

**Sulphur Springs ISD**  
**Annual Report of**  
**Educational Performance**  
**February 8, 2016**



**Sulphur Springs Independent School District**  
631 Connally Street  
Sulphur Springs, Texas 75482  
(903) 885-2153 Ext. 1152 FAX (903) 885-9001

Josh Williams  
Director of Special Programs

To: SSISD Board of Trustees and Guests in Attendance

From: Josh Williams

Re: SSISD Public Hearing – Annual Report of Educational Performance

Date: February 8, 2016

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the Texas Academic Performance Report (TAPR), district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board.

Each district's board of trustees must hold a public meeting to discuss the district's annual report within 90 days of receiving the TAPR on November 16, 2015. Within two weeks following the public meeting, each district must widely publish its annual report.

Annual Report Sections:

1. 2014 – 2015 Texas Academic Performance Report (Pages 1 – 10)
2. 2013 – 2014 Actual Financial Data Report (Pages 11 – 12)
3. 2014 – 2015 District Accreditation Status (Page 13)
4. 2015 – 2016 Campus Performance Objectives (Page 14)
5. 2014 – 2015 Report on Violent or Criminal Incidents (Pages 15 – 30)
6. Student Performance in Postsecondary Institutions – Texas Higher Education Coordinating Board (Pages 31 – 32)

Josh Williams  
Director of Special Programs  
Sulphur Springs ISD

# 2014-15 Texas Academic Performance Report

District Name: **SULPHUR SPRINGS ISD**

District Number: **112901**

2015 Accountability Rating: **Met Standard**

*2015 Special Education Determination Status:*

***Meets Requirements***

District Name: SULPHUR SPRINGS ISD  
 County Name: HOPKINS  
 District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Performance ‡

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2015	77%	82%	<b>78%</b>	52%	72%	83%	*	*	*	100%	27%	70%	74%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2015	74%	77%	<b>71%</b>	44%	70%	78%	-	*	-	*	40%	63%	71%
Writing	2015	70%	71%	<b>64%</b>	41%	72%	65%	-	*	-	*	40%	54%	76%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2015	87%	90%	<b>88%</b>	79%	88%	90%	*	*	-	100%	61%	84%	89%
Science	2015	72%	72%	<b>63%</b>	44%	49%	72%	*	*	-	71%	*	54%	36%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2015	77%	80%	<b>79%</b>	71%	65%	86%	-	88%	-	88%	*	71%	59%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2015	76%	82%	<b>84%</b>	74%	72%	89%	*	-	-	88%	*	75%	28%
Writing	2015	73%	77%	<b>82%</b>	78%	72%	86%	*	-	-	88%	*	76%	39%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2015	88%	90%	<b>93%</b>	79%	90%	96%	-	*	-	83%	*	89%	73%
Science	2015	71%	69%	<b>63%</b>	44%	54%	70%	-	*	-	*	*	51%	33%
Social Studies	2015	65%	67%	<b>70%</b>	54%	67%	74%	-	*	-	*	*	62%	60%
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I	2015	71%	75%	<b>76%</b>	62%	80%	79%	*	*	-	67%	41%	71%	62%
English II	2015	72%	74%	<b>78%</b>	63%	80%	81%	*	*	-	*	*	72%	59%

District Name: SULPHUR SPRINGS ISD

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Performance ‡

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Phase-in Satisfactory Standard or Above End of Course</b>														
Algebra I	2015	81%	85%	<b>88%</b>	81%	86%	90%	*	*	-	92%	50%	84%	80%
Biology	2015	91%	93%	<b>94%</b>	85%	91%	97%	*	*	-	100%	58%	92%	60%
U.S. History	2015	91%	86%	<b>91%</b>	76%	90%	96%	-	*	-	-	57%	87%	*
<b>STAAR Percent at Phase-in Satisfactory Standard or Above All Grades</b>														
All Subjects	2015	77%	79%	<b>79%</b>	65%	75%	83%	82%	87%	*	81%	40%	72%	62%
Reading	2015	77%	81%	<b>81%</b>	65%	77%	85%	82%	92%	*	83%	38%	74%	69%
Mathematics	2015	81%	85%	<b>88%</b>	81%	86%	90%	*	*	-	92%	50%	84%	80%
Writing	2015	72%	74%	<b>73%</b>	57%	72%	76%	*	*	-	82%	44%	65%	65%
Science	2015	78%	78%	<b>73%</b>	62%	64%	79%	*	78%	-	76%	33%	64%	39%
Social Studies	2015	78%	77%	<b>79%</b>	66%	78%	83%	-	71%	-	*	47%	73%	52%
<b>STAAR Percent at Postsecondary Readiness Standard All Grades</b>														
Two or More Subjects	2015	41%	37%	<b>38%</b>	21%	30%	45%	56%	54%	*	33%	5%	26%	15%
Reading	2015	46%	45%	<b>49%</b>	32%	38%	56%	56%	59%	*	47%	11%	36%	22%
Mathematics	2015	48%	42%	<b>46%</b>	26%	43%	52%	*	*	-	*	*	35%	*
Writing	2015	34%	32%	<b>34%</b>	18%	29%	38%	*	*	-	45%	*	23%	27%
Science	2015	44%	39%	<b>38%</b>	24%	31%	44%	*	56%	-	24%	*	27%	8%
Social Studies	2015	44%	38%	<b>41%</b>	19%	35%	47%	-	*	-	*	*	31%	*
<b>STAAR Percent at Advanced Standard All Grades</b>														
All Subjects	2015	16%	13%	<b>15%</b>	4%	11%	19%	35%	22%	*	15%	3%	9%	8%

District Name: SULPHUR SPRINGS ISD

County Name: HOPKINS

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Performance ‡

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>A</sup>
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
Reading	2015	17%	15%	17%	4%	11%	22%	*	24%	*	15%	*	11%	11%
Mathematics	2015	20%	16%	25%	*	23%	32%	*	*	-	*	*	16%	*
Writing	2015	9%	6%	9%	*	5%	10%	*	*	-	*	*	4%	*
Science	2015	16%	11%	11%	*	9%	13%	*	*	-	*	*	8%	*
Social Studies	2015	19%	14%	16%	*	8%	22%	-	*	-	*	*	8%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2015	57%	56%	58%	49%	56%	61%	*	*	-	52%	46%	55%	54%
Reading	2015	59%	58%	60%	50%	57%	62%	*	*	-	*	49%	57%	53%
Mathematics	2015	47%	42%	47%	*	43%	54%	*	*	-	*	*	38%	*
Writing	2015	56%	56%	63%	*	*	61%	*	-	-	*	*	62%	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2015	15%	13%	15%	12%	14%	16%	*	*	-	12%	17%	13%	11%
Reading	2015	16%	14%	14%	13%	14%	15%	*	*	-	*	19%	13%	13%
Mathematics	2015	19%	15%	26%	*	27%	30%	*	*	-	*	*	18%	*
Writing	2015	7%	7%	7%	*	*	8%	*	-	-	*	*	7%	*
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)</b>														
<b>Sum of Grades 4-8</b>														
Reading	2015	39%	40%	35%	21%	40%	38%	*	*	-	*	19%	33%	36%
	2014	45%	48%	41%	28%	46%	43%	*	*	-	*	13%	37%	41%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Performance ‡

Student Success Initiative	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2015	75%	75%	77%	66%	72%	79%	*	*	-	100%	26%	70%	69%
<b>Students Requiring Accelerated Instruction</b>													
2015	25%	25%	23%	34%	28%	21%	*	*	-	*	74%	30%	31%
<b>STAAR Cumulative Met Standard</b>													
2015	84%	84%	86%	76%	86%	88%	*	*	-	100%	41%	81%	88%
<b>STAAR Failers Promoted by Grade Placement Committee</b>													
2014	92%	88%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%
<b>STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6</b>													
2015	14%	15%	*	*	*	*	*	-	-	-	*	*	*

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**

2014-15 District Performance ‡

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Phase-in 1 Level II Standard on First STAAR Administration</b>													
2015	76%	78%	85%	71%	86%	88%	*	*	-	63%	20%	77%	63%
<b>Students Requiring Accelerated Instruction</b>													
2015	24%	22%	15%	29%	14%	12%	*	*	-	*	80%	23%	38%
<b>STAAR Cumulative Met Standard</b>													
2015	85%	85%	88%	74%	89%	92%	*	*	-	63%	28%	81%	69%
<b>STAAR Failers Promoted by Grade Placement Committee</b>													
2014	95%	94%	63%	-	*	78%	-	-	-	-	-	62%	*
<b>STAAR Met Standard (Failed in Previous Year)</b>													
<b>Promoted to Grade 9</b>													
2015	8%	9%	*	-	*	*	-	-	-	-	*	*	*
<b>Retained in Grade 8</b>													
2015	46%	*	*	-	*	*	-	-	-	-	-	*	-

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District Name: SULPHUR SPRINGS ISD

County Name: HOPKINS

District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**

2014-15 District Performance ‡

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 08	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Phase-in Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2015	77%	79%	79%	77%	-	-	-	77%	54%	55%	*	67%	62%	62%
Reading	2015	77%	81%	81%	83%	-	-	-	83%	59%	61%	*	*	69%	69%
Mathematics	2015	81%	85%	88%	-	-	-	-	-	80%	80%	-	-	80%	80%
Writing	2015	72%	74%	73%	90%	-	-	-	90%	38%	42%	*	*	64%	65%
Science	2015	78%	78%	73%	43%	-	-	-	43%	35%	36%	*	*	39%	39%
Social Studies	2015	78%	77%	79%	-	-	-	-	-	52%	50%	*	-	52%	52%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2015	41%	37%	38%	21%	-	-	-	21%	11%	11%	*	*	16%	15%
Reading	2015	46%	45%	49%	34%	-	-	-	34%	11%	11%	*	*	22%	22%
Mathematics	2015	48%	42%	46%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	34%	32%	34%	41%	-	-	-	41%	*	*	*	-	27%	27%
Science	2015	44%	39%	38%	*	-	-	-	*	*	*	-	*	8%	8%
Social Studies	2015	44%	38%	41%	-	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2015	16%	13%	15%	15%	-	-	-	15%	3%	3%	0%	0%	8%	8%
Reading	2015	17%	15%	17%	21%	-	-	-	21%	5%	5%	0%	0%	11%	11%
Mathematics	2015	20%	16%	25%	-	-	-	-	-	7%	7%	-	-	7%	*
Writing	2015	9%	6%	9%	3%	-	-	-	3%	0%	0%	0%	0%	2%	*
Science	2015	16%	11%	11%	7%	-	-	-	7%	0%	0%	-	0%	3%	*

District Name: SULPHUR SPRINGS ISD

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District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**

2014-15 District Performance ‡

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 08	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard All Grades</b>															
Social Studies	2015	19%	14%	16%	-	-	-	-	-	0%	0%	-	-	0%	*
<b>STAAR Percent Met or Exceeded Progress All Grades</b>															
All Subjects	2015	57%	56%	58%	63%	-	-	-	63%	47%	47%	*	*	51%	51%
Reading	2015	59%	58%	60%	63%	-	-	-	63%	46%	46%	*	*	52%	52%
Mathematics	2015	47%	42%	47%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	56%	56%	63%	-	-	-	-	-	*	*	*	-	*	*
<b>STAAR Percent Exceeded Progress All Grades</b>															
All Subjects	2015	15%	13%	15%	21%	-	-	-	21%	7%	7%	*	*	11%	11%
Reading	2015	16%	14%	14%	21%	-	-	-	21%	7%	8%	*	*	12%	12%
Mathematics	2015	19%	15%	26%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	7%	7%	7%	-	-	-	-	-	*	*	*	-	*	*
<b>Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR) Sum of Grades 4-8</b>															
Reading	2015	39%	40%	35%	*	-	-	-	*	33%	36%	*	*	35%	36%
	2014	45%	48%	41%	71%	-	-	-	71%	33%	33%	-	-	41%	41%

District Name: SULPHUR SPRINGS ISD

County Name: HOPKINS

District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Participation ‡

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2015 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant	99%	99%	<b>100%</b>	99%	100%	100%	100%	98%	*	99%	100%	99%	99%
Included in Accountability	94%	95%	<b>95%</b>	93%	96%	95%	89%	92%	*	94%	90%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	<b>5%</b>	7%	3%	5%	11%	4%	*	6%	8%	5%	4%
Other Exclusions	1%	0%	<b>0%</b>	0%	1%	0%	0%	2%	*	0%	2%	0%	2%
Not Tested	1%	1%	<b>0%</b>	1%	0%	0%	0%	2%	*	1%	0%	1%	1%
Absent	1%	0%	<b>0%</b>	1%	0%	0%	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	2%	*	0%	0%	0%	0%

District Name: SULPHUR SPRINGS ISD  
 County Name: HOPKINS  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Attendance and Postsecondary Readiness

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Attendance Rate</b>													
2013-14	95.9%	96.1%	<b>96.1%</b>	96.7%	96.5%	95.9%	95.9%	97.9%	*	95.5%	94.6%	95.8%	97.2%
2012-13	95.8%	95.9%	<b>95.8%</b>	96.0%	96.3%	95.5%	94.9%	97.5%	-	95.6%	94.6%	95.5%	97.1%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2013-14	0.5%	0.1%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2012-13	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2013-14	2.2%	1.0%	<b>0.8%</b>	0.7%	0.3%	1.0%	0.0%	0.0%	*	0.0%	1.7%	1.1%	0.0%
2012-13	2.2%	0.9%	<b>0.7%</b>	0.7%	1.8%	0.3%	0.0%	0.0%	-	0.0%	0.0%	0.9%	5.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	88.3%	94.1%	<b>90.7%</b>	90.7%	90.6%	90.6%	-	*	-	-	83.9%	87.8%	80.0%
Received GED	0.8%	1.3%	<b>2.8%</b>	4.7%	3.1%	2.2%	-	*	-	-	0.0%	3.8%	0.0%
Continued HS	4.3%	1.3%	<b>4.0%</b>	4.7%	4.7%	3.6%	-	*	-	-	16.1%	4.6%	10.0%
Dropped Out	6.6%	3.3%	<b>2.4%</b>	0.0%	1.6%	3.6%	-	*	-	-	0.0%	3.8%	10.0%
Graduates and GED	89.1%	95.4%	<b>93.5%</b>	95.3%	93.8%	92.8%	-	*	-	-	83.9%	91.6%	80.0%
Grads, GED, & Cont	93.4%	96.7%	<b>97.6%</b>	100.0%	98.4%	96.4%	-	*	-	-	100.0%	96.2%	90.0%
<b>Class of 2013</b>													
Graduated	88.0%	94.8%	<b>92.9%</b>	96.6%	87.9%	93.9%	-	*	-	*	84.0%	89.7%	81.8%
Received GED	0.8%	0.9%	<b>0.8%</b>	0.0%	1.7%	0.6%	-	*	-	*	0.0%	0.9%	9.1%
Continued HS	4.6%	1.6%	<b>2.7%</b>	0.0%	5.2%	2.4%	-	*	-	*	8.0%	2.8%	0.0%
Dropped Out	6.6%	2.7%	<b>3.5%</b>	3.4%	5.2%	3.0%	-	*	-	*	8.0%	6.5%	9.1%
Graduates and GED	88.9%	95.7%	<b>93.7%</b>	96.6%	89.7%	94.5%	-	*	-	*	84.0%	90.7%	90.9%
Grads, GED, & Cont	93.4%	97.3%	<b>96.5%</b>	96.6%	94.8%	97.0%	-	*	-	*	92.0%	93.5%	90.9%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	90.4%	95.8%	<b>94.1%</b>	96.6%	91.4%	94.5%	-	*	-	*	84.0%	91.6%	81.8%
Received GED	1.1%	1.2%	<b>1.2%</b>	0.0%	1.7%	1.2%	-	*	-	*	0.0%	0.9%	9.1%
Continued HS	1.3%	0.3%	<b>0.4%</b>	0.0%	0.0%	0.6%	-	*	-	*	4.0%	0.0%	0.0%
Dropped Out	7.2%	2.7%	<b>4.3%</b>	3.4%	6.9%	3.6%	-	*	-	*	12.0%	7.5%	9.1%
Graduates and GED	91.5%	97.0%	<b>95.3%</b>	96.6%	93.1%	95.8%	-	*	-	*	84.0%	92.5%	90.9%
Grads, GED, & Cont	92.8%	97.3%	<b>95.7%</b>	96.6%	93.1%	96.4%	-	*	-	*	88.0%	92.5%	90.9%
<b>Class of 2012</b>													
Graduated	90.4%	95.8%	<b>94.8%</b>	93.3%	95.7%	94.7%	-	*	-	*	85.7%	91.8%	*
Received GED	1.2%	1.0%	<b>0.4%</b>	0.0%	0.0%	0.6%	-	*	-	*	0.0%	0.0%	*
Continued HS	1.3%	0.3%	<b>0.4%</b>	0.0%	0.0%	0.6%	-	*	-	*	3.6%	0.0%	*
Dropped Out	7.1%	2.9%	<b>4.4%</b>	6.7%	4.3%	4.1%	-	*	-	*	10.7%	8.2%	*
Graduates and GED	91.6%	96.8%	<b>95.2%</b>	93.3%	95.7%	95.3%	-	*	-	*	85.7%	91.8%	*
Grads, GED, & Cont	92.9%	97.1%	<b>95.6%</b>	93.3%	95.7%	95.9%	-	*	-	*	89.3%	91.8%	*

District Name: SULPHUR SPRINGS ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Attendance and Postsecondary Readiness

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2012</b>													
Graduated	90.9%	95.7%	<b>94.8%</b>	93.3%	95.7%	94.7%	-	*	-	*	88.9%	91.1%	*
Received GED	1.5%	1.3%	<b>0.8%</b>	0.0%	0.0%	1.2%	-	*	-	*	0.0%	0.8%	*
Continued HS	0.6%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	7.0%	2.8%	<b>4.4%</b>	6.7%	4.3%	4.1%	-	*	-	*	11.1%	8.1%	*
Graduates and GED	92.4%	97.0%	<b>95.6%</b>	93.3%	95.7%	95.9%	-	*	-	*	88.9%	91.9%	*
Grads, GED, & Cont	93.0%	97.2%	<b>95.6%</b>	93.3%	95.7%	95.9%	-	*	-	*	88.9%	91.9%	*
<b>Class of 2011</b>													
Graduated	89.8%	95.7%	<b>92.1%</b>	80.0%	88.2%	95.4%	*	*	-	*	92.3%	90.4%	60.0%
Received GED	1.5%	0.9%	<b>2.5%</b>	3.3%	2.0%	2.6%	*	*	-	*	0.0%	2.4%	0.0%
Continued HS	0.6%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	8.1%	3.1%	<b>5.4%</b>	16.7%	9.8%	2.0%	*	*	-	*	7.7%	7.2%	40.0%
Graduates and GED	91.3%	96.6%	<b>94.6%</b>	83.3%	90.2%	98.0%	*	*	-	*	92.3%	92.8%	60.0%
Grads, GED, & Cont	91.9%	96.9%	<b>94.6%</b>	83.3%	90.2%	98.0%	*	*	-	*	92.3%	92.8%	60.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	88.3%	94.1%	<b>89.3%</b>	90.7%	85.3%	90.6%	-	*	-	-	81.3%	86.5%	80.0%
Class of 2013	88.0%	94.8%	<b>92.2%</b>	96.6%	87.9%	92.8%	-	*	-	*	77.8%	88.9%	81.8%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2013	90.4%	95.8%	<b>93.8%</b>	96.6%	91.4%	94.0%	-	*	-	*	81.5%	90.7%	81.8%
Class of 2012	90.4%	95.8%	<b>93.0%</b>	80.0%	95.7%	94.7%	-	*	-	*	80.0%	88.9%	*
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2014	85.5%	78.6%	<b>79.4%</b>	76.3%	75.9%	81.5%	-	*	-	-	23.1%	72.8%	25.0%
Class of 2013	83.5%	74.7%	<b>73.0%</b>	57.1%	64.7%	78.6%	-	*	-	*	9.5%	57.3%	11.1%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2013-14	83.8%	78.0%	<b>77.7%</b>	76.9%	73.3%	79.5%	-	*	-	-	26.1%	70.9%	25.0%
2012-13	81.6%	74.2%	<b>73.0%</b>	57.1%	63.5%	79.1%	-	*	-	*	11.1%	56.7%	14.3%
<b>Advanced Course/Dual Enrollment Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2013-14	53.2%	46.6%	<b>49.5%</b>	39.7%	36.2%	56.3%	*	66.7%	-	-	6.1%	35.3%	10.0%
<b>English Language Arts</b>													
2013-14	28.9%	23.3%	<b>30.6%</b>	14.5%	18.2%	38.7%	*	40.0%	-	-	3.4%	16.7%	0.0%
<b>Mathematics</b>													
2013-14	42.4%	35.9%	<b>39.0%</b>	41.5%	33.0%	39.5%	*	80.0%	-	-	7.7%	32.6%	22.2%
<b>Science</b>													
2013-14	13.4%	11.4%	<b>18.7%</b>	2.1%	10.9%	25.1%	*	*	-	-	0.0%	7.5%	0.0%
<b>Social Studies</b>													
2013-14	27.8%	25.0%	<b>35.2%</b>	18.6%	21.6%	44.2%	*	33.3%	-	-	1.6%	18.8%	0.0%
<b>Advanced Course/Dual Enrollment Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2013-14	33.1%	24.8%	<b>26.5%</b>	20.3%	17.8%	31.1%	*	44.4%	*	0.0%	4.5%	17.6%	4.4%
2012-13	31.4%	23.9%	<b>21.5%</b>	14.0%	17.6%	24.3%	*	33.3%	-	*	1.0%	16.3%	2.6%

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	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Advanced Course/Dual Enrollment Completion (Grades 9-12)</b>													
<b>English Language Arts</b>													
2013-14	15.4%	11.8%	14.5%	7.9%	8.3%	18.2%	*	25.0%	*	*	2.0%	7.3%	0.0%
2012-13	14.3%	10.6%	12.8%	7.9%	7.9%	15.8%	*	11.1%	-	*	0.0%	7.1%	0.0%
<b>Mathematics</b>													
2013-14	18.8%	15.7%	17.5%	20.0%	14.1%	17.7%	*	50.0%	*	*	3.8%	13.0%	6.1%
2012-13	18.4%	15.2%	17.3%	11.6%	14.7%	19.3%	*	28.6%	-	*	1.3%	13.8%	4.0%
<b>Science</b>													
2013-14	5.6%	4.3%	7.5%	0.9%	4.3%	10.1%	*	16.7%	*	*	0.0%	2.7%	0.0%
2012-13	5.2%	4.3%	3.8%	0.0%	0.9%	5.9%	*	0.0%	-	*	0.0%	0.5%	0.0%
<b>Social Studies</b>													
2013-14	18.3%	13.1%	16.8%	9.3%	10.0%	21.1%	*	22.2%	*	*	1.0%	8.2%	0.0%
2012-13	17.0%	12.8%	11.7%	5.3%	7.2%	14.8%	*	11.1%	-	*	0.0%	6.3%	0.0%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
Class of 2014	68%	66%	75%	68%	65%	83%	-	*	-	-	19%	68%	0%
Class of 2013	65%	64%	73%	75%	48%	80%	-	*	-	*	8%	55%	0%
<b>Mathematics</b>													
Class of 2014	67%	65%	64%	46%	59%	71%	-	*	-	-	6%	55%	17%
Class of 2013	74%	70%	71%	46%	55%	81%	-	*	-	*	9%	55%	0%
<b>Both Subjects</b>													
Class of 2014	54%	51%	56%	41%	46%	68%	-	*	-	-	0%	46%	0%
Class of 2013	56%	53%	59%	46%	40%	68%	-	*	-	*	0%	40%	0%
<b>College and Career Ready Graduates</b>													
Class of 2014	78.4%	89.0%	87.9%	90.0%	80.0%	90.6%	-	*	-	-	56.5%	85.6%	62.5%
<b>CTE Coherent Sequence Graduates</b>													
Class of 2014	46.4%	78.6%	75.3%	13.0%	18.2%	42.9%	-	*	-	-	5.6%	35.1%	2.2%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2014	23.5%	8.7%	13.4%	4.8%	11.6%	15.6%	*	16.7%	-	-	n/a	7.7%	n/a
2013	22.1%	8.1%	12.1%	5.6%	7.4%	16.1%	*	0.0%	-	*	n/a	6.9%	n/a
<b>English Language Arts</b>													
2014	15.0%	6.1%	11.4%	3.2%	9.9%	13.7%	*	16.7%	-	-	n/a	6.4%	n/a
2013	14.0%	5.2%	8.9%	4.2%	5.0%	12.0%	*	0.0%	-	*	n/a	4.5%	n/a
<b>Mathematics</b>													
2014	6.5%	1.1%	4.5%	1.6%	4.1%	5.4%	*	0.0%	-	-	n/a	2.1%	n/a
2013	5.7%	1.5%	4.4%	1.4%	1.7%	6.4%	*	0.0%	-	*	n/a	0.8%	n/a
<b>Science</b>													
2014	6.9%	1.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	n/a	0.0%	n/a
2013	6.2%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	n/a	0.0%	n/a
<b>Social Studies</b>													
2014	13.8%	3.0%	4.7%	0.0%	4.1%	5.4%	*	16.7%	-	-	n/a	2.1%	n/a
2013	12.7%	3.2%	2.6%	0.0%	2.5%	3.3%	*	0.0%	-	*	n/a	2.4%	n/a

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	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2014	51.3%	49.6%	<b>69.1%</b>	*	57.1%	77.6%	*	*	-	-	n/a	55.6%	n/a
2013	50.9%	47.1%	<b>65.6%</b>	*	44.4%	70.8%	-	-	-	-	n/a	58.8%	n/a
<b>English Language Arts</b>													
2014	44.7%	51.6%	<b>75.9%</b>	*	66.7%	81.4%	-	*	-	-	n/a	66.7%	n/a
2013	45.2%	54.0%	<b>75.6%</b>	*	50.0%	80.6%	-	-	-	-	n/a	72.7%	n/a
<b>Mathematics</b>													
2014	53.6%	54.3%	<b>52.2%</b>	*	60.0%	52.9%	-	-	-	-	n/a	40.0%	n/a
2013	52.3%	43.5%	<b>36.4%</b>	*	*	36.8%	-	-	-	-	n/a	*	n/a
<b>Science</b>													
2014	45.7%	22.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2013	47.6%	31.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Social Studies</b>													
2014	41.6%	30.7%	<b>37.5%</b>	-	40.0%	41.2%	*	*	-	-	n/a	40.0%	n/a
2013	42.0%	34.2%	<b>38.5%</b>	-	*	40.0%	-	-	-	-	n/a	0.0%	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2014	66.3%	62.7%	<b>48.5%</b>	50.0%	35.0%	53.1%	-	*	-	-	n/a	34.7%	n/a
Class of 2013	63.8%	58.6%	<b>56.1%</b>	53.6%	38.5%	61.4%	-	*	-	*	n/a	42.7%	n/a
<b>At/Above Criterion</b>													
Class of 2014	25.1%	23.0%	<b>25.0%</b>	0.0%	23.8%	33.8%	-	*	-	-	n/a	12.2%	n/a
Class of 2013	25.4%	22.5%	<b>29.3%</b>	13.3%	15.0%	35.1%	-	*	-	*	n/a	12.2%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2014	1417	1473	<b>1444</b>	1334	1441	1481	-	*	-	-	n/a	1449	n/a
Class of 2013	1422	1490	<b>1515</b>	1400	1425	1547	-	*	-	*	n/a	1441	n/a
<b>English Language Arts and Writing</b>													
Class of 2014	925	971	<b>955</b>	868	948	986	-	*	-	-	n/a	965	n/a
Class of 2013	927	981	<b>1001</b>	939	916	1027	-	*	-	*	n/a	939	n/a
<b>Mathematics</b>													
Class of 2014	491	502	<b>488</b>	467	493	495	-	*	-	-	n/a	484	n/a
Class of 2013	496	509	<b>514</b>	461	509	520	-	*	-	*	n/a	502	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2014	20.6	20.2	<b>20.8</b>	18.1	20.0	22.1	-	*	-	-	n/a	19.2	n/a
Class of 2013	20.6	20.1	<b>21.3</b>	19.5	19.8	21.9	-	*	-	*	n/a	18.5	n/a
<b>English Language Arts</b>													
Class of 2014	20.0	19.9	<b>20.5</b>	16.8	19.6	22.3	-	*	-	-	n/a	18.4	n/a
Class of 2013	20.0	19.7	<b>21.0</b>	19.5	19.2	21.7	-	*	-	*	n/a	17.8	n/a
<b>Mathematics</b>													
Class of 2014	21.2	20.1	<b>20.6</b>	19.1	20.7	21.2	-	*	-	-	n/a	19.6	n/a
Class of 2013	21.3	20.1	<b>21.0</b>	18.5	19.9	21.6	-	*	-	*	n/a	19.0	n/a

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TEXAS EDUCATION AGENCY  
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	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Average ACT Score</b>													
<b>Science</b>													
Class of 2014	20.7	20.5	<b>20.9</b>	19.0	19.5	22.2	-	*	-	-	n/a	19.7	n/a
Class of 2013	20.7	20.2	<b>21.5</b>	20.1	20.4	21.9	-	*	-	*	n/a	18.9	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2012-13	56.9%	54.1%	<b>62.4%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	57.3%	50.7%	<b>53.2%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2012-13	70.8%	64.5%	<b>77.1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	69.0%	66.6%	<b>65.9%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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District Name: SULPHUR SPRINGS ISD  
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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Profile

<u>Student Information</u>	<u>District</u>		<u>State</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Total Students:	4,378	100.0%	5,215,282	100.0%
Students by Grade:				
Early Childhood Education	2	0.0%	12,201	0.2%
Pre-Kindergarten	256	5.8%	219,225	4.2%
Kindergarten	349	8.0%	390,276	7.5%
Grade 1	364	8.3%	412,144	7.9%
Grade 2	311	7.1%	407,896	7.8%
Grade 3	321	7.3%	396,108	7.6%
Grade 4	298	6.8%	390,351	7.5%
Grade 5	329	7.5%	388,101	7.4%
Grade 6	302	6.9%	383,487	7.4%
Grade 7	338	7.7%	382,838	7.3%
Grade 8	343	7.8%	388,190	7.4%
Grade 9	315	7.2%	419,715	8.0%
Grade 10	316	7.2%	372,988	7.2%
Grade 11	266	6.1%	341,724	6.6%
Grade 12	268	6.1%	310,038	5.9%
Ethnic Distribution:				
African American	513	11.7%	659,074	12.6%
Hispanic	1,140	26.0%	2,714,266	52.0%
White	2,523	57.6%	1,509,555	28.9%
American Indian	17	0.4%	21,411	0.4%
Asian	42	1.0%	201,738	3.9%
Pacific Islander	5	0.1%	7,085	0.1%
Two or More Races	138	3.2%	102,153	2.0%
Economically Disadvantaged	2,623	59.9%	3,068,820	58.8%
Non-Educationally Disadvantaged	1,755	40.1%	2,146,462	41.2%
English Language Learners (ELL)	507	11.6%	948,391	18.2%
Students w/ Disciplinary Placements (2013-2014)	56	1.2%	78,821	1.5%
At-Risk	1,989	45.4%	2,668,590	51.2%
Graduates (Class of 2014):				
Total Graduates	231	100.0%	303,109	100.0%
By Ethnicity (incl. Special Ed.):				
African American	40	17.3%	38,046	12.6%
Hispanic	60	26.0%	141,907	46.8%
White	128	55.4%	103,764	34.2%
American Indian	0	0.0%	1,278	0.4%
Asian	3	1.3%	12,420	4.1%
Pacific Islander	0	0.0%	401	0.1%
Two or More Races	0	0.0%	5,293	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	51	22.1%	48,435	16.0%
Recommended H.S. Program/DAP	178	77.1%	251,154	82.9%
Foundation High School Plan	2	0.9%	3,520	1.2%
Special Education Graduates	23	10.0%	23,654	7.8%

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Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	11.2%	2.0%	7.4%	8.6%
Grade 1	3.0%	4.3%	5.6%	8.1%
Grade 2	0.4%	2.9%	0.0%	3.9%
Grade 3	0.0%	2.2%	0.0%	1.6%
Grade 4	0.0%	1.2%	0.0%	0.9%
Grade 5	0.0%	1.3%	3.6%	0.9%
Grade 6	0.0%	0.7%	0.0%	0.8%
Grade 7	0.0%	1.0%	0.0%	1.1%
Grade 8	3.2%	1.0%	0.0%	1.4%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students)	1	0.0%	4,688	0.1%
Underreported Students	1	0.1%	8,429	0.4%

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Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.4	19.2
Grade 1	21.9	19.3
Grade 2	20.5	19.3
Grade 3	19.7	19.1
Grade 4	21.9	19.1
Grade 5	20.8	20.8
Grade 6	20.6	20.3
Secondary:		
English/Language Arts	15.9	17.2
Foreign Languages	17.6	18.9
Mathematics	19.4	18.1
Science	18.9	19.1
Social Studies	19.8	19.6

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 2014-15 District Profile

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	632.2	100.0%	673,140.3	100.0%
Professional Staff:				
Teachers	410.1	64.9%	433,985.7	64.5%
Professional Support	323.9	51.2%	342,191.8	50.8%
Campus Administration (School Leadership)	64.1	10.1%	65,119.0	9.7%
Central Administration	13.0	2.1%	19,679.9	2.9%
	9.0	1.4%	6,995.1	1.0%
Educational Aides:	92.9	14.7%	64,640.8	9.6%
Auxiliary Staff:	129.3	20.4%	174,513.8	25.9%
Total Minority Staff:	83.4	13.2%	311,862.3	46.3%
Teachers by Ethnicity and Sex:				
African American	12.0	3.7%	33,863.7	9.9%
Hispanic	7.0	2.2%	87,714.8	25.6%
White	296.9	91.7%	210,044.8	61.4%
American Indian	2.0	0.6%	1,244.6	0.4%
Asian	1.0	0.3%	4,890.6	1.4%
Pacific Islander	1.0	0.3%	758.8	0.2%
Two or More Races	4.0	1.2%	3,674.5	1.1%
Males	72.6	22.4%	79,947.9	23.4%
Females	251.3	77.6%	262,243.9	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2,980.2	0.9%
Bachelors	255.1	78.7%	257,146.2	75.1%
Masters	67.9	20.9%	79,997.8	23.4%
Doctorate	1.0	0.3%	2,067.7	0.6%
Teachers by Years of Experience:				
Beginning Teachers	16.0	4.9%	29,256.4	8.5%
1-5 Years Experience	61.9	19.1%	89,247.1	26.1%
6-10 Years Experience	67.2	20.7%	77,168.2	22.6%
11-20 Years Experience	112.4	34.7%	91,890.7	26.9%
Over 20 Years Experience	66.5	20.5%	54,629.4	16.0%
Number of Students per Teacher	13.5	n/a	15.2	n/a

District Name: SULPHUR SPRINGS ISD  
 County Name: HOPKINS  
 District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Profile

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	13.4	11.0
Average Years Experience of Teachers with District:	8.7	7.5
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$39,562	\$44,540
1-5 Years Experience	\$39,221	\$46,575
6-10 Years Experience	\$40,376	\$49,127
11-20 Years Experience	\$45,815	\$52,640
Over 20 Years Experience	\$53,897	\$59,787
Average Actual Salaries (regular duties only):		
Teachers	\$44,777	\$50,715
Professional Support	\$52,546	\$59,791
Campus Administration (School Leadership)	\$72,832	\$74,292
Central Administration	\$79,904	\$96,907
Instructional Staff Percent:	66.5	64.6
Turnover Rate for Teachers:	15.6	16.6
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,148.2
Educational Aides	0.0	228.9
Auxiliary Staff	0.0	508.3
Contracted Instructional Staff:	0.0	2,090.1

District Name: SULPHUR SPRINGS ISD  
 County Name: HOPKINS  
 District Number: 112901

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
 2014-15 District Profile

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	498	11.4%	930,737	17.8%
Career & Technical Education	1,069	24.4%	1,209,784	23.2%
Gifted & Talented Education	162	3.7%	397,159	7.6%
Special Education	372	8.5%	442,476	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	14.1	4.3%	20,082.5	5.9%
Career & Technical Education	18.5	5.7%	14,616.2	4.3%
Compensatory Education	23.0	7.1%	10,485.6	3.1%
Gifted & Talented Education	1.2	0.4%	6,478.6	1.9%
Regular Education	227.5	70.2%	248,541.9	72.6%
Special Education	27.6	8.5%	30,683.6	9.0%
Other	12.1	3.7%	11,303.5	3.3%

**Link to:**  
**PEIMS Financial Standard Reports/**  
**2013-2014 Financial Actual Report**

- '‡' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '\*\*' Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.
- '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.



## 2013-2014 Actual Financial data

### Totals for Sulphur Springs ISD (112901)

Total Membership: 4,245

	District						\$	
	General Fund	%	Per Student	All Funds	%	Per Student		All Funds
<b>Receipts</b>								
<b>Total Revenue</b>	31,319,769	100.00%	7,378	42,379,752	100.00%	9,983	53,430,049,163	1
Local Tax	11,904,350	38.01%	2,804	15,559,735	36.72%	3,665	23,537,291,639	
Other Local and Intermediate	846,144	2.70%	199	1,442,100	3.40%	340	2,122,511,385	
State	18,161,624	57.99%	4,278	19,807,806	46.74%	4,666	22,106,826,577	
Federal	407,651	1.30%	96	5,570,111	13.14%	1,312	5,663,419,562	
<b>Total Receipts</b>	31,331,769	100.00%	7,381	42,391,752	100.00%	9,986	64,750,683,327	1
Total Revenue	31,319,769	99.96%	7,378	42,379,752	99.97%	9,983	53,430,049,163	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,122,766,960	
Total Other Resources	12,000	0.04%	3	12,000	0.03%	3	10,197,867,204	
<b>Fund Balances (for ISDs)</b>								
<b>Total Fund Balance**</b>	21,615,190	69.01%	5,092	24,257,879	57.24%	5,714	26,645,688,267	
Nonspendable Fund Balance	16,232	0.05%	4	16,232	0.04%	4	325,412,744	
Restricted Fund Balance	30,363	0.10%	7	2,673,052	6.31%	630	11,067,379,733	
Committed Fund Balance	1,918,889	6.13%	452	1,918,889	4.53%	452	3,282,227,940	
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	1,882,675,501	
Unassigned Fund Balance	19,649,706	62.74%	4,629	19,649,706	46.37%	4,629	10,087,992,349	
<b>Disbursements</b>								
<b>Total Expenditures</b>	32,052,468	100.00%	7,551	44,837,445	100.00%	10,562	56,334,211,074	1
BY OBJECT	32,052,468	100.00%	7,551	44,837,445	100.00%	10,562	56,334,211,074	1
Payroll	24,305,052	75.83%	5,726	28,478,084	63.51%	6,709	35,069,490,639	
Other Operating	7,040,639	21.97%	1,659	9,570,343	21.34%	2,254	10,047,838,412	
Debt Service	0	0.00%	0	4,211,673	9.39%	992	5,950,072,529	
Capital Outlay	706,777	2.21%	166	2,577,345	5.75%	607	5,266,809,494	
BY FUNCTION (Objects 6100-6400 only)								
Community Services (61)	1,225		0	1,592		0	209,485,174	
<b>Total Operating Expenditures</b>	31,344,466	100.00%	7,384	38,046,835	100.00%	8,963	44,633,165,100	1
Instruction (11,95)	18,689,889	59.63%	4,403	21,939,690	57.66%	5,168	25,448,473,140	
Instructional Res Media (12)	479,101	1.53%	113	485,367	1.28%	114	571,005,868	
Curriculum/Staff Develop (13)	330,909	1.06%	78	437,287	1.15%	103	922,169,731	
Instructional Leadership (21)	975,957	3.11%	230	1,323,781	3.48%	312	663,314,208	
School Leadership (23)	1,488,987	4.75%	351	1,525,325	4.01%	359	2,581,353,060	
Guidance Counseling Svcs (31)	785,141	2.50%	185	988,519	2.60%	233	1,562,958,047	
Social Work Services (32)	0	0.00%	0	37,534	0.10%	9	122,313,864	
Health Services (33)	303,320	0.97%	71	364,201	0.96%	86	444,949,486	
Transportation (34)	1,161,691	3.71%	274	1,251,505	3.29%	295	1,308,273,663	
Food (35)	72,073	0.23%	17	2,556,576	6.72%	602	2,577,586,605	
Extracurricular (36)	1,125,998	3.59%	265	1,125,998	2.96%	265	1,265,051,350	
General Administration (41,92)	939,340	3.00%	221	939,340	2.47%	221	1,478,214,870	
Plant Maint/Operation (51)	4,270,261	13.62%	1,006	4,349,913	11.43%	1,025	4,557,985,513	
Security/Monitoring (52)	337,192	1.08%	79	337,192	0.89%	79	380,476,830	
Data Processing Services (53)	384,607	1.23%	91	384,607	1.01%	91	749,038,865	
<b>Total Disbursements</b>	32,052,468	100.00%	7,551	44,837,445	100.00%	10,562	61,604,761,469	1
Total Expenditures	32,052,468	100.00%	7,551	44,837,445	100.00%	10,562	56,334,211,074	1
Equity Transfers	0	0.00%	0	0	0.00%	0	1,122,766,960	
Total Other Uses	0	0.00%	0	0	0.00%	0	3,566,244,195	
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	581,539,240	

**Program Expenditures**

<u>Operating Expenditures - Program</u>								
Regular	16,063,608	66.70%	3,784	16,918,399	59.83%	3,985	19,882,619,780	
Gifted and Talented	118,059	0.49%	28	118,059	0.42%	28	394,615,167	
Career and Technical	1,005,692	4.18%	237	1,058,843	3.74%	249	1,184,907,278	
Students with Disabilities	2,625,068	10.90%	618	3,465,978	12.26%	816	5,066,610,853	
Accelerated Education	1,818,040	7.55%	428	3,296,977	11.66%	777	1,738,349,914	
Bilingual	909,095	3.77%	214	954,834	3.38%	225	880,288,537	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	127,698,362	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	202,732,055	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	23,191,202	
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	917,572	3.25%	216	1,816,342,310	
Athletics/Related Activities	855,701	3.55%	202	855,701	3.03%	202	860,275,208	
High School Allotment	347,538	1.44%	82	347,538	1.23%	82	380,228,185	
Prekindergarten	341,861	1.42%	81	341,861	1.21%	81	779,313,429	

District

Instructional Expenditure Ratio 62.7%

**Tax Rates**

2013 (current tax year) Tax Rates

Maintenance and Operations	1.0400
Interest and Sinking Funds	0.3205
Total Tax Rate	1.3605

**2012 Tax Year State Certified Property Values**

	Amount	Percent	Amount
Property Value	1,105,222,073	N/A	1,766,822,499,104
Property Value per pupil	260,359	N/A	358,703
Property Value by category:			
Business	529,202,048	40.55%	682,214,492,680
Residential	529,470,620	40.57%	1,055,132,999,498
Land	232,052,850	17.78%	120,643,570,625
Oil and Gas	504,878	0.04%	128,013,368,497
Other	13,921,150	1.07%	10,341,459,606

**Percent of Total Budgeted Expenditures**

2013-2014 School Districts' General Fund Unassigned Fund Balance***	19,649,706	10,079,251,575
2013-2014 School Districts' General Fund Total Budgeted Expenditures	30,441,524	38,592,012,767
2013-2014 School Districts' Percent of Total Budgeted Expenditures	64.5%	26.1%

\*\* Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

\*\*\* The TEA does not have encumbrance data to subtract from the fund balances.



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / [Accreditation Status](#)

## 2014-2015 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2014-2015 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | 2010 FIRST Rating | 2010 Accountability Rating | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2014-2015 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2014 FIRST Rating	2014 Accountability Rating	2014-2015 Accreditation Status	Reason For Status	Notes
112901	SULPHUR SPRINGS ISD	8	Superior Achievement	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,234 total entries)

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**Sulphur Springs Independent School District**  
**631 Connally Street**  
**Sulphur Springs, Texas 75482**  
**(903) 885-2153 Ext. 1152 FAX (903) 885-9001**

Josh Williams  
Director of Special Programs

To: SSISD Board of Trustees and Guests in Attendance  
From: Josh Williams  
Re: SSISD Public Hearing – Campus Performance Objectives  
Date: February 8, 2016

The campus improvement plan for each SSISD campus can be found at [www.ssisd.net](http://www.ssisd.net). Each plan contains the applicable campus performance objectives for the campus.



**Sulphur Springs Independent School District**  
**631 Connally Street**  
**Sulphur Springs, Texas 75482**  
**(903) 885-2153 Ext. 1152 FAX (903) 885-9001**

Josh Williams  
 Director of Special Programs

To: SSISD Board of Trustees and Guests in Attendance  
 From: Josh Williams  
 Re: SSISD Public Hearing – Report on Violent or Criminal Incidents  
 Date: February 8, 2016

The following pages summarize the district’s discipline history for 2014 – 2015 by action and reason code. TEA identifies the following disciplinary action reason codes to determine violent or criminal incidents for purposes of identifying “Persistently Dangerous Schools” under No Child Left Behind (NCLB): 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47, and 48.

Code	Description	Code	Description
11	Used, exhibited, possessed firearm	30	Aggravated assault against non-school employee or volunteer
12	Used, exhibited, possessed illegal knife	31	Sexual assault against school employee or volunteer
13	Used, exhibited, possessed a club	32	Sexual assault against non-school employee or volunteer
14	Used, exhibited, possessed prohibited weapon	36	Felony controlled substance violation
16	Arson	37	Felony alcohol violation
17	Murder	46	Aggravated robbery
18	Indecency with a child	47	Manslaughter
19	Aggravated kidnapping	48	Criminally negligent homicide
29	Aggravated assault against school employee or volunteer		

There were no incidents recorded at any SSISD campus requiring the use of any of these codes. Thus, there are zero incidents to report that would indicate violent or criminal incidents per the NCLB definition.



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: NCLBAA15

Vendor ID: 1756002535

School Year: 2014-2015

2014-2015 NCLB Consolidated Federal Grant Application

PR6000

PR6000 - Gun-Free Schools District Report

		Amendment #	Version #
		00	01

LEA Report

Help

- Will the LEA request any federal funds in 2015-2016 under the Elementary and Secondary Education Act, as amended?  Yes  No
- Were any students found to have brought a firearm (as defined by Title 18 U.S.C., Section 921) to school? Include students even if expulsion was shortened or no penalty was imposed.  Yes  No

1000 of 1000

Additional LEA Data (optional)

Primary Contact						
First Name	26 of 30	Initial	Last Name	22 of 30	Title	12 of 40
Josh		F	Williams		Director of Special Programs	
Telephone	Ext.	Fax	E-Mail	37 of 60	Confirm E-Mail	37 of 60
903-885-2153	1152	903-885-4011	josh.williams@ssisd.net		josh.williams@ssisd.net	

**COPY** - Copy Primary Contact information to Authorized Official.

Certification and Incorporation Statement

I hereby certify that the information contained in this report is, to the best of my knowledge, correct and that the local education agency named above has authorized me as its representative to submit this data. I further certify that reported program activities were conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Requirements, Special Provisions and Assurances, and the schedules of the approved application for funding.

Authorized Official						
First Name	26 of 30	Initial	Last Name	22 of 30	Title	12 of 40
Josh		F	Williams		Director of Special Programs	
Telephone	Ext.	Fax	E-Mail	37 of 60	Confirm E-Mail	37 of 60
903-885-2153	1152	903-885-4011	josh.williams@ssisd.net		josh.williams@ssisd.net	

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Josh	Williams	jwillia1021	6/19/2015 7:00:44 AM

Only the legally responsible party may submit this report.

Certify and Submit

PEIMS EDIT+ REPORTS DATA REVIEW  
**Student Disciplinary Action Summary**

2014 - 2015 Summer Collection

Filename: S2015112901  
District: 112901 - SULPHUR SPRINGS ISD

Reason Code	Action Codes													Action Sub-total(1)	Incident Sub-total	
	01	02	03	04	05	06	07	08	09	10	11	12	13			
02 Conduct punishable as a felony	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2	2
09 Conduct occurring off campus for f	0	0	1	0	1	0	1	0	0	0	0	0	0	0	3	2
21 Violation of student code of condu	1	0	0	0	260	1,280	72	5	0	18	0	0	0	1,636	1,535	
33 Possessed, purchased, used, or acc	0	0	0	0	2	1	0	0	0	0	0	0	0	3	3	
41 Fighting/mutual combat	0	0	0	0	21	21	0	0	0	0	0	0	0	42	22	
59 Serious Misbehaviour, while expell	0	0	0	0	3	0	0	0	0	0	0	0	0	3	3	
<b>Total</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>287</b>	<b>1,302</b>	<b>75</b>	<b>5</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,689</b>	<b>1,567</b>	

Note 1: A student will be counted more than once if they have multiple disciplinary records.

**Student Disciplinary Action Summary**

2014 - 2015 Summer Collection

Filename: S2015112901  
 District: 112901 - SULPHUR SPRINGS ISD

Reason Code	Action Codes						Action Sub-total(1)	Incident Sub-total
	14	15	16	17	25	26		
21 Violation of student code of condu	0	0	0	0	1	135	136	136
Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>135</u>	<u>136</u>	<u>136</u>

Note 1: A student will be counted more than once if they have multiple disciplinary records.

Student Disciplinary Action Summary

2014 - 2015 Summer Collection

Filename: S2015112901

District: 112901 - SULPHUR SPRINGS ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Reason Code	27	28	Action Sub-total(1)	Incident Sub-
02 Conduct punishable as a fel	0	0	0	0
09 Conduct occurring off campu	0	0	0	0
21 Violation of student code o	0	0	0	0
33 Possessed, purchased, used,	0	0	0	0
41 Fighting/mutual combat	0	0	0	0
59 Serious Misbehaviour, while	0	0	0	0
Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

Note 1: A student will be counted more than once if they have multiple disciplinary records.

Note 2: These Action Codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

Student Disciplinary Action Summary

2014 - 2015 Summer Collection

Filename: S2015112901

District: 112901 - SULPHUR SPRINGS ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer (2)

Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-total(1)	Incident Sub-	Action Total	Incident Total
02 Conduct punishable as a felony	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
09 Conduct occurring off campus for	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2
21 Violation of student code of cond	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,772	1,668
33 Possessed, purchased, used, or ac	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
41 Fighting/mutual combat	0	0	0	0	0	0	0	0	0	0	0	0	0	0	42	22
59 Serious Misbehaviour, while expel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	3
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,825</b>	<b>1,700</b>

Action Code Description

- 01 - Expulsion w/o plcmnt in other
- 02 - Expulsion to JJAEP
- 03 - Expulsion to an on-campus DAEP
- 04 - Expulsion to an off-campus DAEP
- 05 - Out-of-school suspension
- 06 - In-school suspension and related services
- 07 - Placement in on or off campus DAEP / TEC 37.008
- 08 - Con't other dist's DAEP plcmnt
- 09 - Con't other dist's expulsion
- 10 - Con't dist's DAEP plcmnt fm prior yr
- 11 - Con't dist's expulsion
- 12 - Continuation of district expulsion w/ JJAEP plcmnt
- 13 - Plcmnt in JJAEP by Court
- 14 - Placement in a DAEP by Court order
- 15 - Continuation of other district expulsion w/ plcmnt to JJAEP
- 16 - Truancy - fine assessed
- 17 - Truancy - NO fine assessed
- 25 - Partial Day - Out-of-School Suspension
- 26 - Partial Day - In-School Suspension
- 27 - Mandatory disciplinary action not taken by district as a result of ARD committee
- 28 - Mandatory disciplinary action not taken because of district's Student Code of Conduct pr
- 50 - Expulsion w/o plcmnt by SE Off
- 51 - Expulsion w/ plcmnt to JJAEP by SE Off
- 52 - Expulsion w/ plcmnt on-cmp DAEP by SE Off
- 53 - Expulsion w/ plcmnt off-cmp DAEP by SE Of
- 54 - Plcmnt in AEP by SE Off
- 55 - Con't dist's DAEP by SE Off
- 56 - Con't othr dist's exp by SE Of
- 57 - Cont dist's DAEP plcmnt pr year
- 58 - Cont dist's exp prior year
- 59 - Cont dist's w/ plcmnt JJAEP plcmnt pr yr
- 60 - Plcmnt in JJAEP by SE Officer
- 61 - Continuation of other district expulsion w/ plcmnt to JJAEP by SE Off



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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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BULLYING  
PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETALIATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

FALSE CLAIM	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
TIMELY REPORTING	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
REPORTING PROCEDURES	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
STUDENT REPORT	
EMPLOYEE REPORT	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
REPORT FORMAT	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
PROHIBITED CONDUCT	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
INVESTIGATION OF REPORT	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
CONCLUDING THE INVESTIGATION	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.  The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
NOTICE TO PARENTS	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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(LOCAL)

DISTRICT ACTION BULLYING	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
DISCIPLINE	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
CORRECTIVE ACTION	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
TRANSFERS COUNSELING	<p>The principal or designee shall refer to FDB for transfer provisions.</p> <p>The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.</p>
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
APPEAL	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
RECORDS RETENTION	Retention of records shall be in accordance with CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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**Note:** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

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STATEMENT OF  
NONDISCRIMINATION

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, gender, national origin, disability, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DISCRIMINATION

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender, national origin, disability, or on any other basis prohibited by law, that adversely affects the student.

PROHIBITED  
HARASSMENT

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender, national origin, disability, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

EXAMPLES

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

SEXUAL HARASSMENT  
BY AN EMPLOYEE

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
  - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
  - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DF]

BY OTHERS

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

GENDER-BASED  
HARASSMENT

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

DATING VIOLENCE

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

EXAMPLES

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

	<p>student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.</p>
RETALIATION	<p>The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.</p>
EXAMPLES	<p>Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.</p>
FALSE CLAIM	<p>A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.</p>
PROHIBITED CONDUCT	<p>In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.</p>
REPORTING PROCEDURES	<p>Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, principal, other District employee, or the appropriate District official listed in this policy.</p>
STUDENT REPORT	
EMPLOYEE REPORT	<p>Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.</p>
DEFINITION OF DISTRICT OFFICIALS	<p>For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.</p>
TITLE IX COORDINATOR	<p>Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the 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:</p>

STUDENT WELFARE  
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FFH  
(LOCAL)

Name: Randy Reed  
Position: Assistant Superintendent for Administration  
Address: 631 Connally Street, Sulphur Springs, TX 75482  
Telephone: (903) 885-2153

ADA /  
SECTION 504  
COORDINATOR

Reports of discrimination based on disability may be directed to the 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, as amended, which incorporates and expands upon the requirements of Section 504 of the Rehabilitation Act of 1973, as amended:

Name: Randy Reed  
Position: Assistant Superintendent for Administration  
Address: 631 Connally Street, Sulphur Springs, TX 75482  
Telephone: (903) 885-2153

SUPERINTENDENT

The Superintendent shall serve as coordinator for purposes of District compliance with all other antidiscrimination laws.

ALTERNATIVE  
REPORTING  
PROCEDURES

A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

TIMELY REPORTING

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

NOTICE TO PARENTS

The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

INVESTIGATION OF  
THE REPORT

The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

INITIAL  
ASSESSMENT

Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immedi-

	<p>ately undertake an investigation, except as provided below at CRIMINAL INVESTIGATION.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
INTERIM ACTION	<p>If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.</p>
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.</p>
CRIMINAL INVESTIGATION	<p>If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.</p>
CONCLUDING THE INVESTIGATION	<p>Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.</p> <p>The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.</p>
NOTIFICATION OF OUTCOME	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>



STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

DISTRICT ACTION	
PROHIBITED CONDUCT	If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
CORRECTIVE ACTION	Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.
BULLYING	If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.
IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	Retention of records shall be in accordance with FB(LOCAL) and CPC(LOCAL).
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

## **Report of 2012-2013 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2014**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2012-2013 high school graduates who attended public four-year and two-year higher education in FY 2014. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2013, spring 2014, and summer 2014 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2014, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2014 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2013  
Enrolled in Texas Public or Independent Higher Education in FY 2014**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
<b>SULPHUR SPRINGS ISD</b>									
	112901002	SULPHUR SPRINGS H S							
		Four-Year Public University	51	14	2	9	10	15	1
		Two-Year Public Colleges	89	26	17	7	17	22	0
		Independent Colleges & Universities	8						
		Not Trackable	11						
		Not Found	78						
		Total High School Graduates	237						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.