

**Sulphur Springs ISD**

**Annual Report of  
Educational  
Performance**

**February 10, 2020**





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

Josh Williams  
Assistant Superintendent for Secondary  
Education and State and Federal Programs

To: SSISD Board of Trustees and Guests in Attendance  
From: Josh Williams  
Re: SSISD Public Hearing – Annual Report of Educational Performance  
Date: February 10, 2020

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. Within two weeks following the public meeting, each district must widely publish its annual report.

Annual Report Sections:

1. 2018 – 2019 Texas Academic Performance Report (Pages 1 – 25)
2. 2018 – 2019 Accountability Ratings and Distinction Designations (Pages 26-34)
3. 2017 – 2018 Actual Financial Data Report (Pages 35-37)
4. 2018 – 2019 District Accreditation Status (Page 38)
5. 2019 – 2020 Campus Performance Objectives (Page 39)
6. 2018 – 2019 Report on Violent or Criminal Incidents (Pages 40-57)
7. Student Performance in Postsecondary Institutions – Texas Higher Education Coordinating Board (Pages 58-59)

Josh Williams  
Assistant Superintendent  
Sulphur Springs ISD



# 2018-19 Texas Academic Performance Report

District Name: **SULPHUR SPRINGS ISD**

District Number: **112901**

2019 Accountability Rating: **B**

2019 *Special Education Determination Status:*  
**Needs Assistance**



**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

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

	Year	Performance Level										Special Ed (Former)	Special Ed (Current)	Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	African American	Region 08	District	State	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
		At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	Grade 3 Mathematics	At Approaches Grade Level or Above	At Meets Grade Level or Above	At Masters Grade Level	Grade 4 Mathematics	At Approaches Grade Level or Above	At Meets Grade Level or Above																

**STAAR Performance Rates by Tested Grade, Subject, and Performance Level**

Grade 3 Reading At Approaches Grade Level or Above	2019	76%	78%	71%	52%	73%	72%	-	*	-	85%	24%	*	70%	76%	65%	72%																	
	2018	77%	77%	68%	47%	69%	75%	-	*	-	55%	31%	*	68%	68%	65%	72%																	
	2018	45%	43%	39%	19%	45%	40%	-	*	-	31%	6%	*	38%	45%	31%	40%																	
	2019	43%	41%	33%	15%	31%	41%	-	*	-	20%	7%	*	36%	15%	28%	39%																	
	2018	27%	23%	20%	7%	21%	21%	-	*	-	8%	0%	*	19%	22%	14%	16%																	
Grade 3 Mathematics At Approaches Grade Level or Above	2019	79%	80%	68%	52%	74%	67%	-	*	-	62%	26%	*	68%	66%	62%	72%																	
	2018	78%	78%	60%	41%	58%	65%	-	*	-	60%	24%	*	61%	53%	56%	63%																	
	2019	49%	48%	34%	15%	31%	38%	-	*	-	38%	18%	*	35%	33%	27%	28%																	
	2018	47%	44%	28%	12%	24%	34%	-	*	-	25%	14%	*	29%	23%	22%	28%																	
	2019	25%	22%	13%	0%	10%	17%	-	*	-	0%	9%	*	13%	12%	7%	9%																	
Grade 4 Reading At Approaches Grade Level or Above	2019	75%	74%	69%	48%	59%	79%	-	*	-	67%	29%	*	69%	70%	58%	54%																	
	2018	73%	73%	64%	46%	59%	70%	-	*	-	33%	26%	*	63%	66%	56%	63%																	
	2019	44%	42%	36%	14%	28%	44%	-	*	-	33%	14%	*	38%	28%	27%	27%																	
	2018	46%	43%	36%	12%	28%	44%	-	*	-	20%	16%	*	36%	36%	26%	25%																	
	2019	22%	19%	16%	0%	11%	23%	-	*	-	5%	0%	*	17%	12%	11%	12%																	
Grade 4 Mathematics At Approaches Grade Level or Above	2019	75%	74%	70%	52%	66%	77%	-	*	-	52%	34%	*	69%	73%	59%	66%																	
	2018	78%	79%	68%	50%	54%	79%	-	*	-	53%	37%	*	68%	70%	58%	52%																	
	2019	48%	42%	41%	28%	32%	49%	-	*	-	29%	20%	*	42%	39%	32%	29%																	
	2018	49%	45%	39%	27%	28%	48%	-	*	-	7%	18%	*	37%	44%	27%	24%																	
	2019	28%	22%	21%	7%	14%	27%	-	*	-	14%	6%	*	21%	20%	15%	14%																	
Grade 4 Writing At Approaches Grade Level or Above	2019	67%	64%	57%	45%	57%	60%	-	*	-	55%	29%	*	56%	59%	49%	53%																	
	2018	63%	61%	49%	27%	54%	51%	-	*	-	13%	13%	*	49%	47%	39%	62%																	
	2019	35%	30%	22%	14%	17%	29%	-	*	-	9%	9%	*	22%	23%	15%	14%																	
	2018	39%	35%	25%	12%	25%	27%	-	*	-	7%	8%	*	25%	24%	20%	32%																	
	2019	11%	8%	3%	0%	0%	6%	-	*	-	0%	0%	*	4%	3%	3%	0%																	
Grade 5 Reading At Approaches Grade Level or Above	2019	86%	87%	84%	64%	74%	91%	-	*	-	87%	35%	*	83%	85%	79%	68%																	
	2018	84%	85%	83%	73%	83%	86%	-	*	-	74%	34%	*	85%	76%	77%	83%																	
	2019	54%	52%	52%	24%	41%	63%	-	*	-	43%	23%	*	50%	61%	40%	36%																	
	2018	54%	52%	46%	19%	38%	56%	-	*	-	43%	11%	*	50%	34%	34%	38%																	
	2019	11%	8%	6%	0%	6%	6%	-	*	-	0%	3%	*	6%	6%	4%	7%																	

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

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

	Region		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed (Current)		Special Ed (Former)		Continuously Enrolled		Non-Continuously Enrolled		Econ Disadv		EL (Current & Monitored)				
	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019	2018			
At Masters Grade Level	29%	26%	26%	23%	27%	20%	8%	0%	16%	35%	-	-	-	-	13%	22%	7%	0%	*	0%	24%	35%	16%	13%	11%	8%					
Grade 5 Mathematics <sup>A</sup>																															
At Approaches Grade Level or Above	90%	91%	91%	91%	88%	92%	68%	89%	92%	91%	-	-	-	-	87%	87%	51%	51%	*	89%	89%	90%	84%	85%	85%	85%	85%	85%			
At Meets Grade Level or Above	91%	91%	91%	91%	93%	91%	81%	89%	91%	91%	-	-	-	-	87%	87%	54%	54%	*	80%	91%	86%	84%	84%	85%	85%	85%	85%			
At Masters Grade Level	58%	58%	56%	54%	45%	61%	32%	54%	61%	61%	-	-	-	-	53%	55%	19%	20%	*	20%	57%	51%	41%	39%	42%	18%	15%	15%			
Grade 5 Science																															
At Approaches Grade Level or Above	75%	74%	74%	74%	76%	91%	68%	85%	91%	91%	-	-	-	-	93%	44%	44%	44%	*	84%	84%	87%	79%	71%	71%	71%	71%	71%			
At Meets Grade Level or Above	49%	48%	48%	48%	50%	71%	28%	61%	71%	71%	-	-	-	-	47%	27%	34%	34%	*	40%	60%	81%	75%	69%	69%	69%	69%	69%			
At Masters Grade Level	41%	39%	39%	39%	40%	58%	27%	49%	58%	58%	-	-	-	-	57%	11%	11%	11%	0%	0%	52%	40%	39%	29%	29%	20%	20%	20%	20%		
Grade 6 Reading																															
At Approaches Grade Level or Above	68%	66%	66%	66%	61%	62%	39%	60%	62%	62%	-	-	-	-	69%	8%	8%	8%	20%	20%	63%	51%	51%	55%	55%	55%	55%	55%	55%		
At Meets Grade Level or Above	37%	33%	33%	33%	32%	36%	18%	32%	36%	36%	-	-	-	-	50%	0%	0%	0%	*	0%	35%	68%	68%	52%	52%	20%	20%	20%	20%		
At Masters Grade Level	39%	35%	35%	35%	32%	49%	0%	40%	49%	49%	-	-	-	-	38%	16%	16%	16%	0%	0%	40%	41%	26%	30%	30%	30%	30%	30%	30%		
Grade 6 Mathematics																															
At Approaches Grade Level or Above	81%	78%	78%	78%	80%	85%	70%	82%	85%	85%	-	-	-	-	81%	44%	44%	44%	60%	60%	84%	73%	77%	73%	73%	73%	73%	73%	73%		
At Meets Grade Level or Above	47%	41%	41%	41%	44%	56%	8%	50%	64%	64%	-	-	-	-	54%	8%	8%	8%	20%	20%	51%	41%	38%	45%	45%	45%	45%	45%	45%	45%	
At Masters Grade Level	21%	14%	14%	14%	20%	30%	3%	23%	30%	30%	-	-	-	-	19%	3%	3%	3%	0%	0%	25%	16%	15%	16%	16%	16%	16%	16%	16%	16%	
Grade 7 Reading																															
At Approaches Grade Level or Above	76%	74%	74%	74%	69%	82%	43%	75%	82%	82%	100%	100%	100%	100%	86%	33%	33%	33%	*	74%	74%	76%	61%	71%	71%	71%	71%	71%	71%	71%	
At Meets Grade Level or Above	49%	48%	48%	48%	38%	49%	14%	49%	62%	62%	*	*	*	*	57%	17%	17%	17%	*	50%	71%	70%	60%	60%	64%	64%	64%	64%	64%	64%	
At Masters Grade Level	29%	27%	27%	27%	22%	29%	7%	29%	59%	59%	*	*	*	*	29%	9%	9%	9%	*	49%	49%	49%	35%	36%	36%	36%	36%	36%	36%	36%	
Grade 7 Mathematics																															
At Approaches Grade Level or Above	75%	80%	80%	80%	83%	83%	74%	82%	83%	83%	*	*	*	*	86%	35%	35%	35%	*	82%	82%	83%	77%	83%	83%	83%	83%	83%	83%	83%	
At Meets Grade Level or Above	43%	46%	46%	46%	52%	57%	19%	50%	57%	57%	*	*	*	*	29%	26%	26%	26%	*	52%	52%	44%	47%	50%	50%	50%	50%	50%	50%	50%	
At Masters Grade Level	40%	40%	40%	40%	45%	59%	37%	50%	45%	45%	*	*	*	*	29%	11%	11%	11%	*	52%	52%	48%	43%	40%	40%	40%	40%	40%	40%	40%	



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District Name: SULPHUR SPRINGS ISD  
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	Region 08		African American		Hispanic	White	American Indian		Asian	Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	State	District	American	Hispanic	White	Indian	Asian	Islander		Enrolled	Enrolled	Special Ed	Special Ed	Continuously Enrolled	Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
Grade 7 Writing	18%	16%	13%	9%	19%	*	*	-	-	14%	0%	*	13%	13%	6%	7%		
At Approaches Grade Level or Above	70%	67%	63%	59%	78%	*	100%	-	-	63%	20%	*	67%	68%	52%	55%		
At Meets Grade Level or Above	69%	67%	63%	49%	74%	*	60%	-	-	57%	11%	*	65%	59%	51%	45%		
At Masters Grade Level	43%	41%	42%	33%	50%	*	60%	-	-	43%	8%	*	41%	45%	31%	29%		
	18%	16%	12%	8%	16%	*	13%	-	-	40%	0%	*	11%	18%	5%	4%		
	15%	13%	12%	7%	17%	*	20%	-	-	0%	0%	*	11%	14%	5%	4%		
Grade 8 Reading^																		
At Approaches Grade Level or Above	86%	84%	82%	83%	86%	-	80%	-	-	83%	29%	*	83%	81%	75%	82%		
At Meets Grade Level or Above	86%	86%	86%	85%	88%	-	*	-	-	100%	29%	*	87%	79%	81%	80%		
At Masters Grade Level	49%	48%	48%	41%	53%	*	60%	-	-	50%	18%	*	59%	65%	48%	43%		
	28%	25%	33%	24%	42%	-	60%	-	-	33%	4%	*	33%	35%	23%	18%		
	27%	24%	27%	22%	31%	*	*	-	-	13%	3%	*	30%	13%	16%	22%		
Grade 8 Mathematics^																		
At Approaches Grade Level or Above	88%	87%	93%	95%	94%	-	100%	-	-	100%	54%	*	92%	93%	88%	98%		
At Meets Grade Level or Above	86%	85%	97%	99%	96%	-	100%	-	-	100%	71%	*	98%	93%	95%	100%		
At Masters Grade Level	51%	48%	82%	83%	84%	-	100%	-	-	67%	28%	*	84%	85%	76%	89%		
	17%	17%	53%	47%	61%	-	80%	-	-	86%	38%	*	83%	81%	76%	83%		
	15%	13%	47%	51%	48%	*	83%	-	-	43%	6%	*	54%	48%	39%	43%		
Grade 8 Science																		
At Approaches Grade Level or Above	81%	77%	77%	77%	82%	-	60%	-	-	50%	38%	*	78%	75%	68%	69%		
At Meets Grade Level or Above	76%	70%	74%	67%	79%	*	80%	-	-	88%	41%	*	76%	65%	65%	60%		
At Masters Grade Level	51%	44%	52%	53%	61%	-	60%	-	-	33%	18%	*	54%	48%	39%	47%		
	25%	19%	28%	23%	35%	-	40%	-	-	50%	21%	*	48%	38%	38%	31%		
	28%	18%	22%	15%	28%	*	60%	-	-	0%	3%	*	28%	25%	17%	20%		
	21%	15%	21%	16%	25%	*	60%	-	-	13%	0%	*	25%	12%	14%	16%		
Grade 8 Social Studies																		
At Approaches Grade Level or Above	69%	66%	70%	69%	74%	-	60%	-	-	50%	33%	*	70%	70%	59%	61%		
At Meets Grade Level or Above	65%	60%	71%	61%	75%	-	80%	-	-	88%	54%	*	73%	60%	63%	47%		
At Masters Grade Level	36%	29%	39%	34%	43%	*	80%	-	-	38%	26%	*	41%	37%	27%	31%		
	21%	16%	23%	18%	29%	-	60%	-	-	0%	7%	*	42%	25%	29%	22%		
	21%	15%	21%	16%	25%	*	60%	-	-	13%	0%	*	22%	8%	15%	14%		
End of Course English I																		
At Approaches Grade Level or Above	68%	65%	61%	59%	71%	*	80%	-	-	83%	25%	*	69%	49%	56%	54%		
At Meets Grade Level or Above	50%	48%	44%	37%	51%	*	100%	-	-	60%	13%	*	64%	52%	52%	58%		
At Masters Grade Level	11%	9%	9%	8%	11%	-	40%	-	-	0%	0%	*	46%	37%	33%	31%		
	7%	6%	6%	2%	9%	-	0%	-	-	10%	0%	*	7%	0%	2%	1%		

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**2018-19 District STAAR Performance**

District Name: SULPHUR SPRINGS ISD  
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	Region 08		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EL (Current & Monitored)
	State	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Economically Disadvantaged	EL (Current & Monitored)
<b>End of Course English II</b>															
At Approaches Grade Level or Above	2019 68%	58%	41%	52%	64%	-	71%	-	90%	13%	*	60%	49%	48%	44%
	2018 67%	65%	51%	58%	71%	*	*	-	71%	7%	*	67%	57%	52%	38%
At Meets Grade Level or Above	2019 49%	42%	31%	34%	48%	-	57%	-	70%	6%	*	44%	38%	31%	26%
	2018 48%	49%	37%	35%	58%	*	*	-	71%	2%	*	51%	44%	37%	13%
At Masters Grade Level	2019 8%	6%	4%	2%	9%	-	14%	-	10%	0%	*	7%	0%	3%	3%
	2018 8%	9%	4%	6%	12%	*	*	-	0%	0%	*	10%	4%	5%	0%
<b>End of Course Algebra I</b>															
At Approaches Grade Level or Above	2019 85%	84%	63%	85%	87%	-	100%	-	100%	58%	*	87%	76%	79%	84%
	2018 83%	85%	82%	87%	84%	*	100%	-	88%	45%	*	85%	86%	82%	89%
At Meets Grade Level or Above	2019 61%	60%	40%	58%	63%	-	83%	-	80%	28%	*	63%	52%	53%	61%
	2018 55%	58%	44%	59%	59%	*	80%	-	75%	8%	*	61%	46%	48%	54%
At Masters Grade Level	2019 37%	33%	17%	34%	44%	-	83%	-	20%	9%	*	39%	39%	31%	35%
	2018 32%	36%	16%	36%	39%	*	60%	-	38%	3%	*	40%	19%	26%	33%
<b>End of Course Biology</b>															
At Approaches Grade Level or Above	2019 88%	85%	76%	80%	88%	*	100%	-	100%	45%	*	86%	80%	81%	79%
	2018 87%	87%	73%	85%	90%	*	*	-	86%	44%	*	87%	84%	81%	74%
At Meets Grade Level or Above	2019 62%	60%	43%	53%	66%	*	83%	-	88%	5%	*	62%	50%	48%	48%
	2018 59%	59%	33%	52%	68%	*	*	-	71%	7%	*	62%	54%	48%	30%
At Masters Grade Level	2019 25%	21%	5%	20%	24%	*	50%	-	0%	0%	*	20%	24%	13%	11%
	2018 24%	21%	13%	11%	27%	*	*	-	29%	2%	*	25%	8%	12%	9%
<b>End of Course U.S. History</b>															
At Approaches Grade Level or Above	2019 93%	87%	74%	81%	93%	-	*	-	*	52%	*	90%	73%	79%	61%
	2018 92%	89%	71%	87%	92%	*	*	-	91%	52%	*	91%	81%	80%	65%
At Meets Grade Level or Above	2019 73%	69%	37%	55%	81%	-	*	-	*	21%	*	72%	51%	57%	32%
	2018 70%	66%	57%	61%	70%	*	*	-	55%	10%	*	69%	51%	50%	30%
At Masters Grade Level	2019 45%	40%	26%	25%	55%	-	*	-	*	3%	*	46%	31%	31%	3%
	2018 40%	36%	18%	36%	47%	*	*	-	27%	0%	*	42%	37%	27%	13%
<b>All Grades All Subjects</b>															
At Approaches Grade Level or Above	2019 78%	75%	58%	72%	80%	88%	87%	*	75%	35%	72%	76%	73%	67%	68%
	2018 77%	74%	60%	70%	79%	59%	90%	*	67%	32%	64%	75%	70%	66%	67%
At Meets Grade Level or Above	2019 50%	47%	26%	43%	56%	63%	75%	*	44%	15%	44%	50%	46%	38%	38%
	2018 48%	45%	28%	40%	40%	27%	74%	*	41%	13%	36%	42%	42%	36%	35%
At Masters Grade Level	2019 24%	20%	8%	17%	30%	38%	57%	*	11%	5%	25%	24%	23%	15%	14%
	2018 22%	18%	7%	15%	26%	18%	44%	*	16%	2%	16%	22%	16%	13%	13%
<b>All Grades ELA/Reading</b>															
At Approaches Grade Level or Above	2019 75%	70%	49%	65%	76%	*	86%	*	78%	24%	64%	71%	66%	61%	61%
	2018 74%	70%	52%	66%	76%	43%	90%	*	61%	22%	67%	71%	66%	61%	64%
At Meets Grade Level or Above	2019 48%	46%	25%	37%	52%	*	69%	*	45%	12%	41%	45%	43%	33%	32%
	2018 46%	44%	24%	36%	51%	14%	69%	*	38%	10%	38%	45%	37%	32%	32%
At Masters Grade Level	2019 21%	18%	5%	13%	24%	*	45%	*	12%	3%	23%	18%	18%	12%	11%
	2018 19%	17%	5%	12%	23%	14%	28%	*	12%	1%	14%	19%	13%	11%	10%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Performance**

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

	Region 08		African American		Hispanic	White	American Indian		Asian	Pacific Islander	Two or More Races		Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Economically Disadvantaged	EL (Current & Monitored)
	State	District	American	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Continuously Enrolled	Economically Disadvantaged	EL (Current & Monitored)		
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2019 82%	81%	67%	84%	82%	84%	*	100%	*	77%	45%	86%	82%	80%	75%	80%		
	2018 81%	80%	69%	84%	77%	84%	*	96%	*	73%	42%	76%	80%	79%	74%	77%		
At Meets Grade Level or Above	2019 52%	49%	32%	60%	50%	60%	*	95%	*	48%	22%	50%	55%	51%	44%	48%		
	2018 50%	47%	34%	60%	45%	60%	*	79%	*	42%	19%	35%	53%	50%	42%	42%		
At Masters Grade Level	2019 26%	23%	12%	37%	23%	37%	*	80%	*	13%	8%	23%	30%	28%	20%	21%		
	2018 24%	26%	10%	31%	21%	31%	20%	61%	*	20%	4%	29%	27%	22%	17%	20%		
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2019 68%	67%	35%	69%	58%	69%	*	71%	-	57%	23%	80%	62%	63%	51%	54%		
	2018 66%	64%	39%	62%	52%	62%	*	75%	-	27%	12%	43%	57%	53%	45%	55%		
At Meets Grade Level or Above	2019 38%	35%	14%	37%	25%	37%	*	43%	-	20%	5%	40%	31%	29%	19%	19%		
	2018 41%	38%	19%	38%	28%	38%	*	75%	-	18%	8%	29%	33%	34%	25%	31%		
At Masters Grade Level	2019 14%	12%	0%	11%	4%	11%	*	29%	-	3%	0%	0%	7%	10%	4%	2%		
	2018 13%	10%	3%	11%	6%	11%	*	25%	-	0%	1%	0%	8%	10%	4%	6%		
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2019 81%	80%	68%	87%	78%	87%	*	86%	*	86%	42%	70%	83%	80%	76%	73%		
	2018 80%	78%	70%	86%	76%	86%	*	90%	*	79%	40%	60%	82%	78%	75%	68%		
At Meets Grade Level or Above	2019 54%	51%	29%	66%	52%	66%	*	79%	*	55%	16%	40%	59%	56%	46%	47%		
	2018 51%	46%	29%	60%	45%	60%	*	70%	*	58%	12%	40%	54%	43%	42%	30%		
At Masters Grade Level	2019 25%	19%	8%	35%	21%	35%	*	57%	*	10%	5%	40%	27%	29%	18%	17%		
	2018 23%	17%	8%	27%	12%	27%	*	60%	*	21%	2%	10%	23%	13%	13%	11%		
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2019 81%	79%	65%	84%	75%	84%	-	67%	-	56%	41%	40%	80%	71%	68%	61%		
	2018 78%	75%	71%	84%	73%	84%	60%	86%	-	89%	53%	*	82%	71%	71%	53%		
At Meets Grade Level or Above	2019 55%	50%	24%	64%	48%	64%	-	67%	-	22%	15%	40%	57%	42%	41%	32%		
	2018 53%	47%	43%	57%	47%	57%	20%	86%	*	47%	18%	*	56%	39%	39%	25%		
At Masters Grade Level	2019 33%	27%	15%	42%	22%	42%	-	67%	-	11%	5%	40%	34%	28%	22%	10%		
	2018 31%	25%	10%	36%	25%	36%	20%	43%	*	21%	0%	*	32%	23%	19%	12%		

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Progress**

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

	Year	School Progress Domain - Academic Growth Score by Grade and Subject										Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander								
Grade 4 ELA/Reading	2019	61	59	59	55	43	68	-	*	-	-	58	45	*	57	66	54	33
	2018	63	61	60	63	55	62	-	*	-	-	63	57	*	59	62	59	54
Grade 4 Mathematics	2019	65	60	76	79	69	80	-	*	-	-	68	65	*	75	79	71	59
	2018	65	62	64	69	52	70	-	*	-	-	43	50	*	63	66	58	44
Grade 5 ELA/Reading	2019	81	80	86	87	86	85	-	*	-	100	100	68	*	86	86	87	79
	2018	80	78	80	81	84	80	-	*	-	100	68	73	*	81	76	79	68
Grade 5 Mathematics	2019	83	83	90	83	89	90	-	*	-	100	100	72	*	90	90	89	87
	2018	81	79	79	78	82	77	-	*	-	89	85	*	*	80	78	80	81
Grade 6 ELA/Reading	2019	42	38	38	41	34	37	-	-	-	46	16	30	30	39	32	35	34
	2018	47	43	45	23	44	51	-	50	-	13	38	*	*	46	39	38	38
Grade 6 Mathematics	2019	54	47	60	42	56	66	-	-	-	60	49	40	40	62	55	55	54
	2018	56	55	70	48	70	73	-	90	-	69	52	*	*	70	68	66	69
Grade 7 ELA/Reading	2019	77	78	76	57	77	79	-	100	-	57	59	*	*	75	81	73	82
	2018	76	71	77	73	70	81	-	*	-	64	75	*	*	77	78	74	70
Grade 7 Mathematics	2019	63	66	76	80	77	77	-	*	-	64	54	*	*	77	76	76	79
	2018	67	69	73	68	72	76	-	*	-	57	47	*	*	71	78	71	66
Grade 8 ELA/Reading	2019	77	77	81	77	81	81	-	100	-	75	64	*	*	80	84	80	81
	2018	79	79	80	92	80	79	-	*	-	94	54	*	*	82	71	79	83
Grade 8 Mathematics	2019	84	84	93	88	93	95	-	100	-	83	77	*	*	93	94	91	97
	2018	81	84	94	91	99	92	-	100	-	100	81	*	*	95	90	93	99
End of Course English II	2019	69	66	62	74	58	60	-	40	-	89	52	*	*	62	63	58	55
	2018	67	67	64	74	65	62	-	*	-	*	26	*	*	65	62	59	65
End of Course Algebra I	2019	75	68	63	50	59	66	-	83	-	69	53	*	*	62	67	56	62
	2018	72	68	72	67	73	73	-	90	-	56	33	*	*	73	71	67	74
All Grades Both Subjects	2019	69	67	72	68	69	74	-	87	-	69	56	76	76	71	74	69	67
	2018	69	68	71	70	69	73	-	81	*	67	56	79	79	72	71	68	66
All Grades ELA/Reading	2019	68	67	67	65	63	69	-	85	-	66	51	68	68	66	69	64	60
	2018	69	67	67	70	64	69	-	30	*	64	54	81	81	68	66	64	61
All Grades Mathematics	2019	70	68	77	70	74	79	-	89	-	72	62	83	83	76	78	73	74
	2018	70	69	76	70	74	77	-	93	*	70	58	77	77	76	75	72	71

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>													
<b>Sum of Grades 4-8</b>													
Reading	2019	41%	43%	40%	37%	46%	-	*	-	55%	11%	37%	32%
	2018	38%	39%	35%	33%	37%	*	*	-	25%	10%	33%	36%
Mathematics	2019	45%	48%	49%	55%	50%	-	-	-	45%	22%	46%	57%
	2018	47%	48%	50%	51%	51%	*	-	-	56%	24%	46%	49%
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	78%	73%	61%	81%	-	*	*	71%	29%	65%	57%
Students Requiring Accelerated Instruction	2019	22%	22%	27%	39%	19%	-	*	*	29%	71%	35%	43%
STAAR Cumulative Met Standard	2019	86%	87%	84%	74%	91%	-	*	*	86%	32%	79%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	97%	95%	*	100%	-	-	-	*	*	94%	*
STAAR Met Standard (Non-Proficient in Previous Year)	2019	63%	64%	*	-	-	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	85%	84%	79%	89%	-	*	*	86%	41%	77%	75%
Students Requiring Accelerated Instruction	2019	17%	15%	16%	21%	11%	-	*	*	14%	59%	23%	25%
STAAR Cumulative Met Standard	2019	90%	91%	89%	68%	92%	-	*	*	86%	49%	84%	85%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	97%	95%	92%	*	*	-	-	-	*	*	92%	*
STAAR Met Standard (Non-Proficient in Previous Year)	2019	24%	20%	45%	*	*	-	-	-	*	*	56%	*
Retained in Grade 5	2019	65%	78%	*	-	-	-	-	-	-	-	*	-
<b>Grade 8 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	76%	76%	57%	82%	-	60%	-	67%	19%	67%	62%
Students Requiring Accelerated Instruction	2019	22%	24%	24%	43%	18%	-	40%	-	33%	81%	33%	38%
STAAR Cumulative Met Standard	2019	85%	84%	82%	65%	86%	-	80%	-	83%	24%	75%	74%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	99%	99%	96%	80%	100%	-	*	-	*	*	94%	100%
STAAR Met Standard (Non-Proficient in Previous Year)	2019	13%	10%	25%	*	33%	*	*	-	-	*	19%	40%
Retained in Grade 8	2019	38%	*	*	-	-	-	-	-	-	-	*	-
<b>Grade 8 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	81%	91%	76%	94%	-	100%	-	100%	51%	87%	94%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Prior Year and Student Success Initiative**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Students Requiring Accelerated Instruction	2019	19%	9%	24%	6%	6%	-	0%	-	0%	49%	13%	6%
STAAR Cumulative Met Standard	2019	88%	92%	80%	95%	94%	-	100%	-	100%	51%	88%	97%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	*	*	-	*	-	-	-	*	*	*	-
STAAR Met Standard (Non-Proficient in Previous Year)	2019	50%	*	-	-	*	-	-	-	-	-	*	-
Promoted to Grade 9	2019	56%	*	*	-	-	-	-	-	-	-	*	-
Retained in Grade 8													

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance  
 Bilingual Education/English as a Second Language

(Current EL Students)

STAAR Performance Rate by Subject and Performance Level		State	Region 08	Bilingual BE-Trans BE-Dual BE-Dual					ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL	
				Early Exit	Late Exit	Two-Way	One-Way	ESL							
All Grades All Subjects	At Approaches Grade Level or Above	2019	78%	77%	75%	71%	-	-	71%	60%	28%	62%	45%	63%	63%
		2018	77%	76%	74%	70%	-	-	70%	56%	48%	60%	35%	60%	59%
	At Meets Grade Level or Above	2019	50%	47%	45%	33%	-	-	33%	20%	13%	23%	15%	29%	29%
		2018	48%	45%	43%	33%	-	-	33%	20%	13%	23%	15%	24%	23%
	At Masters Grade Level	2019	24%	20%	13%	13%	-	-	13%	8%	0%	8%	5%	9%	9%
		2018	22%	18%	11%	11%	-	-	11%	5%	2%	6%	0%	6%	6%
All Grades ELA/Reading	At Approaches Grade Level or Above	2019	75%	75%	70%	64%	-	-	64%	52%	13%	54%	50%	55%	55%
		2018	74%	74%	70%	76%	-	-	76%	48%	33%	58%	38%	56%	55%
	At Meets Grade Level or Above	2019	48%	46%	45%	33%	-	-	33%	20%	6%	21%	25%	23%	23%
		2018	46%	44%	38%	38%	-	-	38%	16%	9%	21%	13%	22%	22%
	At Masters Grade Level	2019	21%	18%	14%	14%	-	-	14%	5%	0%	6%	13%	7%	7%
		2018	19%	17%	16%	16%	-	-	16%	2%	0%	3%	0%	6%	6%
All Grades Mathematics	At Approaches Grade Level or Above	2019	82%	82%	81%	79%	-	-	79%	77%	60%	77%	63%	78%	77%
		2018	81%	81%	80%	61%	-	-	61%	77%	76%	78%	38%	72%	71%
	At Meets Grade Level or Above	2019	52%	49%	54%	31%	-	-	31%	45%	20%	45%	13%	41%	41%
		2018	50%	47%	52%	26%	-	-	26%	31%	26%	34%	13%	30%	30%
	At Masters Grade Level	2019	26%	23%	30%	15%	-	-	15%	14%	0%	14%	0%	14%	14%
		2018	24%	20%	26%	7%	-	-	7%	11%	8%	11%	0%	9%	9%
All Grades Writing	At Approaches Grade Level or Above	2019	68%	67%	62%	57%	-	-	57%	41%	-	41%	*	48%	46%
		2018	66%	64%	56%	74%	-	-	74%	29%	20%	30%	*	50%	50%
	At Meets Grade Level or Above	2019	38%	35%	30%	17%	-	-	17%	8%	-	8%	*	12%	12%
		2018	41%	38%	33%	38%	-	-	38%	15%	20%	14%	*	25%	25%
	At Masters Grade Level	2019	14%	12%	8%	0%	-	-	0%	0%	-	0%	*	0%	0%
		2018	13%	10%	9%	11%	-	-	11%	0%	0%	0%	*	5%	5%
All Grades Science	At Approaches Grade Level or Above	2019	81%	80%	82%	80%	-	-	80%	59%	40%	60%	-	65%	65%
		2018	80%	78%	81%	-	-	-	58%	27%	58%	58%	-	57%	57%
	At Meets Grade Level or Above	2019	54%	51%	58%	55%	-	-	55%	20%	20%	28%	-	36%	36%
		2018	51%	46%	52%	-	-	-	19%	14%	3%	19%	*	14%	15%
	At Masters Grade Level	2019	25%	19%	28%	20%	-	-	20%	6%	0%	7%	-	11%	11%
		2018	23%	17%	21%	-	-	-	3%	3%	0%	4%	*	3%	3%
All Grades Social Studies	At Approaches Grade Level or Above	2019	81%	79%	78%	-	-	-	54%	33%	33%	56%	-	54%	54%
		2018	78%	75%	80%	-	-	-	37%	25%	33%	25%	-	37%	37%
	At Meets Grade Level or Above	2019	55%	50%	54%	-	-	-	19%	0%	0%	21%	-	19%	19%
		2018	53%	47%	53%	-	-	-	7%	0%	0%	0%	-	7%	7%
	At Masters Grade Level	2019	33%	27%	33%	-	-	-	5%	0%	0%	5%	-	5%	5%
		2018	31%	25%	31%	-	-	-	0%	0%	0%	0%	-	0%	0%
School Progress Domain - Academic Growth Score	All Grades Both Subjects	2019	69%	67%	72%	57%	-	-	57%	69%	50%	69%	35%	66%	65%
		2018	69%	68%	71%	43%	-	-	43%	67%	61%	69%	29%	62%	61%
	All Grades ELA/Reading	2019	68%	67%	67%	20%	-	-	20%	67%	*	67%	10%	58%	57%
		2018	69%	67%	67%	51%	-	-	51%	59%	*	57%	*	57%	56%
	All Grades Mathematics	2019	70%	68%	77%	73%	-	-	73%	71%	*	71%	60%	72%	72%
		2018	70%	69%	76%	35%	-	-	35%	74%	*	77%	*	66%	65%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR) Reading		2019	41%	43%	40%	0%	-	-	0%	37%	*	38%	*	33%	32%
		2018	41%	43%	40%	0%	-	-	0%	37%	*	38%	*	33%	32%

District Name: SULPHUR SPRINGS ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Performance  
 Bilingual Education/English as a Second Language

(Current EL Students)

	State	Region 08	Bilingual BE-Trans				BE-Dual		ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
			District	Early Exit	Late Exit	Exit	One-Way	BE-Dual						
Mathematics	2018	38%	35%	54%	-	-	54%	34%	*	36%	*	37%	36%	
	2019	45%	49%	61%	-	-	61%	55%	*	58%	*	58%	57%	
	2018	47%	50%	*	-	-	*	58%	*	60%	*	50%	49%	



**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District STAAR Participation**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant Included in Accountability	99%	100%	100%	99%	100%	100%	100%	100%	*	99%	100%	100%	100%
Not Included in Accountability	94%	95%	95%	95%	94%	96%	100%	93%	*	96%	94%	95%	94%
Mobile	4%	5%	4%	5%	4%	3%	0%	5%	*	4%	5%	4%	3%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	2%	*	0%	1%	0%	2%
Not Tested	1%	0%	0%	1%	0%	0%	0%	0%	*	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

**2018 STAAR Participation (All Grades)**

<b>All Tests</b>													
Assessment Participant Included in Accountability	99%	100%	100%	99%	100%	99%	100%	99%	100%	100%	99%	99%	100%
Not Included in Accountability	94%	94%	95%	92%	95%	95%	100%	99%	57%	90%	92%	95%	95%
Mobile	4%	5%	4%	7%	3%	4%	0%	0%	43%	10%	5%	4%	2%
Other Exclusions	1%	0%	1%	0%	1%	0%	0%	0%	0%	0%	2%	1%	3%
Not Tested	1%	0%	0%	1%	0%	1%	0%	1%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	1%	0%	1%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.6%	95.6%	96.2%	96.4%	95.2%	95.5%	97.4%	*	94.9%	94.7%	95.4%	97.1%
2016-17	95.7%	95.8%	96.1%	96.5%	96.9%	95.8%	95.7%	97.6%	*	95.3%	95.0%	95.9%	97.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.2%	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>													
2017-18	1.9%	0.7%	1.4%	1.3%	2.2%	1.2%	0.0%	0.0%	-	0.0%	1.3%	2.0%	1.1%
2016-17	1.9%	0.6%	1.4%	1.3%	1.3%	1.3%	0.0%	0.0%	*	6.5%	0.7%	2.1%	1.4%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018	90.0%	95.4%	92.2%	94.1%	85.7%	94.1%	*	*	-	100.0%	91.3%	85.2%	80.0%
Graduated	0.4%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Received TxCHSE	3.8%	1.4%	0.7%	0.0%	1.4%	0.7%	*	*	-	0.0%	0.0%	1.5%	6.7%
Continued HS	5.7%	2.9%	7.1%	5.9%	12.9%	5.2%	*	*	-	0.0%	8.7%	13.3%	13.3%
Dropped Out	90.4%	95.7%	92.2%	94.1%	85.7%	94.1%	*	*	-	100.0%	91.3%	85.2%	80.0%
Graduates and TxCHSE													
Graduates, TxCHSE, and Continuers	94.3%	97.1%	92.9%	94.1%	87.1%	94.8%	*	*	-	100.0%	91.3%	86.7%	86.7%
Class of 2017	89.7%	95.6%	94.8%	95.0%	98.5%	93.1%	*	*	-	*	80.0%	92.3%	100.0%
Graduated	0.4%	0.2%	0.3%	0.0%	0.0%	0.6%	*	*	-	*	0.0%	0.0%	0.0%
Received TxCHSE	4.0%	1.4%	2.1%	0.0%	0.0%	3.4%	*	*	-	*	10.0%	4.2%	0.0%
Continued HS	5.9%	2.7%	2.8%	5.0%	1.5%	2.9%	*	*	-	*	10.0%	3.5%	0.0%
Dropped Out	90.1%	95.9%	95.2%	95.0%	98.5%	93.7%	*	*	-	*	80.0%	92.3%	100.0%
Graduates and TxCHSE													
Graduates, TxCHSE, and Continuers	94.1%	97.3%	97.2%	95.0%	98.5%	97.1%	*	*	-	*	90.0%	96.5%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017	92.0%	96.9%	96.6%	95.0%	98.5%	96.0%	*	*	-	*	90.0%	96.5%	100.0%
Graduated	0.6%	0.3%	0.7%	0.0%	0.0%	1.1%	*	*	-	*	0.0%	0.0%	0.0%
Received TxCHSE	1.1%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	6.3%	2.2%	2.7%	5.0%	1.5%	2.8%	*	*	-	*	10.0%	3.5%	0.0%
Dropped Out	92.6%	97.3%	97.3%	95.0%	98.5%	97.2%	*	*	-	*	90.0%	96.5%	100.0%
Graduates and TxCHSE													
Graduates, TxCHSE, and Continuers	93.7%	97.8%	97.3%	95.0%	98.5%	97.2%	*	*	-	*	90.0%	96.5%	100.0%
Class of 2016	91.6%	94.8%	94.9%	93.5%	98.5%	93.4%	-	*	-	-	82.4%	94.6%	87.5%
Graduated	0.7%	0.7%	0.4%	0.0%	0.0%	0.7%	-	*	-	-	0.0%	0.9%	0.0%
Received TxCHSE	1.2%	0.7%	0.0%	0.0%	0.0%	0.7%	-	*	-	-	5.9%	0.9%	0.0%
Continued HS	6.6%	3.8%	4.3%	6.5%	1.5%	5.1%	-	*	-	-	11.8%	3.6%	12.5%
Dropped Out	92.2%	95.5%	95.3%	93.5%	98.5%	94.2%	-	*	-	-	82.4%	95.5%	87.5%
Graduates and TxCHSE													
Graduates, TxCHSE, and Continuers	93.4%	96.2%	95.7%	93.5%	98.5%	94.9%	-	*	-	-	88.2%	96.4%	87.5%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016	92.1%	95.8%	95.3%	93.5%	98.5%	94.2%	-	*	-	-	88.2%	95.5%	87.5%
Graduated													

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Attendance, Graduation, and Dropout Rates**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.8%	1.3%	0.0%	0.0%	2.2%	-	*	-	-	0.0%	0.9%	0.0%
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	3.0%	3.4%	6.5%	1.5%	3.6%	-	*	-	-	11.8%	3.6%	12.5%
Graduates and TxCHSE	92.9%	96.6%	96.6%	93.5%	98.5%	96.4%	-	*	-	-	88.2%	96.4%	87.5%
Graduates, TxCHSE, and Continuers	93.4%	97.0%	96.6%	93.5%	98.5%	96.4%	-	*	-	-	88.2%	96.4%	87.5%
Class of 2015													
Graduated	91.8%	94.1%	96.8%	93.8%	95.1%	97.8%	*	*	*	*	94.1%	92.7%	71.4%
Received TxCHSE	1.0%	1.0%	0.7%	0.0%	1.6%	0.6%	*	*	*	*	0.0%	1.6%	0.0%
Continued HS	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Dropped Out	6.7%	4.4%	2.5%	6.3%	3.3%	1.7%	*	*	*	*	5.9%	5.6%	28.6%
Graduates and TxCHSE	92.8%	95.2%	97.5%	93.8%	96.7%	98.3%	*	*	*	*	94.1%	94.4%	71.4%
Graduates, TxCHSE, and Continuers	93.3%	95.6%	97.5%	93.8%	96.7%	98.3%	*	*	*	*	94.1%	94.4%	71.4%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	95.4%	89.8%	91.4%	85.7%	92.3%	*	*	-	75.0%	77.8%	82.7%	80.0%
Class of 2017	89.7%	95.6%	93.2%	95.0%	94.4%	92.1%	*	*	-	*	72.7%	91.0%	92.9%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	33.3%	*	*	-	*	-	*	-	-	*	*	-
Class of 2017	88.5%	77.1%	81.5%	76.3%	82.1%	82.2%	*	*	-	*	18.8%	75.6%	46.2%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	6.6%	1.7%	0.0%	0.0%	2.8%	*	*	-	0.0%	6.3%	1.8%	0.0%
Class of 2017	6.0%	9.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	76.7%	97.9%	100.0%	100.0%	96.5%	*	*	-	100.0%	87.5%	98.2%	100.0%
Class of 2017	60.8%	74.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	83.0%	99.2%	100.0%	100.0%	98.6%	*	*	-	100.0%	94.1%	99.1%	100.0%
Class of 2017	85.9%	79.3%	81.5%	76.3%	82.1%	82.2%	*	*	-	*	18.8%	75.6%	46.2%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	21.1%	25.0%	-	-	25.0%	-	-	-	-	*	20.0%	-
2016-17	87.2%	77.3%	78.2%	71.4%	80.9%	78.5%	*	*	-	*	16.0%	76.4%	46.2%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	6.4%	1.6%	0.0%	0.0%	2.8%	*	*	-	0.0%	5.9%	2.0%	0.0%
2016-17	7.2%	10.5%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	76.0%	97.5%	100.0%	100.0%	95.8%	*	*	-	100.0%	82.4%	97.0%	100.0%
2016-17	56.5%	72.4%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	82.1%	96.8%	100.0%	100.0%	94.7%	*	*	-	100.0%	71.4%	95.2%	100.0%
2016-17	84.0%	79.1%	78.2%	71.4%	80.9%	78.5%	*	*	-	*	16.0%	76.4%	46.2%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Graduation Profile**

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	256	100.0%	347,893	100.0%
<b>By Ethnicity:</b>				
African American	31	12.1%	43,502	12.5%
Hispanic	60	23.4%	173,272	49.8%
White	154	60.2%	107,052	30.8%
American Indian	2	0.8%	1,226	0.4%
Asian	3	1.2%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	6	2.3%	6,724	1.9%
<b>By Graduation Type:</b>				
Minimum H.S. Program	6	2.3%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	2	0.8%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	6	2.3%	49,432	14.2%
Foundation H.S. Program (Endorsement)	4	1.6%	16,542	4.8%
Foundation H.S. Program (DLA)	238	93.0%	272,526	78.3%
<b>Special Education Graduates</b>				
Economically Disadvantaged Graduates	25	9.8%	25,962	7.5%
LEP Graduates	107	41.8%	166,956	48.0%
At-Risk Graduates	12	4.7%	21,359	6.1%
	98	38.3%	144,805	41.6%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Annual Graduates)</b>	65.5%	69.9%	<b>67.8%</b>	58.1%	63.3%	70.8%	*	*	-	75.0%	84.0%	58.4%	54.2%
College, Career, or Military Ready (Annual Graduates) 2017-18													
<b>College Ready Graduates ***</b>	50.0%	46.2%	<b>39.5%</b>	19.4%	33.3%	44.8%	*	*	-	50.0%	0.0%	27.1%	8.3%
College Ready (Annual Graduates) 2017-18													
<b>TSI Criteria Graduates (Annual Graduates)</b>	58.2%	42.5%	<b>37.1%</b>	32.3%	31.7%	40.3%	*	*	-	33.3%	8.0%	26.2%	8.3%
English Language Arts 2017-18													
Mathematics 2017-18	46.0%	32.2%	<b>25.0%</b>	12.9%	16.7%	29.2%	*	*	-	33.3%	0.0%	15.0%	8.3%
Both Subjects 2017-18	42.1%	27.8%	<b>23.0%</b>	6.5%	15.0%	28.6%	*	*	-	33.3%	0.0%	13.1%	0.0%
<b>Dual Course Credits (Annual Graduates)</b>	20.7%	41.0%	<b>33.6%</b>	19.4%	28.3%	37.7%	*	*	-	50.0%	0.0%	22.4%	8.3%
Any Subject 2017-18	19.9%	37.0%	<b>36.3%</b>	11.9%	26.5%	47.1%	*	*	-	*	0.0%	17.9%	7.7%
2016-17													
<b>AP/IB Met Criteria in Any Subject (Annual Graduates)</b>	20.4%	5.8%	<b>5.9%</b>	0.0%	0.0%	8.4%	*	*	-	16.7%	0.0%	0.9%	0.0%
Any Subject 2017-18	20.1%	6.3%	<b>9.3%</b>	0.0%	5.9%	13.4%	*	*	-	*	0.0%	4.9%	0.0%
2016-17													
<b>Associate's Degree</b>	0.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Associate's Degree (Annual Graduates) 2017-18	1.4%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>OnRamps Course Credits (Annual Graduates)</b>	1.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2017-18													
<b>Career/Military Ready Graduates</b>	28.7%	42.4%	<b>45.7%</b>	46.8%	49.2%	44.5%	*	*	-	50.0%	84.0%	44.9%	50.0%
Career or Military Ready (Annual Graduates) 2017-18	13.2%	17.9%	<b>24.2%</b>	22.6%	19.9%	26.2%	*	*	-	*	54.0%	22.8%	19.2%
2016-17													
<b>Approved Industry-Based Certification (Annual Graduates)</b>	4.8%	5.9%	<b>4.3%</b>	3.2%	10.0%	2.6%	*	*	-	0.0%	0.0%	6.5%	0.0%
2017-18	2.7%	2.4%	<b>2.1%</b>	0.0%	1.5%	2.9%	*	*	-	*	0.0%	1.6%	0.0%
2016-17													
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>	1.7%	2.8%	<b>2.0%</b>	0.0%	0.0%	3.2%	*	*	-	0.0%	20.0%	1.9%	0.0%
2017-18	1.0%	0.9%	<b>3.8%</b>	2.4%	1.5%	5.2%	*	*	-	*	44.0%	3.3%	7.7%
2016-17													
<b>CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)</b>	38.7%	59.1%	<b>75.4%</b>	87.1%	70.0%	74.7%	*	*	-	100.0%	64.0%	72.9%	75.0%
2017-18	17.3%	25.7%	<b>35.6%</b>	33.3%	32.4%	37.8%	*	*	-	*	20.0%	34.1%	23.1%
2016-17													

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	8.2%	1.6%	0.0%	6.7%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.2%	3.2%	2.1%	4.8%	1.5%	1.2%	*	*	-	*	4.0%	1.6%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.0%	5.9%	3.2%	6.7%	6.5%	*	*	-	0.0%	60.0%	6.5%	16.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	1.3%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.3%	0.3%	0.0%	0.0%	0.6%	*	*	-	*	4.0%	0.0%	0.0%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSJA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	30.6%	25.0%	29.0%	28.3%	24.0%	*	*	-	0.0%	8.0%	20.6%	8.3%
2016-17	23.4%	15.4%	16.3%	16.7%	20.6%	15.1%	*	*	-	*	0.0%	14.6%	0.0%
Mathematics													
2017-18	23.7%	18.6%	11.3%	9.7%	10.0%	11.7%	*	*	-	0.0%	0.0%	9.3%	0.0%
2016-17	19.8%	14.2%	15.6%	14.3%	8.8%	18.0%	*	*	-	*	0.0%	12.2%	7.7%
Both Subjects													
2017-18	18.1%	13.1%	8.6%	3.2%	10.0%	9.1%	*	*	-	0.0%	0.0%	6.5%	0.0%
2016-17	12.9%	5.4%	5.9%	7.1%	4.4%	6.4%	*	*	-	*	0.0%	6.5%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	83.0%	96.1%	100.0%	100.0%	93.5%	*	*	-	100.0%	84.0%	96.3%	100.0%
2016-17	50.5%	68.7%	93.4%	90.5%	95.6%	94.2%	*	*	-	*	68.0%	93.5%	92.3%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	1.9%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	3.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	8.0%	10.1%	1.7%	7.8%	12.0%	20.0%	0.0%	-	20.0%	n/a	6.0%	n/a
2017	26.2%	7.8%	8.2%	0.0%	6.1%	10.6%	*	0.0%	*	13.3%	n/a	4.1%	n/a
English Language Arts													
2018	15.3%	5.0%	6.1%	1.7%	3.1%	8.1%	20.0%	0.0%	-	0.0%	n/a	3.9%	n/a
2017	15.9%	4.9%	6.4%	0.0%	3.0%	8.8%	*	0.0%	*	13.3%	n/a	2.7%	n/a
Mathematics													
2018	7.3%	1.9%	5.2%	0.0%	5.4%	5.6%	20.0%	0.0%	-	13.3%	n/a	2.5%	n/a
2017	7.2%	1.6%	3.7%	0.0%	3.0%	5.0%	*	0.0%	*	0.0%	n/a	2.1%	n/a
Science													
2018	10.8%	2.1%	2.1%	1.7%	1.6%	2.2%	0.0%	0.0%	-	6.7%	n/a	1.4%	n/a
2017	10.9%	2.0%	2.4%	0.0%	2.3%	2.9%	*	0.0%	*	6.7%	n/a	1.4%	n/a
Social Studies													
2018	14.5%	3.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	n/a	0.0%	n/a
2017	15.0%	3.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	n/a	0.0%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	50.8%	48.3%	*	20.0%	53.5%	*	-	-	*	n/a	47.1%	n/a
2017	49.1%	47.8%	51.1%	-	25.0%	58.3%	*	-	-	*	n/a	25.0%	n/a
English Language Arts													
2018	42.5%	50.9%	62.9%	*	*	62.1%	*	-	-	-	n/a	45.5%	n/a
2017	41.3%	52.2%	62.2%	-	*	66.7%	*	-	-	*	n/a	37.5%	n/a
Mathematics													
2018	52.8%	40.3%	20.0%	-	0.0%	25.0%	*	-	-	*	n/a	42.9%	n/a

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District CCMR-Related Indicators**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	34.4%	19.0%	-	*	23.5%	-	-	-	-	n/a	16.7%	n/a
Science													
2018	38.0%	27.7%	41.7%	*	*	50.0%	-	-	-	*	n/a	*	n/a
2017	38.3%	38.0%	42.9%	-	*	50.0%	-	-	-	*	n/a	*	n/a
Social Studies													
2018	44.6%	44.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	40.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	61.7%	63.7%	71.0%	55.0%	63.6%	*	*	-	83.3%	n/a	52.9%	n/a
2016-17	73.5%	55.9%	53.6%	50.0%	42.6%	58.1%	0.0%	100.0%	-	50.0%	n/a	41.3%	n/a
At/Above Criterion													
2017-18	37.9%	30.3%	25.2%	4.5%	12.1%	33.7%	*	*	-	40.0%	n/a	12.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects	1036	1066	1086	*	975	1134	*	*	-	*	n/a	1006	n/a
English Language Arts and Writing													
2017-18	521	543	546	*	467	577	*	*	-	*	n/a	497	n/a
Mathematics													
2017-18	515	523	540	*	508	558	*	*	-	*	n/a	509	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects	20.6	20.3	19.9	17.1	18.2	20.9	*	*	-	22.4	n/a	18.3	n/a
English Language Arts													
2017-18	20.3	20.2	19.5	16.5	17.2	20.8	*	*	-	21.7	n/a	17.6	n/a
Mathematics													
2017-18	20.6	19.7	19.8	17.8	18.6	20.5	*	*	-	23.0	n/a	18.3	n/a
Science													
2017-18	20.9	20.6	20.1	17.6	18.9	20.8	*	*	-	23.6	n/a	18.8	n/a



**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

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

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject	43.4%	39.1%	27.7%	19.1%	23.8%	31.1%	40.0%	25.0%	-	25.8%	14.6%	18.9%	8.9%
2017-18	37.1%	28.6%	22.0%	16.0%	18.5%	24.9%	16.7%	11.1%	-	17.9%	0.9%	14.1%	4.3%
English Language Arts	17.3%	15.0%	8.6%	4.4%	6.8%	10.0%	*	8.3%	-	10.3%	0.0%	5.0%	0.0%
2016-17	16.8%	14.0%	9.2%	3.6%	6.0%	11.4%	20.0%	12.5%	-	8.3%	0.0%	4.8%	1.5%
Mathematics	20.7%	20.2%	16.5%	11.0%	15.5%	18.0%	*	16.7%	-	13.3%	0.0%	11.2%	3.9%
2017-18	19.5%	16.1%	16.3%	13.4%	14.2%	17.6%	20.0%	14.3%	-	17.4%	0.0%	11.4%	3.2%
2016-17	21.2%	24.7%	17.1%	16.1%	14.6%	18.2%	20.0%	16.7%	-	21.4%	15.3%	12.3%	5.1%
Science	5.7%	5.1%	8.4%	2.3%	3.4%	11.5%	20.0%	16.7%	-	8.3%	0.0%	3.2%	0.0%
2017-18	22.8%	17.6%	13.5%	6.5%	8.5%	17.3%	20.0%	8.3%	-	7.1%	0.0%	5.6%	1.3%
2016-17	21.8%	16.3%	13.1%	7.1%	7.8%	16.3%	20.0%	12.5%	-	12.0%	0.0%	5.4%	0.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	49.4%	48.1%	47.6%	39.7%	52.3%	*	*	-	*	4.0%	33.6%	7.7%
2015-16	54.7%	49.4%	52.6%	51.9%	51.4%	52.3%	-	*	-	*	30.0%	47.3%	57.1%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	49.7%	46.9%	30.0%	42.3%	53.0%	-	*	-	-	*	42.2%	*
2015-16	55.7%	46.9%	52.1%	14.3%	56.8%	56.7%	-	*	-	*	16.7%	37.7%	*

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Student Information**

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

	District		State	
	Count	Percent	Count	Percent
<b>Student Information</b>				
Total Students	4,392	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	7	0.2%	15,122	0.3%
Pre-Kindergarten	232	5.3%	238,810	4.4%
Kindergarten	330	7.5%	373,435	6.9%
Grade 1	324	7.4%	386,567	7.1%
Grade 2	300	6.8%	387,490	7.2%
Grade 3	303	6.9%	395,637	7.3%
Grade 4	318	7.2%	411,805	7.6%
Grade 5	352	8.0%	417,388	7.7%
Grade 6	315	7.2%	417,587	7.7%
Grade 7	316	7.2%	406,716	7.5%
Grade 8	329	7.5%	404,933	7.5%
Grade 9	363	8.3%	436,449	8.1%
Grade 10	311	7.1%	400,571	7.4%
Grade 11	310	7.1%	372,899	6.9%
Grade 12	282	6.4%	350,991	6.5%
Ethnic Distribution:				
African American	478	10.9%	684,349	12.6%
Hispanic	1,235	28.1%	2,847,629	52.6%
White	2,427	55.3%	1,484,069	27.4%
American Indian	11	0.3%	20,362	0.4%
Asian	42	1.0%	242,247	4.5%
Pacific Islander	4	0.1%	8,254	0.2%
Two or More Races	195	4.4%	129,490	2.4%
Economically Disadvantaged	2,770	63.1%	3,283,812	60.6%
Non-Educationally Disadvantaged	1,622	36.9%	2,132,588	39.4%
Section 504 Students	509	11.6%	354,440	6.5%
English Learners (EL)	614	14.0%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	77	1.7%	75,963	1.4%
Students w/ Dyslexia	252	5.7%	194,074	3.6%
At-Risk	2,633	59.9%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	495		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	246	49.7%	221,426	42.4%
Students with Physical Disabilities	63	12.7%	114,118	21.9%
Students with Autism	50	10.1%	71,373	13.7%
Students with Behavioral Disabilities	127	25.7%	107,604	20.6%
Students with Non-Categorical Early Childhood	9	1.8%	7,387	1.4%

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Student Information**

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

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
<b>Retention Rates by Grade:</b>				
Kindergarten	10.3%	1.7%	9.5%	6.2%
Grade 1	7.4%	3.1%	5.3%	5.5%
Grade 2	2.8%	1.8%	3.0%	2.3%
Grade 3	0.4%	1.1%	0.0%	0.9%
Grade 4	0.3%	0.5%	0.0%	0.5%
Grade 5	1.5%	0.5%	2.4%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.4%	0.6%	0.0%	0.6%
Grade 8	1.1%	0.4%	0.0%	0.7%
Grade 9	8.1%	7.2%	27.5%	12.7%

Data Quality:	District		State	
	Count	Percent	Count	Percent
Underreported Students	8	0.4%	6,321	0.3%

Class Size Information	District		State	
	Count	Percent	Count	Percent
<b>Class Size Averages by Grade and Subject</b> (Derived from teacher responsibility records):				
<b>Elementary:</b>				
Kindergarten	19.5		18.9	
Grade 1	19.0		18.8	
Grade 2	18.0		18.7	
Grade 3	18.1		18.9	
Grade 4	18.3		19.2	
Grade 5	19.0		21.2	
Grade 6	19.5		20.4	
<b>Secondary:</b>				
English/Language Arts	17.6		16.6	
Foreign Languages	16.6		18.9	
Mathematics	20.0		17.8	
Science	18.6		18.9	
Social Studies	21.1		19.3	

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

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

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	677.0	100.0%	719,502.5	100.0%
Professional Staff:	445.1	65.7%	461,380.1	64.1%
Teachers	349.2	51.6%	358,450.1	49.8%
Professional Support	69.7	10.3%	72,848.5	10.1%
Campus Administration (School Leadership)	16.2	2.4%	21,812.7	3.0%
Central Administration	10.0	1.5%	8,268.8	1.1%
Educational Aides:	113.1	16.7%	74,292.4	10.3%
Auxiliary Staff:	118.9	17.6%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians	2.0	n/a	4,414.0	n/a
Full-time	1.0	n/a	572.0	n/a
Part-time				
Counselors	10.0	n/a	12,433.0	n/a
Full-time	0.0	n/a	1,097.0	n/a
Part-time				
Total Minority Staff:	110.5	16.3%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	15.0	4.3%	37,875.6	10.6%
Hispanic	13.0	3.7%	99,261.7	27.7%
White	315.2	90.3%	209,288.6	58.4%
American Indian	1.0	0.3%	1,236.1	0.3%
Asian	1.0	0.3%	6,037.0	1.7%
Pacific Islander	1.0	0.3%	676.7	0.2%
Two or More Races	3.0	0.9%	4,074.5	1.1%
Males	74.1	21.2%	85,138.1	23.8%
Females	275.1	78.8%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	4.3	1.2%	4,932.1	1.4%
Bachelors	272.1	77.9%	263,991.5	73.6%
Masters	70.9	20.3%	87,059.6	24.3%
Doctorate	2.0	0.6%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	16.3	4.7%	24,953.3	7.0%
1-5 Years Experience	88.9	25.5%	103,762.4	28.9%
6-10 Years Experience	68.8	19.7%	68,136.0	19.0%
11-20 Years Experience	102.9	29.5%	105,158.7	29.3%
Over 20 Years Experience	72.2	20.7%	56,439.7	15.7%
Number of Students per Teacher	12.6	n/a	15.1	n/a

**TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information**

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

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Experience of Campus Leadership:		
Average Years Experience of Principals	7.4	6.3
Average Years Experience of Principals with District	6.3	5.4
Average Years Experience of Assistant Principals	9.7	5.3
Average Years Experience of Assistant Principals with District	9.7	4.7
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	12.2	11.1
Average Years Experience of Teachers with District:	6.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$41,504	\$47,218
1-5 Years Experience	\$41,009	\$50,408
6-10 Years Experience	\$42,524	\$52,786
11-20 Years Experience	\$46,939	\$56,041
Over 20 Years Experience	\$53,727	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$45,710	\$54,122
Professional Support	\$53,426	\$64,069
Campus Administration (School Leadership)	\$73,059	\$78,947
Central Administration	\$90,170	\$103,400
Instructional Staff Percent	69.7%	64.5%
Turnover Rate for Teachers:	18.9%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

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

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	605	13.8%	1,066,099	19.7%
Career & Technical Education	1,219	27.8%	1,424,391	26.3%
Gifted & Talented Education	205	4.7%	436,361	8.1%
Special Education	495	11.3%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	13.1	3.8%	23,092.5	6.4%
Career & Technical Education	20.9	6.0%	17,483.0	4.9%
Compensatory Education	40.4	11.6%	9,548.1	2.7%
Gifted & Talented Education	1.7	0.5%	7,164.0	2.0%
Regular Education	228.8	65.5%	255,885.2	71.4%
Special Education	23.2	6.6%	32,449.2	9.1%
Other	21.1	6.0%	12,828.0	3.6%

'W' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'\*' Indicates results are masked due to small numbers to protect student confidentiality.

'\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'\*\*\*' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'.' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



Accountability Data    Performance    Participation    Attendance and Graduation  
 Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes  
 Finance Data

Search

## Texas Education Agency 2019 Accountability Ratings Overall Summary SULPHUR SPRINGS ISD (112901)

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		88	B
<b>Student Achievement</b>		87	B
<a href="#">STAAR Performance</a>	49	81	
<a href="#">College, Career and Military Readiness</a>	68	92	
<a href="#">Graduation Rate</a>	96.6	90	
<b>School Progress</b>		89	B
<a href="#">Academic Growth</a>	72	84	B
<a href="#">Relative Performance (Eco Dis: 63.1%)</a>	59	91	A
<a href="#">Closing the Gaps</a>	73	84	B

\* This district did not receive an A rating in the School Progress domain because the district includes at least one campus that received a D or an F in the School Progress domain.

### Distinction Designations

Postsecondary Readiness                      Not Earned



- Accountability Data    Performance    Participation    Attendance and Graduation
- Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes
- Finance Data Search

## Texas Education Agency 2019 Accountability Ratings Overall Summary SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		82	B
<b>Student Achievement</b>		85	B
<a href="#">STAAR Performance</a>	48	76	
<a href="#">College, Career and Military Readiness</a>	68	92	
<a href="#">Graduation Rate</a>	96.6	90	
<b>School Progress</b>		84	B
<a href="#">Academic Growth</a>	58	63	D
<a href="#">Relative Performance (Eco Dis: 52.7%)</a>	58	84	B
<a href="#">Closing the Gaps</a>	51	75	C

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned





[Accountability Data](#)    [Performance](#)    [Participation](#)    [Attendance and Graduation](#)  
[Postsecondary Readiness](#)    [Profile](#)    [KG Readiness](#)    [Postsecondary Outcomes](#)  
[Finance Data](#)
[Search](#)

## Texas Education Agency 2019 Accountability Ratings Overall Summary SULPHUR SPRINGS MIDDLE (112901041) - SULPHUR SPRINGS ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		85	B
<b>Student Achievement</b>		83	B
<a href="#">STAAR Performance</a>	52	83	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		87	B
<a href="#">Academic Growth</a>	72	80	B
<a href="#">Relative Performance (Eco Dis: 58.1%)</a>	52	87	B
<a href="#">Closing the Gaps</a>	68	80	B

### Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

### Distinction Designations

ELA/Reading	Not Earned
Mathematics	Earned
Science	Earned
Social Studies	Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned



- Accountability Data    Performance    Participation    Attendance and Graduation
- Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes
- Finance Data Search

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
SULPHUR SPRINGS EL (112901108) - SULPHUR SPRINGS ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		82	B
<b>Student Achievement</b>		76	C
<a href="#">STAAR Performance</a>	48	76	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		85	B
<a href="#">Academic Growth</a>	78	85	B
<a href="#">Relative Performance (Eco Dis: 61.5%)</a>	48	79	C
<a href="#">Closing the Gaps</a>	71	76	C

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



- Accountability Data    Performance    Participation    Attendance and Graduation
- Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes
- Finance Data Search

## Texas Education Agency 2019 Accountability Ratings Overall Summary BOWIE PRI (112901106) - SULPHUR SPRINGS ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		70	C
<b>Student Achievement</b>		75	C
<a href="#">STAAR Performance</a>	47	75	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		72	C
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 52.2%)</a>	47	72	C
<a href="#">Closing the Gaps</a>	22	59	F

### Identification of Schools for Improvement

This campus is identified for additional targeted support.

### Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



Accountability Data    Performance    Participation    Attendance and Graduation  
 Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes  
 Finance Data Search

## Texas Education Agency 2019 Accountability Ratings Overall Summary LAMAR PRI (112901104) - SULPHUR SPRINGS ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		58	F
<b>Student Achievement</b>		65	D
<a href="#">STAAR Performance</a>	38	65	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		70	C
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 81.5%)</a>	38	70	C
<a href="#">Closing the Gaps</a>	0	30	F

### Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

### Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



[Accountability Data](#)    [Performance](#)    [Participation](#)    [Attendance and Graduation](#)  
[Postsecondary Readiness](#)    [Profile](#)    [KG Readiness](#)    [Postsecondary Outcomes](#)  
[Finance Data](#)

[Search](#)

## Texas Education Agency 2019 Accountability Ratings Overall Summary TRAVIS PRI (112901105) - SULPHUR SPRINGS ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		66	D
<b>Student Achievement</b>		62	D
<a href="#">STAAR Performance</a>	36	62	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		66	D
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 81.0%)</a>	36	66	D
<a href="#">Closing the Gaps</a>	40	66	D

### Identification of Schools for Improvement

This campus is identified for additional targeted support.

### Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Eligible
Social Studies	Not Eligible
Comparative Academic Growth	Not Eligible
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned



- Accountability Data    Performance    Participation    Attendance and Graduation
- Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes
- Finance Data Search

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
BARBARA BUSH PRI (112901102) - SULPHUR SPRINGS ISD**

**Accountability Rating Summary**

	<b>Component Score</b>	<b>Scaled Score</b>	<b>Rating</b>
<b>Overall</b>		88	B
<b>Student Achievement</b>			Not Rated
<a href="#">STAAR Performance</a>			
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>			Not Rated
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 72.6%)</a>			Not Rated
<a href="#">Closing the Gaps</a>			Not Rated

\* This campus is paired with SULPHUR SPRINGS ISD (112901000). To learn more about pairing, please see Chapter 7 of the 2019 Accountability Manual.



Accountability Data    Performance    Participation    Attendance and Graduation  
 Postsecondary Readiness    Profile    KG Readiness    Postsecondary Outcomes  
 Finance Data

Search

**Texas Education Agency  
 2019 Accountability Ratings Overall Summary  
 DOUGLASS ECLC (112901107) - SULPHUR SPRINGS ISD**

**Accountability Rating Summary**

	<b>Component Score</b>	<b>Scaled Score</b>	<b>Rating</b>
<b>Overall</b>		88	B
<b>Student Achievement</b>			Not Rated
<a href="#">STAAR Performance</a>			
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>			Not Rated
<a href="#">Academic Growth</a>			Not Rated
<a href="#">Relative Performance (Eco Dis: 100.0%)</a>			Not Rated
<a href="#">Closing the Gaps</a>			Not Rated

\* This campus is paired with SULPHUR SPRINGS ISD (112901000). To learn more about pairing, please see Chapter 7 of the 2019 Accountability Manual.







# 2017-2018 Actual Financial data

## Totals for Sulphur Springs ISD (112901)

Total Enrolled Students in Membership: 4,329

	General Fund			District			State		
	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student	
<b>Receipts</b>									
<b>Total Revenue</b>	100.00%	8,408	47,769,492	100.00%	11,035	63,158,400,197	100.00%	11,729	
Local Tax	36.44%	3,064	17,231,220	36.07%	3,980	29,898,897,099	47.34%	5,552	
Other Local and Intermediate	1.58%	133	1,067,610	2.23%	247	3,062,782,060	4.85%	569	
State	60.60%	5,096	22,912,659	47.97%	5,293	23,747,526,632	37.60%	4,410	
Federal	1.38%	116	6,558,003	13.73%	1,515	6,449,194,406	10.21%	1,198	
<b>Total Receipts</b>		8,609	48,783,620	100.00%	11,269	78,621,000,420	100.00%	14,600	
<b>Total Revenue</b>	97.66%	8,408	47,769,492	97.92%	11,035	63,158,400,197	100.00%	11,729	
Recapture	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384	
Total Other Resources	2.34%	201	1,014,128	2.08%	234	13,394,077,800	17.04%	2,487	
<b>Fund Balances (for ISDs)</b>									
<b>Total Fund Balance**</b>		2,946	16,075,211	33.65%	3,713	35,850,846,786	59.68%	7,045	
Nonspendable Fund Balance	0.02%	2	8,367	0.02%	2	239,176,837	0.40%	47	
Restricted Fund Balance	0.08%	6	3,225,691	6.75%	745	17,226,468,243	28.68%	3,385	
Committed Fund Balance	0.32%	26	237,334	0.50%	55	3,318,730,683	5.52%	652	
Assigned Fund Balance	0.00%	0	0	0.00%	0	2,536,919,034	4.22%	499	
Unassigned Fund Balance	34.63%	2,911	12,603,819	26.38%	2,911	12,529,551,989	20.86%	2,462	
<b>Disbursements</b>									
<b>Total Expenditures</b>									
BY OBJECT									
Payroll (Objects 6100)	100.00%	8,872	49,338,676	100.00%	11,397	70,292,451,357	100.00%	13,054	
Other Operating (Objects 6200-6400)	73.75%	6,543	32,819,367	66.52%	7,581	41,624,867,679	59.22%	7,730	
Debt Service (Objects 6500)	1.64%	146	4,710,049	9.55%	1,088	7,697,906,295	10.95%	1,430	
Capital Outlay (Objects 6600)	8.26%	732	3,360,474	6.81%	776	9,119,400,592	12.97%	1,694	
BY FUNCTION (Objects 6100-6400 only)									

DATE PRINTED: 1/29/20

	U	U	U	U	U	U	U	U	U
Level Service (7,4)									
Facilities Acquisition & Construction (81)	128,126	30	128,126	30	467,408,659	87			
<b>Total Operating Expenditures</b>	<b>34,477,431</b>	<b>7,964</b>	<b>41,140,027</b>	<b>100.00%</b>	<b>53,007,795,811</b>	<b>100.00%</b>			
Instruction (11,95)	20,752,050	4,794	23,936,356	58.18%	29,573,638,083	55.79%			
Instructional Res Media (12)	505,526	117	512,182	1.24%	605,950,802	1.14%			
Curriculum/Staff Develop (13)	449,389	104	515,599	1.25%	1,174,310,004	2.22%			
Instructional Leadership (21)	1,118,111	258	1,705,732	4.15%	833,658,903	1.57%			
School Leadership (23)	1,612,246	372	1,635,311	3.97%	3,099,426,611	5.85%			
Guidance Counseling Svcs (31)	939,534	217	1,116,419	2.71%	1,926,098,691	3.63%			
Social Work Services (32)	0	0	36,350	0.09%	142,409,113	0.27%			
Health Services (33)	424,096	98	487,595	1.19%	536,700,538	1.01%			
Transportation (34)	1,347,742	311	1,439,928	3.50%	1,570,586,301	2.96%			
Food (35)	76,526	18	2,437,353	5.92%	2,825,048,050	5.33%			
Extracurricular (36)	1,180,838	273	1,180,838	2.87%	1,610,863,870	3.04%			
General Administration (41,92)	1,401,845	324	1,401,845	3.41%	1,787,695,433	3.37%			
Plant Maint/Operation (51)	3,789,817	875	3,853,325	9.37%	5,547,616,328	10.47%			
Security/Monitoring (52)	469,515	108	470,293	1.14%	505,751,521	0.95%			
Data Processing Services (53)	410,196	95	410,196	1.00%	1,009,632,415	1.90%			
Community Services (61)	0	0	705	0.00%	258,349,148	0.00%			
<b>Total Disbursements</b>	<b>38,408,156</b>	<b>8,872</b>	<b>49,338,676</b>	<b>100.00%</b>	<b>76,425,568,379</b>	<b>100.00%</b>			
Total Expenditures	38,408,156	8,872	49,338,676	100.00%	70,292,451,357	100.00%			
Recapture	0	0	0	0.00%	2,068,522,423	2.63%			
Total Other Uses	0	0	0	0.00%	3,402,247,277	4.45%			
Intergovernmental Charge	0	0	0	0.00%	662,347,322	1.25%			
<b>Program Expenditures</b>	<b>26,975,873</b>	<b>6,231</b>	<b>31,277,438</b>	<b>100.00%</b>	<b>39,129,628,714</b>	<b>100.00%</b>			
<b>Operating Expenditures - Program</b>	<b>17,955,383</b>	<b>4,148</b>	<b>18,390,934</b>	<b>58.80%</b>	<b>23,408,623,199</b>	<b>59.82%</b>			
Regular	93,852	22	93,852	0.30%	396,918,069	1.01%			
Gifted and Talented	1,517,373	351	1,567,130	5.01%	1,595,080,075	4.08%			
Career and Technical	3,516,618	812	4,567,578	14.60%	6,228,755,783	15.92%			
Students with Disabilities	1,734,227	401	2,926,412	9.36%	1,729,817,631	4.42%			
Accelerated Education	226,394	52	275,870	0.88%	624,626,340	1.60%			
Bilingual	0	0	0	0.00%	156,186,644	0.40%			
Nondisc Alt Ed-AEP Basic Serv	0	0	0	0.00%	223,139,912	0.57%			
Disc Alt Ed-DAEP Basic Serv	0	0	0	0.00%	27,092,836	0.07%			
Disc Alt Ed-DAEP Supplemental	0	0	0	0.00%	2,061,367,635	5.27%			
T1 A Schoolwide-St Comp>=40%	0	0	1,222,454	3.91%					

2017-2018 Actual Financial data

Athletics/Related Activities	972,789	3.61%	225	972,789	3.11%	225	1,059,340,400	2.71%	197
High School Allotment	466,155	1.73%	108	466,155	1.49%	108	568,417,706	1.45%	106
Prekindergarten	493,082	1.83%	114	794,264	2.54%	183	1,050,262,484	2.68%	195

**District State**

Instructional Expenditure Ratio	63.4%	62.7%
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**Tax Rates**

**2017 (current tax year) Tax Rates**

Maintenance and Operations	1.0400	1.0933
Interest and Sinking Funds	0.3105	0.2108
Total Tax Rate	1.3505	1.3041

**2016 Tax Year State Certified Property Values**

	Amount	Percent	Amount	Percent
Property Value	1,204,501,070	N/A	2,220,042,195,073	N/A
Property Value per pupil	278,240	N/A	436,998	N/A
Property Value by category:				
Business	599,925,814	48.96%	892,180,729,305	35.47%
Residential	569,208,720	46.45%	1,479,753,710,535	58.82%
Land	36,971,180	3.02%	65,281,399,904	2.60%
Oil and Gas	184,649	0.02%	64,143,342,124	2.55%
Other	19,121,250	1.56%	14,174,456,770	0.56%

**Unassigned Fund Balance percentage of total budgeted expenditures**

2017-2018 School Districts' General Fund Unassigned Fund Balance***	12,603,819	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	35,842,072	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	35.2%	27.7%

\*\* 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](#)

## 2018-2019 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 2018-2019 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
112901	SULPHUR SPRINGS ISD	8	A - Superior	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)

Previous  Next





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

Josh Williams  
Assistant Superintendent for Secondary  
Education and State and Federal Programs

To: SSISD Board of Trustees and Guests in Attendance  
From: Josh Williams  
Re: SSISD Public Hearing – Campus Performance Objectives  
Date: February 10, 2020

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  
 Assistant Superintendent for Secondary  
 Education and State and Federal 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 10, 2020

The following pages summarize the district’s discipline history for 2018 – 2019 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:”: 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47, and 48.

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
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 an SSISD campus during the 2018-2019 school year for any of the above codes.



TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
2018 - 2019 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Reason Code	Action Codes													Action Sub-Total *	
	01	02	03	04	05	06	07	08	09	10	11	12	13		
02 - Felony	0	0	0	0	0	0	2	0	0	0	0	0	0	0	2
05 - Alcohol	0	0	0	0	2	0	2	0	0	0	0	0	0	0	4
21 - St Code Conduct	0	0	0	0	281	1,264	97	2	0	14	0	0	0	0	1,658
26 - Terror Threat	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
27 - Assault Emp/Vol	0	0	0	0	2	0	2	0	0	0	0	0	0	0	4
33 - Tobacco	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
41 - Fighting	0	0	0	0	11	17	2	0	0	0	0	0	0	0	30
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>297</b>	<b>1,282</b>	<b>106</b>	<b>2</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,701</b>

\* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY  
 LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
 2018 - 2019 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Reason Code	Action Codes						Action Sub-Total *
	14	15	16	17	25	26	
21 - St Code Conduct	0	0	0	0	2	22	24
Total	0	0	0	0	2	22	24

\* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
2018 - 2019 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code 27 28

Action  
Sub-Total \*

\* \* \* No Data to Report \* \* \*

\* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data  
 Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
 2018 - 2019 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *
Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **													

\* \* \* \* \* No Data to Report \* \* \* \*

\* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.  
 \*\* NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY  
LEA-Level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
2018 - 2019 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Reason Code	Action Total
02 - Felony	2
05 - Alcohol	4
21 - St Code Conduct	1,682
26 - Terror Threat	2
27 - Assault Emp/Vol	4
33 - Tobacco	1
41 - Fighting	30
Total	1,725

\* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

LEA: 112901 - SULPHUR SPRINGS ISD

Action Code Description

---

- 05 OOS Suspension
- 06 IS Suspension
- 07 DAEP
- 08 C Oth LEA DAEP
- 10 C Prior Yr DAEP
- 25 Part OOS Suspen
- 26 Part IS Suspen

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes: 02, 05, 21, 26, 27, 33, 41

Disciplinary Action Codes: 05, 06, 07, 08, 10, 25, 26



<b>eGrants</b> TEXAS EDUCATION AGENCY	Organization: SULPHUR SPRINGS ISD	County District: 112901
SAS#: ESSAAA19	Campus/Site: N/A	ESC Region: 08
	Vendor ID: 1756002535	School Year: 2018-2019

**2018-2019 ESSA Consolidated Federal Grant Application**

PR6000

PR6000 - Gun-Free Schools District Report

	Amendment #	Version #
	00	01

**LEA Report** [Help](#)

1.	Will the LEA request any federal funds in 2019-2020 for any of the programs authorized by the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA)? (This includes any program in the ESSA Consolidated, School Improvement, and Rural and Low-Income Schools grant applications).	<input checked="" type="radio"/> Yes <input type="radio"/> No
2.	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.	<input type="radio"/> Yes <input checked="" type="radio"/> No

**Additional LEA Data (optional)** 1000 of 1000

**Primary Contact** Select Contact:  or

First Name	Initial	Last Name	Title
Josh	F	Williams	Assistant Superintendent
Telephone	Ext.	E-mail	
903-885-2153	1152	josh.williams@ssisd.net	

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** Select Contact:  or

First Name	Initial	Last Name	Title
Sherry		McGraw	Business Manager
Telephone	Ext.	E-mail	
903-885-2153	1140	smcgraw@ssisd.net	

**Submitter Information**

First Name	Last Name	Approval ID	Submit Date and Time
Joshua	Williams	joshua.williams2	5/28/2019 9:56:02 AM

Only the legally responsible party may submit this report.



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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

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, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Examples**

Bullying of a student could occur by physical contact or through electronic means and 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.

**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**

**Student Report**

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, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

**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.

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	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, sex, 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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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. The District may notify law enforcement in certain circumstances.
<b>Bullying</b>	
<b>Discipline</b>	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>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>
<i>Corrective Action</i>	<p>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 whether 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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<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>
<b>Improper Conduct</b>	<p>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.</p>
<b>Confidentiality</b>	<p>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.</p>
<b>Appeal</b>	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
<b>Records Retention</b>	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
<b>Access to Policy and Procedures</b>	<p>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 shall be readily available at each campus and the District's administrative offices.</p>



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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, sex, gender, national origin, disability, age, 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, sex, gender, national origin, disability, age, 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, sex, gender, national origin, disability, age, 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.

**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 DH]

**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.



**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'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.

**Retaliation**

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.

**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.

**False Claim**

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.

**Prohibited Conduct**

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.

**Reporting Procedures**

**Student Report**

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, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

**Employee Report**

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.

*Definition of District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA / Section 504 Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
<b>Alternative Reporting Procedures</b>	<p>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.</p> <p>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.</p>
<b>Timely Reporting</b>	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.
<b>Notice to Parents</b>	<p>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.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
<b>Investigation of the Report</b>	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.
<b>Initial Assessment</b>	<p>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 immediately 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>
<b>Interim Action</b>	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.
<b>District Investigation</b>	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>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>
<p>Criminal Investigation</p>	<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>
<p>Concluding the Investigation</p>	<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>
<p><i>Notification of Outcome</i></p>	<p>Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.</p>
<p><b>District Action</b></p>	
<p>Prohibited Conduct</p>	<p>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.</p>
<p><i>Corrective Action</i></p>	<p>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.</p>
<p>Bullying</p>	<p>If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate</p>

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FFH  
(LOCAL)

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

<b>Improper Conduct</b>	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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	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.
<b>Records Retention</b>	The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]
<b>Access to Policy and Procedures</b>	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 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018**

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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 FY2017  
Enrolled in Texas Public or Independent Higher Education in FY 2018**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5 Unk	
<b>SULPHUR SPRINGS ISD</b>								
112901002	SULPHUR SPRINGS H S	63	7	9	10	13	24	0
	Four-Year Public University	68	18	6	8	20	9	7
	Two-Year Public Colleges	9						
	Independent Colleges & Universities	13						
	Not Trackable	136						
	Not Found	289						
	Total High School Graduates							

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.