' performance results in their respective subject area. For example, elementary and secondary teachers-- Science, Math, Social Studies, and English Language Arts--did an item analysis for each student in each grade level in the subject area they taught. The item analysis was essential in identifying specific students' strengths and weaknesses. This specific information provided each teacher an opportunity to reflect on the effectiveness of his/her presentations of instruction and take appropriate actions as dictated by item analysis. Teachers use objective assessments and periodic assessments to develop lesson plans and intervention plans for groups and/or individual students.

Analysis of assessment data served our school well as the findings were catalysts for corrective actions/strategies being implemented in our Campus Improvement Plan to improve all students' performance on statewide assessments. Corrective actions implemented for 2002-2003 school year on a 3-year plan included continuous monitoring of student progress through the following strategies:

- Providing Benchmark Testing
- Assessing students' content mastery of each objective taught
- Implementing reteaching and regrouping as strategies for students who did not master objective
- Changing secondary classes from block scheduling to a traditional class schedule providing more instructional class time, thus allowing more time on task for students
- Building into daily schedule a TAKS tutorial class period
- Offering staff development on H. Lynn Erickson's Structure of Knowledge and Bloom's Taxonomy, these taxonomies are embedded in our statewide assessments (TAKS), Assessment instruments, content area, and TAKS objectives

Part IV-3. Communicating the Data:

Communication is the vehicle for building a partnership with parents and the entire community of Balmorhea. Balmorhea School uses different types of media to communicate with staff, students, parents and community. Most commonly used are the Newsletters, Bulletins, and weekly Letters to Parents. We are lucky to have a community TV Channel, which we utilize to maximize our communication. At Balmorhea ISD, parents are always welcome to visit with their child's teacher during his/her conference period. The statewide assessment is disseminated to all parents as a School Report Card. Using a PowerPoint presentation and overhead projector, parents and community members became aware of our school's TAAS, now TAKS, student performance results at our Open House. Our Superintendent, Mrs. Mary Lou Carrasco, clearly pointed out our areas of strengths and weaknesses on the TAAS tests. She went over the TAKS assessment results and addressed corrective action plans to raise all subgroups' scores as included in our District Improvement Plan adopted by our District Educational Improvement Committee whose membership also includes parents, community, and business members.

Benchmark tests and objective assessments are evaluated and sent home for parents to review. Grade level parent meetings are held to inform parents of statewide assessments. Parents are able to see the depth and complexity of the state's assessment, and the need to follow the Three Tier Teaching Model, which includes after-school tutorials. Teachers distribute the State's Grade Level Study Guide for parents of students who did not pass the state assessment.

Our secondary teachers have implemented teacher-student conferences to evaluate test data and academic progress. This venture has been very instrumental in empowering students to take ownership of their academic progress. The evidence is improved scores on the rigorous TAKS tests, as shown on the TAKS 2002-2003 results.

Perhaps the most urgent need for communicating academic progress in relation to the statewide assessments is in the third grade. The Texas Student Success Initiative requires all third graders to pass their Statewide Reading Assessment as a requirement for promotion to fourth grade. Our principal and teachers have met with all third grade students' parents as a group. This provided an in-depth look at the assessments as well as developing a relationship with parents as partners to ensure our students' success. The teachers further involve parents by scheduling individual conferences to develop a plan of action/intervention for the students based on data indicators.

Part IV – 4. Sharing Successes: Certainly, Balmorhea ISD has embarked on a road to excellence. We have embraced the following initiatives that we have employed – with success in TAKS and AP, NCLB results – to meet the rigorous standards set by the State of Texas assessment and Federal NCLB legislation. They are as follows:

1. Our high expectations for all students means additional innovative teaching strategies must be implemented to ensure all students achieve academic success. The strategies include reteaching and regrouping so that students who do not grasp concepts are not left behind as the other students move forward to the next lesson.
2. Greater time on task for students to achieve content mastery may mean increasing school day, such as providing after school tutorials.
3. Teachers develop instructional timelines.
4. Teachers prioritize curriculum content.
5. We provide extensive and on-going staff development in Blooms' Taxonomy and H. Lynn Erickson's Structure of Knowledge. These two taxonomies are used for the conceptual scheme of TAAS and TAKS tests.
6. We provide staff development specific to teachers' needs in methodology, content area, technology, State TEKS objectives, classroom management/discipline, safe schools, conflict resolution, English as a Second Language, Gifted and Talented, Special Education, and vertical and horizontal alignment.

Our first year of implementing our plan of action to improve student scores has proven to be very successful as evidenced by our State Assessments and the NCLB Adequate Yearly Progress. Balmorhea ISD leadership and staff are more than willing to share our successes. We feel that our plan of action can be easily duplicated, adapted and/or modified to fit any school.

Part V – Curriculum and Instruction

Balmorhea School's curriculum follows the state's curriculum Texas Essential Knowledge and Skills (TEKS). The curriculum is enhanced using various techniques, strategies, technology, results-based management instructional plan and alignment.

Through vertical and horizontal alignment in all subjects and across the grades, the curriculum is closely aligned to ensure mastery of objectives for each student. The teachers' knowledge of the curriculum is coordinated through this alignment so that each teacher knows what has been taught before and what is coming the next year.

A results-based management instructional plan is one that incorporates teacher developed instructional timelines to ensure all objectives are taught and mastered before the state mandated Texas Assessment of Knowledge and Skills (TAKS) test is administered. Teachers use these instructional timelines to plan lessons, assessments and decide on what strategies to employ for instruction. Continuous monitoring of student performances through benchmark tests, teacher made tests, supplementary materials such as Kamico, Step Up to TAKS, Academic Excellence Indicator System IT (AEIS IT) provide data that identifies students' strengths and or weaknesses by grade level, subject area, subgroups and individually. Evaluation of this data allows parents, teachers, and students to be fully aware of progress and achievement.

Specific small group, one to one intervention, during school tutorials and after school tutorials are provided based on these results. Benchmark tests also serve as a formative evaluation for our Campus Improvement Plan (CIP).

Balmorhea offers a wide variety of courses to ensure that students receive a well-rounded education. Besides the basic required courses, many electives are also offered to provide a variety of interest for students. State adopted textbooks are used for continuity along with a wide range of supplementary material in all grades. However, any program is only as good as the person that implements it. A teacher's heart and dedication play an important part in our success. Teachers at Balmorhea are very dedicated to helping students achieve success in all areas of their lives and do whatever it takes to help them reach their potential.

Technology and technology-based programs are used to enhance the curriculum and are a major part of our curriculum. Students at Balmorhea are exposed daily to technology. Students use technology in all areas of the curriculum. Through various grants, students have access to educational materials using Sony play stations, Danas, digital cameras, laptops, video equipment on a check out basis. Every student has a computer and printer along with Internet access at home. Teachers use technology daily for presentations, lesson planning and entering grades, research, and projects. Teachers can also check out Sony play stations, Danas, laptops, smart boards, cameras and software to enhance their teaching. Many computer-based programs such as Accelerated Reading (AR), Computer Curriculum Corporation (CCC) labs, Waterford Early Reading Program, and other computer educational software are part of the students' daily curriculum. Students are learning daily how to use technology and are becoming very proficient.

Balmorhea School curriculum is one that is geared by the TEKS, but also enhanced by the variety of programs, courses, strategies and techniques that are used. Students receive a well-rounded education and are prepared to be well-rounded, multi-task individuals that are ready to go out in the real world and be productive citizens.

Reading Curriculum: Students at Balmorhea ISD experience many challenging and motivating opportunities for learning through the use of various learning strategies and programs. Our reading program consists of a consistent, coherent, focused multi-sensory approach in which all the pathways of learning are enhanced through visual, auditory, and kinesthetic activities. A basal series is used for continuity with supplemental materials for specific reading goals and objectives. A balanced reading program that emphasizes phonemic awareness, phonics, sight word mastery, vocabulary development, and language experiences, along with the use of authentic literature is the core of the reading program. Some other strategies include reading and writing for a variety of purposes across the curriculum, a focus on fluency and comprehension, and the use of daily oral language exercises (DOL) to teach grammar and vocabulary. Students are closely monitored and assessed. Tutoring and mentoring with the full support of the parents is provided to ensure that each student has the support they need to attain success. Technology plays a very important part in the instruction at Balmorhea ISD. Technology integration has become a daily part of each classroom. Students use Accelerated Reading Program beginning at Pre-K to emphasize parental involvement at an early age, the Waterford Technology-Based Early Reading Program, the Danas, handheld Palm Pilots, computers, Smart boards and the Internet are part of their daily learning. The integration of technology in the classroom provides students with an opportunity to broaden their base of knowledge and teach them to communicate with the world. One of the ultimate ingredients for our successful program is the teacher. The teacher provides the heart and soul of our programs. Their attitude, encouragement, rewards, praise, and acknowledgement of the students' needs is key to our success. The teachers' knowledge of the curriculum is coordinated through vertical and horizontal alignment so that each teacher knows what has been taught before and what is coming the next year. Teachers are continuously given opportunities to enhance their teaching abilities through professional development and teaching materials.

Secondary English/Language Arts: TEKS (the state's curriculum), Staff Development, Benchmark Testing, and UIL (University Interscholastic League) Competition are four major areas of curriculum that

are stressed in the English/Language Arts Department. Following the TEKS is essential in student achievement. In writing, Focus and Coherence, Organization, Development of Ideas, Voice, and Conventions of the English Language are skills that are continually being developed throughout the year. In addition, reading selections in each grade level encompass different genres of literature from Shakespeare to the Beatles, resulting in proficient readers by the end of the students' high school academic careers. Staff development in the areas of Bloom's Taxonomy and H. Lynn Erickson's Structure of Knowledge allows teachers to promote higher-level thinking, producing students with effective reading and writing skills. Benchmark Testing at designated times assesses mastery of TEKS objectives. TAKS tutorials provide assistance for those students who need extra attention in objectives not mastered. Furthermore, participation in UIL competition gives students an outlet for growth in English/Language Arts. Curriculum wise, UIL contests correlate with the TEKS, developing an even more comprehensive program for students in the English/Language Arts.

Math Curriculum: The math curriculum at Balmorhea ISD focuses on the TEKS and TAKS objectives to ensure student success on the state mandated test and in life applications. Students in grades Pre-K through 12 are involved in a highly challenging math curriculum that involves the integration of several programs, which include the basal series Math in My World, Saxon Math, and Gourmet Curriculum and in Secondary, Glencoe. The core math objectives are mastered in grades Pre-K through 12 through the use of manipulatives, hands-on activities, cooperative learning, small group instruction, and technology in order for students to have the foundation required for higher math skills. Students are continuously monitored and assessed through use of technology-based programs such as Academic Excellence Indicator System IT, Web-accessed Comprehensive Curriculum Access Tool, and Computer Curriculum Corporation labs. Tutorials and additional resources such as Kamico Diagnostic Series and Step Up to TAKS are used to ensure student success. College preparatory classes are offered on campus and through distance learning. Students may choose to enroll in concurrent college preparatory classes such as Pre-Calculus, Calculus, and College Algebra. Due to the fact that UIL contests correlate with TEKS and TAKS objectives, students are challenged to apply problem solving and critical thinking skills through UIL participation.

Science – Balmorhea ISD offers a range of science classes within the areas of Physics, Chemistry and Biology. These classes include: Integrated Physics and Chemistry, Physics, Chemistry I & II, Environmental Science, Biology I, AP Biology and Anatomy/Physiology. Our curriculum has also included Oceanography and Geology. Our goal is to promote understanding in all areas of science through a mesh of theoretical and conceptual concepts with laboratory and project activities. We also emphasize UIL Science competition. We are extremely proud of these students, they have won six out of the last seven District UIL contest. Of course, we concentrate on TAKS objectives in science and our scores continue to improve. Last year on 2002-03 TAKS Science test, our sophomores scored 82% on the TAKS compared to the state average of 66%. We are proud of these scores but understand there is room for improvement. We have also focused on aligning our Science curriculum from elementary through secondary. This is expected to pay dividends in test scores and the scientific knowledge for our students in the future. A one-campus district does have its advantages in more effective communication with elementary staff more focused planning within our district, and cooperation with our entire staff and student body toward meeting our goals. Our ultimate goals are a 100% passing rate on Science TAKS at all levels, greater participation and success in both concurrent courses as well as AP courses. We feel confident in our system, our staff, and our student body.

Foreign Language: This department expands the cultural awareness of all learners. All students can take advantage of learning a foreign language. Courses offered are Spanish I, Spanish II and AP Spanish III. Supplementary materials and resources are used to ensure academic success. Daily journal writing, spelling/vocabulary development, oral and hands-on activities, and computer software establish student achievement in this area. Students go on field trips to compete in Language Foreign Festivals and to experience cultural diversity. The Spanish Club sponsors several activities throughout the year including

The Annual Cinco de Mayo Fiesta and Dia de los Muertos. Students incorporate technology and the use of the Internet to create projects such as commercial, pamphlets, art exhibit, PowerPoint presentation, and research projects.

Fine Arts/Theater Arts: Integration of Fine Arts in all subject areas provides students with a well-rounded curriculum. An art class is offered to further expand students' base of knowledge. Students learn to use and work with different types of media and techniques to produce projects. Students also take advantage of performing in school-wide plays, musical presentations, talent shows, fiestas, holiday celebrations, art exhibitions, and a one-act play. Students have been very successful in local, regional, and state competitions. A Theater Arts class at the secondary level offers a wide variety of opportunities for play writing, directing, acting, and set designing. These opportunities enable students to broaden their horizons in the Fine Arts area and develop an aesthetic appreciation while fulfilling Gardner's Seven Multiple Intelligences.

Technology: Due to the fact that we live in an era where technology is thriving, Balmorhea ISD has indeed embraced the technological revolution. Through many grants-CN2, Building and Renovation, Key Instructional Design Strategies (KIDS ALLEN), and TIFF (PS6, PS9, LIB13)- Balmorhea ISD has acquired an amazing array of technology. Laptops, video editing equipment, handheld computers (PALMS), Smart boards, projectors, digital cameras, a variety of educational software, Danas, Sony PlayStation, Internet connectivity for all students and community, and a new technology wing are available to all students, staff, and community. Our district utilizes this technology for staff development, teaching, student application, college courses, and trainer of trainee programs. These valuable resources are used to instruct students to learn about emerging technologies in this ever changing world. Therefore, teachers and students in Pre-K through 12 are integrating technology on a daily basis. Technology TEKS are utilized for curriculum alignment on all the courses offered by Balmorhea ISD. Elementary students are exposed to a variety of educational software, hardware, and peripheral devices. Students in elementary create PowerPoint presentations, use Danas during Guided Reading and Math lessons, and use the Internet for research. Balmorhea ISD is a firm believer that technology is a tool that enhances instruction throughout all content areas and grade levels. Therefore, exposure to technology at an early age is the foundation for mastery of technological applications in middle school, high school and beyond. Students enrolled in middle and high school technology classes learn a variety of application programs such as Word, Excel, PowerPoint, Publisher, and FrontPage from the Microsoft Professional Package. They also learn to use Adobe Photoshop, Adobe GoLive, Adobe Premier, Elite Vision, Temp, and Adobe Illustrator. Once they have mastered these software applications, the students put their knowledge to use not only in the classroom, but also in other content areas. For example, they create presentations, a school web page, documents, slide shows for the community channel, and publications/programs for school assignments. The district and the community also benefit from technological expertise of students. The students create school newspapers, sports programs, sports videotapes, and activity programs. In addition, students participate in UIL contests, as well as Business Professionals of America Conferences where they compete in events that complement the Technology Education Curriculum. Students are very successful in local, district, regional, and state events. Courses offered through the Technology/Business Education Department include the following: 7th Keyboarding, Introduction to Business Support Systems—8th; Business Information Computer Systems—9th; Web Design 1 through Cisco Academy—10th & 11th; Administrative Procedures—10th to 12th Desktop Publishing—10th to 12th; Yearbook 1—10th to 12th; Accounting—10th to 12th; Computer Graphics & Animation—10th to 12th; Cisco I & II; and Video Technology. Our mission is to prepare students to make the transition to the workplace and/or higher-level education through the integration of technology.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Grade: 3-10

Test: TAAS (Texas Assessment of Academic Skills), 1999—2002; TAKS (Texas Assessment of Knowledge and Skills), 2003

Publisher: Texas Education Agency

What groups were excluded from testing? Why and how were they assessed? Figures in the attached table reflect participation in either TAAS or TAKS, the state assessments State-Developed Alternative Assessment (SDAA) are “excluded” from these numbers, although they were, in fact, part of the state assessment system.

Test Standards: Two standards are reported for the state assessments included in this table. For TAAS, students could *Meet minimum expectations* and receive *Academic Recognition*. For TAKS, students are reported to have *Met the standard* and, in addition, could achieve *Commended Performance*.

TAKS-Met the standard/TAAS-Met minimum expectations -- This category represents satisfactory academic achievement. Students in this category performed at a level that was at or above the state passing standard. Students in this category can be assumed to have a sufficient understanding of the knowledge and skills measured at this grade.

TAKS-Commended Performance /TAAS-Academic Recognition- — This category represents high academic achievement. Students in this category performed at a level that was considerably above the state passing standard. Further, students in this category can be assumed to have a thorough understanding of the knowledge and skills measured at this grade.

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

3rd Grade Math	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition			
% Met Minimum Standards		57.19	42.9
% Met Standards	100		
% Commended Performance/Recognition			
Number of students tested	11	16	14
Percent of total students tested			
Number of students excluded	2	0	1
Percent of students excluded			
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	0		
2. Hispanic			
% Received Academic Recognition			
% Met Minimum Standards		58.3	41.7
% Met Standards	100		
% Commended Performance			
Number of students tested	13		
3. African American *			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	100	54.5	
% Commended Performance			
Number of students tested			
State Scores			
% Received Academic Recognition			
% Met Minimum Standards		87.4	83.1
% Met Standards	90.8		
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

3rd Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition			
% Met Minimum Standards		71.4	50
% Met Standards	100		
% Commended Performance/Recognition	33	37.5	50
Number of students tested	10	16	14
Percent of total students tested			
Number of students excluded	3	0	3
Percent of students excluded			
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	0	2	2
2. Hispanic			
% Received Academic Recognition			
% Met Minimum Standards		66.7	50
% Met Standards	100		
% Commended Performance			
Number of students tested	10	14	12
3. African American *			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards		63.6	41.7
% Met Standards	100		
% Commended Performance			
Number of students tested	10	n/a	n/a
State Scores			
% Received Academic Recognition			
% Met Minimum Standards		88	86.8
% Met Standards	89.6		
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 7 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

4th Grade Math	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		8	0
% Met Minimum Standards		92.3	66.7
% Met Standards	89.5		
% Commended Performance	11		
Number of students tested	19	13	10
Percent of total students tested	100		
Number of students excluded	0	2	2
Percent of students excluded	0		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	2	2
2. Hispanic			
% Received Academic Recognition		9	0
% Met Minimum Standards		90.9	71.4
% Met Standards	94.1		
% Commended Performance	12	9	0
Number of students tested	17	11	8
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		88.9	*
% Met Standards	87.7		
% Commended Performance	7		
Number of students tested	15	13	5
State Scores			
% Received Academic Recognition			
% Met Standards	88	94.1	91.3
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

4th Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		36	20
% Met Minimum Standards		78.6	88.9
% Met Standards	94.7		
% Commended Performance	21		
Number of students tested	19	14	10
Percent of total students tested	100		
Number of students excluded	0	3	2
Percent of students excluded	0		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	50	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	2	2
2. Hispanic			
% Received Academic Recognition		33	25
% Met Minimum Standards		75	85.7
% Met Standards	94.1		
% Commended Performance	24		
Number of students tested	17	12	8
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards		70	*
% Met Standards	93.3		
% Commended Performance	21		
Number of students tested	15	10	5
State Scores			
% Received Academic Recognition			
% Met Standards	85.9	92.5	90.8
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

4th Grade Writing	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		0	0
% Met Minimum Standards		78.6	50
% Met Standards	94.7		
% Commended Performance	21		
Number of students tested	19	14	9
Percent of total students tested	100		
Number of students excluded	0	3	2
Percent of students excluded	0		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	2	1
2. Hispanic			
% Received Academic Recognition		0	0
% Met Minimum Standards		83.3	42.9
% Met Standards	94.1		
% Commended Performance	18		
Number of students tested	17	12	8
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		80	60
% Met Standards	93		
% Commended Performance	21		
Number of students tested	15	10	5
State Scores			
% Received Academic Recognition			
% Met Standards	86.8	89.8	89.2
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

5th Grade Math	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		9	0
% Met Minimum Standards		80	77.8
% Met Standards	85.6		
% Commended Performance	13		
Number of students tested	15	11	9
Percent of total students tested	94		
Number of students excluded	1	2	1
Percent of students excluded	6		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	3	2	2
2. Hispanic			
% Received Academic Recognition		0	0
% Met Minimum Standards		75	71.4
% Met Standards	83.3		
% Commended Performance	17	0	0
Number of students tested	12	9	7
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		71.4	66.7
% Met Standards	81.8		
% Commended Performance	0		
Number of students tested	12	11	9
State Scores			
% Received Academic Recognition			
% Met Standards	86.3	96.2	94.6
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

5th Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		8	0
% Met Minimum Standards		63.7	66.7
% Met Standards	64.3		
% Commended Performance	27		
Number of students tested	15	12	9
Percent of total students tested	94		
Number of students excluded	1	2	1
Percent of students excluded	6		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	3	2	2
2. Hispanic			
% Received Academic Recognition		1	0
% Met Minimum Standards		55.6	57.1
% Met Standards	66.7		
% Commended Performance	33		
Number of students tested	12	10	7
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		50	66.7
% Met Standards	54.5		
% Commended Performance	8		
Number of students tested	12	12	9
State Scores			
% Received Academic Recognition			
% Met Standards	80	92.7	90.2
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

7th Grade Mathematics	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		0	16
% Met Minimum Standards		75	73.7
% Met Standards	75		
% Commended Performance	0		
Number of students tested	9	12	19
Percent of total students tested	82		
Number of students excluded	2		
Percent of students excluded	18	1	4
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	0	3
2. Hispanic			
% Received Academic Recognition		0	6.25
% Met Minimum Standards		75	81.3
% Met Standards	66.7		
% Commended Performance	0		
Number of students tested	7	12	16
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		70	70
% Met Standards	60		
% Commended Performance	0		
Number of students tested	6	10	10
State Scores			
% Received Academic Recognition			
% Met Standards	73.4	92.2	89.6
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

6th Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		33	16
% Met Minimum Standards		75	69.2
% Met Standards	100		
% Commended Performance	22		
Number of students tested	9	12	19
Percent of total students tested	82		
Number of students excluded	2	1	4
Percent of students excluded	18		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	0	3
2. Hispanic			
% Received Academic Recognition		25	12.5
% Met Minimum Standards		66.7	75
% Met Standards	100		
% Commended Performance	14		
Number of students tested	7	12	16
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		*	77.8
% Met Standards	100		
% Commended Performance	0		
Number of students tested	6	10	10
State Scores			
% Received Academic Recognition			
% Met Standards	86.2	88.2	85.6
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

6th Grade Math	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		33	16
% Met Minimum Standards		100	38.5
% Met Standards	100		
% Commended Performance	22		
Number of students tested	9	12	19
Percent of total students tested	82		
Number of students excluded	2	1	4
Percent of students excluded	18		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	0	3
2. Hispanic			
% Received Academic Recognition		25	12.5
% Met Minimum Standards		100	41.7
% Met Standards	100		
% Commended Performance	14		
Number of students tested	7	12	16
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		100	44.4
% Met Standards	100		
% Commended Performance	0		
Number of students tested	6	10	10
State Scores			
% Received Academic Recognition			
% Met Standards	79.3	93.8	91.4
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

7th Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		33	16
% Met Minimum Standards		91.7	78.9
% Met Standards	100		
% Commended Performance	22		
Number of students tested	9	12	19
Percent of total students tested	82		
Number of students excluded	2	1	4
Percent of students excluded	18		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	2	0	3
2. Hispanic			
% Received Academic Recognition		25	12.5
% Met Minimum Standards		91.7	81.3
% Met Standards	100		
% Commended Performance	14		
Number of students tested	7	12	16
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition		0	0
% Met Minimum Standards		90	70
% Met Standards	100		
% Commended Performance	0		
Number of students tested	6	10	10
State Scores			
% Received Academic Recognition			
% Met Standards	88	91.3	89.4
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

7th Grade Writing	TAKS 2002-2003	TAAS 2001-2002¹	TAAS 2000-2001¹
Testing Month	April	April	April
School Scores			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	87.5		
% Commended Performance	0		
Number of students tested	9		
Percent of total students tested	82		
Number of students excluded	2		
Percent of students excluded	18		
Subgroup Scores			
1. White			
% Received Academic Recognition	**		
% Met Minimum Standards	**		
% Met Standards	**		
% Commended Performance	**		
Number of students tested	2		
2. Hispanic			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	83.3		
% Commended Performance	0		
Number of students tested	7		
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0		
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	100		
% Commended Performance	0		
Number of students tested	6		
State Scores			
% Received Academic Recognition			
% Met Standards	85.8		
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

¹ There was no 7th Grade Writing Test prior to 2002 – 2003 school year.

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

8th Grade Mathematics	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		26	14
% Met Minimum Standards		78.9	95
% Met Standards	76.9		
% Commended Performance	0		
Number of students tested	14	19	21
Percent of total students tested	93	86	100
Number of students excluded	1	3	0
Percent of students excluded	7	14	0
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	1	4	2
2. Hispanic			
% Received Academic Recognition			
% Met Minimum Standards		73.3	100
% Met Standards	76.9		
% Commended Performance	0	0	
Number of students tested	13	15	19
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards		75	100
% Met Standards	77.8		
% Commended Performance	0	0	
Number of students tested	9	12	12
State Scores			
% Received Academic Recognition			
% Met Standards	73.2	92.9	92.4
% Commended Performance			

*Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

8th Grade Reading	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		30	19
% Met Minimum Standards		85	95
% Met Standards	100		
% Commended Performance	21		
Number of students tested	14	20	21
Percent of total students tested	93		
Number of students excluded	1	3	0
Percent of students excluded	7		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	50	**
Number of students tested	1	4	2
2. Hispanic			
% Received Academic Recognition			21
% Met Minimum Standards		81.3	94.4
% Met Standards	100		
% Commended Performance	23	19	21
Number of students tested	13	16	19
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			17
% Met Minimum Standards		76.9	100
% Met Standards	100		
% Commended Performance	25		
Number of students tested	9	13	12
State Scores			
% Received Academic Recognition			
% Met Standards	88.7	94.3	91.9
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

8th Grade Writing	TAKS 2002-2003¹	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		0	10
% Met Minimum Standards		68.4	100
% Met Standards			
% Commended Performance			
Number of students tested		19	21
Percent of total students tested		86	100
Number of students excluded		3	0
Percent of students excluded		14	0
Subgroup Scores			
1. White			
% Received Academic Recognition		**	**
% Met Minimum Standards		**	**
% Met Standards		**	**
% Commended Performance		**	**
Number of students tested		4	2
2. Hispanic			
% Received Academic Recognition			11
% Met Minimum Standards		60	100
% Met Standards			
% Commended Performance		0	
Number of students tested		15	19
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested		0	0
4. Economically Disadvantaged			
% Received Academic Recognition			8
% Met Minimum Standards		58.3	100
% Met Standards			
% Commended Performance			
Number of students tested		12	12
State Scores			
% Received Academic Recognition			
% Met Standards		85.3	85.8
% Commended Performance			

*Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

¹ There is no 8th Grade TAKS Writing test

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

9th Grade Reading	TAKS 2002-2003¹	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	100		
% Commended Performance	6		
Number of students tested	16		
Percent of total students tested	84		
Number of students excluded	3		
Percent of students excluded	16		
Subgroup Scores			
1. White			
% Received Academic Recognition	**		
% Met Minimum Standards	**		
% Met Standards	**		
% Commended Performance	**		
Number of students tested	3		
2. Hispanic			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	100		
% Commended Performance	0		
Number of students tested	13		
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0		
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards	100		
% Commended Performance	0		
Number of students tested	11		
State Scores			
% Received Academic Recognition			
% Met Standards	82.4		
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported

¹ First year this test has been administered.

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

	Eng Lang Arts	TAAS Reading Results		TAAS Writing Results	
		2002-2003	2001-2002	2000-2001	2001-2002
10th Grade Exit Level					
Testing Month	April	April	April	April	April
School Scores					
% Received Academic Recognition		33	24	0	0
% Met Minimum Standards		91.7	81.3	100	88.2
% Met Standards	100				
% Commended Performance	5				
Number of students tested	19	12	17	12	18
Percent of total students tested	100	80	85	80	90
Number of students excluded	0	3	3	3	2
Percent of students excluded	0	20	15	20	10
Subgroup Scores					
1. White					
% Received Academic Recognition	**	**	**	**	**
% Met Minimum Standards	**	**	**	**	**
% Met Standards	**	**	**	**	**
% Commended Performance	**	**	**	**	**
Number of students tested	1	2	2	2	2
2. Hispanic					
% Received Academic Recognition		30	20		
% Met Minimum Standards		90	78.6	100	86.7
% Met Standards	100				
% Commended Performance	6				
Number of students tested	18	10	15	10	16
3. African American*					
% Received Academic Recognition					
% Met Minimum Standards					
% Met Standards					
% Commended Performance					
Number of students tested	0	0	0	0	0
4. Economically Disadvantaged					
% Received Academic Recognition		36	57		
% Met Minimum Standards		90.9	66.7	100	85.7
% Met Standards	100				
% Commended Performance	7				
Number of students tested	14	11	7	11	8
State Scores					
% Received Academic Recognition					
% Met Standards	72.8	94.5	90	91.3	89.1
% Commended Performance					

*Not Reported

** Subgroup populations with fewer than 7 students – scores not reported

Balmorhea ISD
TAAS Results from 2000-2001, 2001-2002
TAKS Results for 2002-2003
Publisher Texas Education Agency
Data compiled from TEA AEIS Reports

10th Grade Mathematics Exit Level	TAKS 2002-2003	TAAS 2001-2002	TAAS 2000-2001
Testing Month	April	April	April
School Scores			
% Received Academic Recognition		0	12
% Met Minimum Standards		83.3	75
% Met Standards	75		
% Commended Performance	9		
Number of students tested	22	12	17
Percent of total students tested	100		
Number of students excluded	0	3	0
Percent of students excluded	0		
Subgroup Scores			
1. White			
% Received Academic Recognition	**	**	**
% Met Minimum Standards	**	**	**
% Met Standards	**	**	**
% Commended Performance	**	**	**
Number of students tested	3	2	2
2. Hispanic			
% Received Academic Recognition		0	13
% Met Minimum Standards		80	71.4
% Met Standards	78.9		
% Commended Performance	11		
Number of students tested	19	10	15
3. African American*			
% Received Academic Recognition			
% Met Minimum Standards			
% Met Standards			
% Commended Performance			
Number of students tested	0	0	0
4. Economically Disadvantaged			
% Received Academic Recognition			
% Met Minimum Standards		81.8	66.7
% Met Standards	75		
% Commended Performance	12		
Number of students tested	17	11	7
State Scores			
% Received Academic Recognition			
% Met Standards	74.2	92.2	89.3
% Commended Performance			

* Not Reported

** Subgroup populations with fewer than 5 students – scores not reported