

Sulphur Springs ISD

**Annual Report of
Educational
Performance**

February 13, 2017



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 13, 2017

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

Each district's board of trustees must hold a public meeting to discuss the district's annual report within 90 days of receiving the TAPR on November 30, 2016. Within two weeks following the public meeting, each district must widely publish its annual report.

Annual Report Sections:

1. 2015 – 2016 Texas Academic Performance Report (Pages 1 – 21)
2. 2014 – 2015 Actual Financial Data Report (Pages 22 – 23)
3. 2015 – 2016 District Accreditation Status (Page 24)
4. 2016 – 2017 Campus Performance Objectives (Page 25)
5. 2015 – 2016 Report on Violent or Criminal Incidents (Pages 26 – 41)
6. Student Performance in Postsecondary Institutions – Texas Higher Education Coordinating Board (Pages 42 – 43)

Josh Williams
Assistant Superintendent
Sulphur Springs ISD

2015-16 Texas Academic Performance Report

District Name: **SULPHUR SPRINGS ISD**

District Number: **112901**

2016 Accountability Rating: **Met Standard**

2016 Special Education Determination Status:

Meets Requirements

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2015-16 District Performance

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	73%	70%	54%	63%	77%	-	*	-	70%	21%	64%	56%
Mathematics	2016	75%	75%	74%	49%	73%	80%	-	*	-	75%	24%	70%	71%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	74%	72%	46%	65%	79%	-	100%	-	100%	25%	63%	64%
Mathematics	2016	73%	72%	69%	32%	65%	76%	-	100%	-	88%	31%	62%	64%
Writing	2016	69%	67%	63%	32%	61%	68%	-	100%	-	75%	*	55%	70%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	79%	77%	55%	80%	83%	*	*	-	*	24%	69%	73%
Mathematics	2016	86%	85%	80%	50%	87%	86%	-	*	-	*	25%	74%	83%
Science	2016	74%	70%	72%	44%	64%	85%	-	*	-	*	28%	61%	56%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	69%	71%	59%	55%	79%	*	*	-	70%	33%	64%	43%
Mathematics	2016	72%	71%	76%	53%	79%	81%	*	*	-	60%	42%	70%	77%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	69%	71%	54%	67%	75%	-	100%	-	90%	*	65%	43%
Mathematics	2016	69%	68%	66%	48%	69%	67%	-	*	-	86%	26%	62%	61%
Writing	2016	69%	71%	75%	51%	76%	78%	-	100%	-	90%	*	69%	66%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	85%	85%	76%	82%	89%	*	*	-	86%	22%	79%	61%

District Name: SULPHUR SPRINGS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2015-16 District Performance

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Mathematics	2016	82%	81%	85%	75%	80%	89%	*	*	-	100%	28%	78%	68%
Science	2016	75%	67%	62%	33%	49%	73%	*	*	-	*	19%	51%	*
Social Studies	2016	63%	59%	62%	35%	47%	72%	*	*	-	71%	*	52%	*
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
English I	2016	65%	66%	69%	51%	70%	73%	*	*	-	60%	13%	59%	48%
English II	2016	67%	68%	72%	58%	69%	77%	*	*	-	69%	26%	60%	43%
Algebra I	2016	78%	79%	86%	66%	89%	88%	*	*	-	90%	53%	81%	75%
Biology	2016	87%	88%	90%	95%	93%	88%	*	-	-	88%	39%	87%	94%
U.S. History	2016	91%	88%	94%	86%	96%	96%	*	*	-	*	62%	92%	88%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	74%	75%	56%	72%	80%	67%	93%	-	75%	27%	67%	62%
Reading	2016	73%	73%	73%	57%	69%	79%	67%	90%	-	74%	21%	65%	55%
Mathematics	2016	76%	76%	78%	55%	77%	82%	*	95%	-	78%	34%	72%	72%
Writing	2016	69%	69%	69%	43%	68%	73%	-	100%	-	83%	14%	61%	68%
Science	2016	79%	75%	75%	56%	69%	82%	*	*	-	57%	28%	66%	53%
Social Studies	2016	77%	74%	77%	63%	71%	83%	*	*	-	82%	33%	69%	47%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	39%	43%	23%	37%	49%	*	65%	-	45%	4%	32%	23%
Reading	2016	46%	42%	46%	28%	39%	52%	*	61%	-	53%	4%	35%	26%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^A
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	38%	44%	19%	42%	49%	*	65%	-	34%	6%	35%	32%
Writing	2016	41%	38%	43%	21%	41%	46%	-	67%	-	67%	*	33%	46%
Science	2016	47%	41%	43%	22%	35%	50%	*	*	-	52%	7%	31%	14%
Social Studies	2016	47%	39%	47%	29%	38%	53%	*	*	-	64%	*	34%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	14%	17%	6%	15%	20%	*	34%	-	21%	1%	11%	11%
Reading	2016	17%	14%	17%	7%	13%	20%	*	30%	-	19%	2%	10%	10%
Mathematics	2016	19%	14%	19%	7%	18%	21%	*	47%	-	25%	*	13%	11%
Writing	2016	15%	11%	13%	*	14%	14%	-	*	-	*	*	10%	20%
Science	2016	16%	11%	13%	*	10%	16%	*	*	-	*	*	7%	*
Social Studies	2016	22%	15%	23%	7%	16%	30%	*	*	-	*	*	13%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	60%	63%	59%	63%	64%	*	79%	-	66%	48%	61%	62%
Reading	2016	60%	58%	60%	58%	60%	60%	*	*	-	73%	45%	60%	61%
Mathematics	2016	63%	62%	66%	60%	65%	68%	*	*	-	60%	52%	63%	63%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	14%	16%	12%	18%	16%	*	21%	-	20%	11%	15%	19%
Reading	2016	16%	14%	17%	16%	17%	17%	*	*	-	21%	10%	16%	19%
Mathematics	2016	17%	15%	16%	9%	18%	16%	*	*	-	19%	12%	14%	20%

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Texas Academic Performance Report
2015-16 District Performance

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL [^]
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	32%	29%	20%	35%	27%	-	*	-	*	9%	27%	27%

District Name: SULPHUR SPRINGS ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2015-16 District Performance

Student Success Initiative	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	71%	68%	45%	63%	78%	*	*	-	*	22%	56%	57%
Students Requiring Accelerated Instruction													
2016	27%	29%	32%	55%	37%	23%	*	*	-	*	78%	44%	43%
STAAR Cumulative Met Standard													
2016	80%	79%	77%	55%	79%	83%	*	*	-	*	24%	68%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	95%	94%	95%	100%	90%	95%	-	-	-	-	94%	97%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 6													
2016	11%	18%	*	*	*	*	-	-	-	-	*	*	*
Retained in Grade 5													
2016	45%	37%	*	-	*	*	-	-	-	-	*	*	-
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	76%	72%	43%	77%	78%	*	*	-	*	19%	63%	74%
Students Requiring Accelerated Instruction													
2016	23%	24%	28%	57%	23%	22%	*	*	-	*	81%	37%	26%
STAAR Cumulative Met Standard													
2016	85%	85%	80%	50%	86%	86%	-	*	-	*	25%	74%	81%

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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2015-16 District Performance

Student Success Initiative	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	79%	81%	71%	77%	85%	*	*	-	86%	22%	73%	52%
Students Requiring Accelerated Instruction													
2016	20%	21%	19%	29%	23%	15%	*	*	-	*	78%	27%	48%
STAAR Cumulative Met Standard													
2016	86%	85%	85%	76%	82%	89%	*	*	-	86%	22%	79%	61%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2015	97%	98%	94%	*	100%	93%	*	*	-	*	100%	93%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2016	12%	16%	*	*	*	*	*	*	-	*	*	*	*
Retained In Grade 8													
2016	44%	*	*	*	-	*	-	-	-	-	-	*	-
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	69%	79%	66%	72%	83%	*	*	-	100%	22%	71%	48%
Students Requiring Accelerated Instruction													
2016	29%	31%	21%	34%	28%	17%	*	*	-	*	78%	29%	52%
STAAR Cumulative Met Standard													
2016	81%	81%	85%	75%	80%	89%	*	*	-	100%	28%	76%	68%

District Name: SULPHUR SPRINGS ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 08	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	74%	75%	74%	-	-	-	74%	58%	72%	51%	50%	62%	62%
Reading	2016	73%	73%	73%	65%	-	-	-	65%	52%	60%	46%	*	55%	55%
Mathematics	2016	76%	76%	78%	77%	-	-	-	77%	71%	85%	65%	*	72%	72%
Writing	2016	69%	69%	69%	83%	-	-	-	83%	57%	-	57%	*	69%	68%
Science	2016	79%	75%	75%	-	-	-	-	-	53%	75%	24%	*	53%	53%
Social Studies	2016	77%	74%	77%	-	-	-	-	-	47%	88%	*	-	47%	47%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	39%	43%	38%	-	-	-	38%	17%	18%	16%	*	23%	23%
Reading	2016	46%	42%	46%	39%	-	-	-	39%	20%	22%	20%	*	26%	26%
Mathematics	2016	43%	38%	44%	77%	-	-	-	77%	26%	25%	27%	*	33%	32%
Writing	2016	41%	38%	43%	58%	-	-	-	58%	34%	-	34%	*	46%	46%
Science	2016	47%	41%	43%	-	-	-	-	-	13%	20%	*	*	13%	14%
Social Studies	2016	47%	39%	47%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	14%	17%	24%	-	-	-	24%	7%	7%	6%	*	11%	11%
Reading	2016	17%	14%	17%	20%	-	-	-	20%	7%	7%	7%	*	10%	10%
Mathematics	2016	19%	14%	19%	22%	-	-	-	22%	8%	*	9%	*	12%	10%
Writing	2016	15%	11%	13%	36%	-	-	-	36%	*	-	*	*	21%	11%
Science	2016	16%	11%	13%	-	-	-	-	-	*	*	*	*	*	20%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 08	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	15%	23%	-	-	-	-	-	*	*	*	-	*	
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	60%	63%	68%	-	-	-	68%	58%	47%	62%	*	60%	60%
Reading	2016	60%	58%	60%	*	-	-	-	*	57%	67%	53%	*	59%	59%
Mathematics	2016	63%	62%	66%	67%	-	-	-	67%	59%	*	71%	*	61%	61%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	14%	16%	16%	-	-	-	16%	20%	13%	22%	*	19%	19%
Reading	2016	16%	14%	17%	*	-	-	-	*	20%	21%	20%	*	18%	19%
Mathematics	2016	17%	15%	16%	20%	-	-	-	20%	19%	*	25%	*	19%	19%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	32%	29%	*	-	-	-	*	30%	*	29%	*	27%	27%

District Name: SULPHUR SPRINGS ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2015-16 District Participation

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	99%	100%	100%	*	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	94%	97%	94%	82%	93%	*	95%	94%	94%	94%
Not Included in Accountability													
Mobile	4%	5%	4%	5%	2%	5%	18%	3%	*	5%	4%	5%	3%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	3%	*	0%	2%	1%	3%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	*	0%	1%	1%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: SULPHUR SPRINGS ISD
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2015-16 District Attendance and Postsecondary Readiness

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	96.0%	95.9%	96.1%	96.6%	95.5%	94.7%	97.7%	*	95.1%	94.2%	95.6%	97.2%
2013-14	95.9%	96.1%	96.1%	96.7%	96.5%	95.9%	95.9%	97.9%	*	95.5%	94.6%	95.8%	97.2%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.1%	0.3%	0.0%	0.0%	0.4%	*	*	-	0.0%	0.0%	0.2%	0.0%
2013-14	0.5%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.0%	1.1%	2.0%	1.8%	0.7%	0.0%	0.0%	*	0.0%	0.8%	1.3%	4.4%
2013-14	2.2%	1.0%	0.8%	0.7%	0.3%	1.0%	0.0%	0.0%	*	0.0%	1.7%	1.1%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	94.4%	92.1%	90.6%	90.3%	93.3%	*	*	*	*	66.7%	86.6%	71.4%
Received GED	0.6%	0.6%	0.4%	0.0%	1.6%	0.0%	*	*	*	*	0.0%	0.8%	0.0%
Continued HS	4.1%	1.6%	4.7%	3.1%	3.2%	5.0%	*	*	*	*	27.3%	5.9%	0.0%
Dropped Out	6.3%	3.4%	2.9%	6.3%	4.8%	1.7%	*	*	*	*	6.1%	6.7%	28.6%
Graduates and GED	89.6%	95.0%	92.4%	90.6%	91.9%	93.3%	*	*	*	*	66.7%	87.4%	71.4%
Grads, GED, & Cont	93.7%	96.6%	97.1%	93.8%	95.2%	98.3%	*	*	*	*	93.9%	93.3%	71.4%
Class of 2014													
Graduated	88.3%	94.1%	90.7%	90.7%	90.6%	90.6%	-	-	-	-	83.9%	87.8%	80.0%
Received GED	0.8%	1.3%	2.8%	4.7%	3.1%	2.2%	-	*	-	-	0.0%	3.8%	0.0%
Continued HS	4.3%	1.3%	4.0%	4.7%	4.7%	3.6%	-	*	-	-	16.1%	4.6%	10.0%
Dropped Out	6.6%	3.3%	2.4%	0.0%	1.6%	3.6%	-	*	-	-	0.0%	3.8%	10.0%
Graduates and GED	89.1%	95.4%	93.5%	95.3%	93.8%	92.8%	-	-	-	-	83.9%	91.6%	80.0%
Grads, GED, & Cont	93.4%	96.7%	97.6%	100.0%	98.4%	96.4%	-	*	-	-	100.0%	96.2%	90.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	94.9%	94.3%	95.2%	93.7%	94.2%	-	*	-	-	96.9%	91.4%	85.7%
Received GED	1.0%	1.4%	3.3%	4.8%	4.8%	2.2%	-	*	-	-	0.0%	4.7%	0.0%
Continued HS	1.3%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	7.2%	3.2%	2.4%	0.0%	1.6%	3.6%	-	*	-	-	3.1%	3.9%	14.3%
Graduates and GED	91.5%	96.3%	97.6%	100.0%	98.4%	96.4%	-	*	-	-	96.9%	96.1%	85.7%
Grads, GED, & Cont	92.8%	96.8%	97.6%	100.0%	98.4%	96.4%	-	*	-	-	96.9%	96.1%	85.7%
Class of 2013													
Graduated	90.4%	95.8%	94.1%	96.6%	91.4%	94.5%	-	*	-	*	84.0%	91.6%	81.8%
Received GED	1.1%	1.2%	1.2%	0.0%	1.7%	1.2%	-	*	-	*	0.0%	0.9%	9.1%
Continued HS	1.3%	0.3%	0.4%	0.0%	0.0%	0.6%	-	*	-	*	4.0%	0.0%	0.0%
Dropped Out	7.2%	2.7%	4.3%	3.4%	6.9%	3.6%	-	*	-	*	12.0%	7.5%	9.1%
Graduates and GED	91.5%	97.0%	95.3%	96.6%	93.1%	95.8%	-	*	-	*	84.0%	92.5%	90.9%
Grads, GED, & Cont	92.8%	97.3%	95.7%	96.6%	93.1%	96.4%	-	*	-	*	88.0%	92.5%	90.9%

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TEXAS EDUCATION AGENCY
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	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	96.0%	94.5%	96.6%	91.4%	95.2%	-	*	-	*	88.0%	91.6%	81.8%
Received GED	1.4%	1.2%	1.2%	0.0%	1.7%	1.2%	-	*	-	*	0.0%	0.9%	9.1%
Continued HS	0.6%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	2.7%	4.3%	3.4%	6.9%	3.6%	-	*	-	*	12.0%	7.5%	9.1%
Graduates and GED	92.3%	97.2%	95.7%	96.6%	93.1%	96.4%	-	*	-	*	88.0%	92.5%	90.9%
Grads, GED, & Cont	92.8%	97.3%	95.7%	96.6%	93.1%	96.4%	-	*	-	*	88.0%	92.5%	90.9%
Class of 2012													
Graduated	90.9%	95.7%	94.8%	93.3%	95.7%	94.7%	-	*	-	*	88.9%	91.1%	*
Received GED	1.5%	1.3%	0.8%	0.0%	0.0%	1.2%	-	*	-	*	0.0%	0.8%	*
Continued HS	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dropped Out	7.0%	2.8%	4.4%	6.7%	4.3%	4.1%	-	*	-	*	11.1%	8.1%	*
Graduates and GED	92.4%	97.0%	95.6%	93.3%	95.7%	95.9%	-	*	-	*	88.9%	91.9%	*
Grads, GED, & Cont	93.0%	97.2%	95.6%	93.3%	95.7%	95.9%	-	*	-	*	88.9%	91.9%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	94.4%	91.1%	90.6%	88.9%	92.3%	*	*	*	*	64.7%	85.1%	71.4%
Class of 2014	88.3%	94.1%	89.3%	90.7%	85.3%	90.6%	-	*	-	-	81.3%	86.5%	80.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	94.9%	93.2%	95.2%	89.6%	94.2%	-	*	-	-	91.2%	90.8%	85.7%
Class of 2013	90.4%	95.8%	93.8%	96.6%	91.4%	94.0%	-	*	-	*	81.5%	90.7%	81.8%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	75.4%	76.6%	72.4%	75.0%	77.8%	*	*	*	-	27.3%	66.0%	60.0%
Class of 2014	85.5%	78.6%	79.4%	76.3%	75.9%	81.5%	-	*	-	-	23.1%	72.8%	25.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	74.8%	76.6%	72.4%	75.0%	77.8%	*	*	*	-	27.3%	66.0%	60.0%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	74.2%	72.9%	66.7%	70.5%	74.7%	*	*	*	-	17.9%	63.4%	60.0%
2013-14	83.8%	78.0%	77.7%	76.9%	73.3%	79.5%	-	*	-	-	26.1%	70.9%	25.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	73.6%	72.9%	66.7%	70.5%	74.7%	*	*	*	-	17.9%	63.4%	60.0%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	48.2%	52.2%	25.4%	44.2%	60.2%	*	66.7%	*	-	5.8%	36.1%	11.1%
2013-14	53.2%	46.6%	49.5%	39.7%	36.2%	56.3%	*	66.7%	-	-	6.1%	35.3%	10.0%
English Language Arts													
2014-15	29.0%	23.0%	28.2%	8.5%	19.4%	35.0%	*	40.0%	*	-	2.5%	16.2%	0.0%
2013-14	28.9%	23.3%	30.6%	14.5%	18.2%	38.7%	*	40.0%	-	-	3.4%	16.7%	0.0%
Mathematics													
2014-15	43.8%	37.1%	49.2%	30.6%	38.1%	56.6%	-	*	-	-	10.5%	29.3%	16.7%
2013-14	42.4%	35.9%	39.0%	41.5%	33.0%	39.5%	*	80.0%	-	-	7.7%	32.6%	22.2%

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	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Science													
2014-15	12.7%	12.0%	27.1%	5.0%	16.7%	36.1%	*	*	-	-	6.3%	9.7%	0.0%
2013-14	13.4%	11.4%	18.7%	2.1%	10.9%	25.1%	*	*	-	-	0.0%	7.5%	0.0%
Social Studies													
2014-15	28.4%	24.2%	37.2%	10.3%	24.2%	47.1%	*	40.0%	*	-	2.6%	18.0%	0.0%
2013-14	27.8%	25.0%	35.2%	18.6%	21.6%	44.2%	*	33.3%	-	-	1.6%	18.8%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	26.6%	24.2%	11.3%	21.2%	28.4%	14.3%	33.3%	*	0.0%	2.8%	14.8%	4.4%
2013-14	33.1%	24.8%	26.5%	20.3%	17.8%	31.1%	*	44.4%	*	0.0%	4.5%	17.6%	4.4%
English Language Arts													
2014-15	15.7%	11.9%	12.9%	3.8%	9.1%	16.1%	14.3%	22.2%	*	0.0%	1.1%	6.5%	0.0%
2013-14	15.4%	11.8%	14.5%	7.9%	8.3%	18.2%	*	25.0%	*	*	2.0%	7.3%	0.0%
Mathematics													
2014-15	19.4%	16.2%	20.8%	12.5%	17.1%	24.2%	0.0%	50.0%	-	0.0%	2.9%	10.8%	5.1%
2013-14	18.8%	15.7%	17.5%	20.0%	14.1%	17.7%	*	50.0%	*	*	3.8%	13.0%	6.1%
Science													
2014-15	5.2%	4.3%	10.0%	1.8%	6.6%	13.2%	0.0%	12.5%	-	0.0%	1.6%	3.2%	0.0%
2013-14	5.6%	4.3%	7.5%	0.9%	4.3%	10.1%	*	16.7%	*	*	0.0%	2.7%	0.0%
Social Studies													
2014-15	19.5%	13.6%	17.0%	4.6%	11.4%	21.8%	14.3%	22.2%	*	0.0%	1.1%	7.3%	0.0%
2013-14	18.3%	13.1%	16.8%	9.3%	10.0%	21.1%	*	22.2%	*	*	1.0%	8.2%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	34.0%	43.0%	0.0%	27.0%	53.0%	*	*	*	-	0.0%	35.0%	-
Mathematics													
2014-15	38.0%	29.0%	40.0%	0.0%	23.0%	49.0%	*	*	*	-	0.0%	33.0%	-
Both Subjects													
2014-15	35.0%	27.0%	38.0%	0.0%	15.0%	48.0%	*	*	*	-	0.0%	29.0%	-
Either Subject													
2014-15	45.0%	36.0%	46.0%	0.0%	35.0%	54.0%	*	*	*	-	0.0%	40.0%	-
College and Career Ready Graduates													
2014-15	74.5%	84.8%	85.5%	86.7%	77.0%	87.9%	*	*	*	-	67.9%	80.2%	40.0%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	5.0%	5.9%	0.0%	8.2%	5.7%	*	*	*	-	0.0%	7.9%	0.0%
Mathematics													
2014-15	7.1%	3.1%	4.8%	0.0%	6.6%	4.6%	*	*	*	-	0.0%	6.9%	0.0%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	42.0%	50.9%	16.7%	34.4%	62.1%	*	*	*	-	7.1%	30.7%	0.0%

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Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	24.2%	37.9%	13.3%	19.7%	47.7%	*	*	*	-	3.6%	18.8%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	24.2%	19.7%	0.0%	11.5%	24.7%	*	*	*	-	3.6%	13.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	72.7%	66.5%	83.3%	67.2%	63.2%	*	*	*	-	67.9%	66.3%	40.0%
2013-14	46.4%	78.6%	75.3%	13.0%	18.2%	42.9%	-	*	-	-	5.6%	35.1%	2.2%
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	8.9%	12.8%	0.0%	8.1%	16.9%	*		*	-	n/a	5.4%	n/a
2014	23.5%	8.7%	13.4%	4.8%	11.6%	15.6%	*	33.3%	-	-	n/a	7.7%	n/a
English Language Arts													
2015	15.1%	5.6%	10.2%	0.0%	6.7%	13.3%	*	33.3%	*	-	n/a	4.5%	n/a
2014	15.0%	6.1%	11.4%	3.2%	9.9%	13.7%	*	16.7%	-	-	n/a	6.4%	n/a
Mathematics													
2015	6.8%	1.8%	6.5%	0.0%	3.7%	8.8%	*	16.7%	*	-	n/a	1.2%	n/a
2014	6.5%	1.1%	4.5%	1.6%	4.1%	5.4%	*	0.0%	-	-	n/a	2.1%	n/a
Science													
2015	10.2%	2.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	n/a	0.0%	n/a
2014	6.9%	1.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	-	n/a	0.0%	n/a
Social Studies													
2015	14.4%	3.4%	2.2%	0.0%	2.2%	2.4%	*	16.7%	*	-	n/a	1.2%	n/a
2014	13.8%	3.0%	4.7%	0.0%	4.1%	5.4%	*	16.7%	-	-	n/a	2.1%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	45.5%	76.8%	-	63.6%	80.4%	-	*	-	-	n/a	69.2%	n/a
2014	51.3%	49.6%	69.1%	*	57.1%	77.6%	*	*	-	-	n/a	55.6%	n/a
English Language Arts													
2015	43.7%	51.4%	83.6%	-	55.6%	90.9%	-	*	-	-	n/a	72.7%	n/a
2014	44.7%	51.6%	75.9%	*	66.7%	81.4%	-	*	-	-	n/a	66.7%	n/a
Mathematics													
2015	51.7%	47.3%	60.0%	-	80.0%	55.2%	-	*	-	-	n/a	*	n/a
2014	53.6%	54.3%	52.2%	*	60.0%	52.9%	-	-	-	-	n/a	40.0%	n/a
Science													
2015	35.4%	18.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2014	45.7%	22.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2015	40.1%	36.6%	66.7%	-	*	75.0%	-	*	-	-	n/a	*	n/a
2014	41.6%	30.7%	37.5%	-	40.0%	41.2%	*	*	-	-	n/a	40.0%	n/a

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SAT/ACT Results													
Tested													
Class of 2015	68.3%	62.7%	59.1%	53.3%	41.0%	64.9%	*	*	*	-	n/a	41.1%	n/a
Class of 2014	66.3%	62.7%	48.5%	50.0%	35.0%	53.1%	-	*	-	-	n/a	34.7%	n/a
At/Above Criterion													
Class of 2015	24.3%	21.3%	31.4%	0.0%	16.0%	39.8%	*	*	*	-	n/a	18.2%	n/a
Class of 2014	25.1%	23.0%	25.0%	0.0%	23.8%	33.8%	-	*	-	-	n/a	12.2%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1432	1533	*	1358	1585	-	*	-	-	n/a	1470	n/a
Class of 2014	1417	1473	1444	1334	1441	1481	-	*	-	-	n/a	1449	n/a
English Language Arts and Writing													
Class of 2015	912	943	1011	*	871	1050	-	*	-	-	n/a	964	n/a
Class of 2014	925	971	955	868	948	986	-	*	-	-	n/a	965	n/a
Mathematics													
Class of 2015	482	489	522	*	486	534	-	*	-	-	n/a	506	n/a
Class of 2014	491	502	488	467	493	495	-	*	-	-	n/a	484	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	20.0	21.3	15.5	19.8	22.4	*	*	*	-	n/a	19.5	n/a
Class of 2014	20.6	20.2	20.8	18.1	20.0	22.1	-	*	-	-	n/a	19.2	n/a
English Language Arts													
Class of 2015	20.1	19.8	21.4	14.7	19.1	22.8	*	*	*	-	n/a	19.3	n/a
Class of 2014	20.0	19.9	20.5	16.8	19.6	22.3	-	*	-	-	n/a	18.4	n/a
Mathematics													
Class of 2015	20.9	19.7	20.7	15.8	20.3	21.5	*	*	*	-	n/a	19.1	n/a
Class of 2014	21.2	20.1	20.6	19.1	20.7	21.2	-	*	-	-	n/a	19.6	n/a
Science													
Class of 2015	20.7	20.2	21.2	16.9	20.4	22.0	*	*	*	-	n/a	19.9	n/a
Class of 2014	20.7	20.5	20.9	19.0	19.5	22.2	-	*	-	-	n/a	19.7	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	51.7%	57.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	54.1%	62.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	65.8%	80.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	64.5%	77.1%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	District		State	
	Count	Percent	Count	Percent
Total Students:	4,336	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	2	0.0%	13,009	0.2%
Pre-Kindergarten	259	6.0%	220,390	4.2%
Kindergarten	324	7.5%	376,505	7.1%
Grade 1	334	7.7%	409,767	7.8%
Grade 2	351	8.1%	411,080	7.8%
Grade 3	303	7.0%	409,157	7.7%
Grade 4	313	7.2%	396,895	7.5%
Grade 5	298	6.9%	393,941	7.5%
Grade 6	330	7.6%	390,379	7.4%
Grade 7	298	6.9%	389,411	7.4%
Grade 8	340	7.8%	386,455	7.3%
Grade 9	367	8.5%	428,470	8.1%
Grade 10	292	6.7%	386,290	7.3%
Grade 11	295	6.8%	351,888	6.7%
Grade 12	230	5.3%	320,615	6.1%
Ethnic Distribution:				
African American	519	12.0%	666,933	12.6%
Hispanic	1,132	26.1%	2,760,302	52.2%
White	2,466	56.9%	1,507,225	28.5%
American Indian	14	0.3%	20,855	0.4%
Asian	37	0.9%	212,973	4.0%
Pacific Islander	4	0.1%	7,392	0.1%
Two or More Races	164	3.8%	108,572	2.1%
Economically Disadvantaged	2,583	59.6%	3,118,758	59.0%
Non-Educationally Disadvantaged	1,753	40.4%	2,165,494	41.0%
English Language Learners (ELL)	537	12.4%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	80	1.7%	76,611	1.4%
At-Risk	1,882	43.4%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	269	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	30	11.2%	39,692	12.7%
Hispanic	61	22.7%	148,966	47.5%
White	174	64.7%	104,377	33.3%
American Indian	2	0.7%	1,335	0.4%
Asian	1	0.4%	13,090	4.2%
Pacific Islander	1	0.4%	486	0.2%
Two or More Races	0	0.0%	5,451	1.7%

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Student Information	District		State	
	Count	Percent	Count	Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	73	27.1%	46,723	14.9%
Recommended H.S. Program/DAP	196	72.9%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	28	10.4%	23,541	7.5%

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Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	12.0%	1.9%	22.2%	8.2%
Grade 1	3.9%	4.1%	10.7%	7.4%
Grade 2	1.1%	2.7%	4.5%	3.4%
Grade 3	0.7%	2.0%	5.9%	1.6%
Grade 4	0.0%	1.0%	0.0%	0.8%
Grade 5	0.3%	0.9%	2.9%	1.0%
Grade 6	0.0%	0.6%	0.0%	0.8%
Grade 7	0.0%	0.8%	0.0%	0.9%
Grade 8	1.3%	0.8%	3.1%	1.3%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) **	-	-	-	-
Underreported Students	5	0.3%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.0	18.9
Grade 1	19.7	19.1
Grade 2	20.8	19.1
Grade 3	21.6	19.1
Grade 4	18.9	19.0
Grade 5	17.4	20.8
Grade 6	20.1	20.4
Secondary:		
English/Language Arts	16.1	17.1
Foreign Languages	19.7	19.1
Mathematics	19.7	18.1
Science	19.1	19.1
Social Studies	21.0	19.5

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	641.1	100.0%	688,142.2	100.0%
Professional Staff:	431.9	67.4%	442,538.0	64.3%
Teachers	337.7	52.7%	347,272.1	50.5%
Professional Support	63.6	9.9%	67,755.2	9.8%
Campus Administration (School Leadership)	19.7	3.1%	20,170.5	2.9%
Central Administration	11.0	1.7%	7,340.2	1.1%
Educational Aides:	94.7	14.8%	65,803.2	9.6%
Auxiliary Staff:	114.5	17.9%	179,800.9	26.1%
Total Minority Staff:	83.0	12.9%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	15.9	4.7%	34,949.8	10.1%
Hispanic	8.0	2.4%	90,214.9	26.0%
White	305.8	90.6%	211,190.4	60.8%
American Indian	1.0	0.3%	1,242.9	0.4%
Asian	1.0	0.3%	5,134.3	1.5%
Pacific Islander	2.0	0.6%	819.3	0.2%
Two or More Races	4.0	1.2%	3,720.6	1.1%
Males	72.9	21.6%	81,756.8	23.5%
Females	264.8	78.4%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3,524.0	1.0%
Bachelors	273.3	80.9%	259,559.7	74.7%
Masters	63.4	18.8%	82,029.5	23.6%
Doctorate	1.0	0.3%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	10.0	3.0%	27,995.4	8.1%
1-5 Years Experience	72.0	21.3%	94,786.9	27.3%
6-10 Years Experience	76.0	22.5%	75,285.1	21.7%
11-20 Years Experience	112.9	33.4%	94,649.7	27.3%
Over 20 Years Experience	66.8	19.8%	54,555.0	15.7%
Number of Students per Teacher	12.8	n/a	15.2	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

<u>Staff Information</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	12.9	10.9
Average Years Experience of Teachers with District:	7.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$39,320	\$45,507
1-5 Years Experience	\$39,425	\$47,996
6-10 Years Experience	\$40,823	\$50,459
11-20 Years Experience	\$45,633	\$53,794
Over 20 Years Experience	\$53,906	\$60,613
Average Actual Salaries (regular duties only):		
Teachers	\$44,677	\$51,891
Professional Support	\$51,968	\$61,145
Campus Administration (School Leadership)	\$55,824	\$75,654
Central Administration	\$79,994	\$99,111
Instructional Staff Percent:	68.0	64.5
Turnover Rate for Teachers:	16.4	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	0.0	1,914.4

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	531	12.2%	968,569	18.3%
Career & Technical Education	1,118	25.8%	1,284,748	24.3%
Gifted & Talented Education	160	3.7%	404,540	7.7%
Special Education	364	8.4%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	17.1	5.1%	20,650.0	5.9%
Career & Technical Education	18.5	5.5%	15,311.2	4.4%
Compensatory Education	41.0	12.1%	10,066.4	2.9%
Gifted & Talented Education	1.3	0.4%	6,656.1	1.9%
Regular Education	217.4	64.4%	252,100.4	72.6%
Special Education	22.9	6.8%	30,567.0	8.8%
Other	19.4	5.8%	11,921.0	3.4%

Link to:
**PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report**

- ^(A) Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- ^(*) Indicates results are masked due to small numbers to protect student confidentiality.
- ⁽⁰⁾ Indicates zero observations reported for this group.
- ^(n/a) Indicates data reporting is not applicable for this group.
- ^(*) Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- ^(?) Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
- ^(**) Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.



2014-2015 Actual Financial data

Totals for Sulphur Springs ISD (112901)

Total Membership: 4,378

	General Fund			District			State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Receipts									
<u>Total Revenue</u>	33,215,347	100.00%	7,587	43,606,839	100.00%	9,960	56,133,489,714	100.00%	10,774
Local Tax	12,585,201	37.89%	2,875	16,343,907	37.48%	3,733	25,280,136,712	45.04%	4,852
Other Local and Intermediate	391,189	1.18%	89	969,559	2.22%	221	2,184,020,956	3.89%	419
State	19,904,733	59.93%	4,547	20,801,380	47.70%	4,751	22,814,894,859	40.64%	4,379
Federal	334,224	1.01%	76	5,491,993	12.59%	1,254	5,854,437,187	10.43%	1,124
<u>Total Receipts</u>	33,224,452	100.00%	7,589	43,615,944	100.00%	9,963	78,601,559,619	100.00%	15,086
Total Revenue	33,215,347	99.97%	7,587	43,606,839	99.98%	9,960	56,133,489,714	100.00%	10,774
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	1.90%	287
Total Other Resources	9,105	0.03%	2	9,105	0.02%	2	20,971,460,489	26.68%	4,025
Fund Balances (for ISDs)									
<u>Total Fund Balance**</u>	21,041,677	63.35%	4,806	23,002,764	52.75%	5,254	29,561,641,503	54.77%	5,927
Nonspendable Fund Balance	9,068	0.03%	2	9,068	0.02%	2	308,398,318	0.57%	62
Restricted Fund Balance	31,987	0.10%	7	1,864,984	4.28%	426	13,254,233,291	24.56%	2,657
Committed Fund Balance	1,914,025	5.76%	437	2,042,115	4.68%	466	3,257,809,183	6.04%	653
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,102,056,286	3.89%	421
Unassigned Fund Balance	19,086,597	57.46%	4,360	19,086,597	43.77%	4,360	10,639,144,425	19.71%	2,133
Disbursements									
<u>Total Expenditures</u>									
BY OBJECT	33,762,459	100.00%	7,712	44,871,076	100.00%	10,249	60,977,192,546	100.00%	11,704
Payroll (Objects 6100)	25,728,134	76.20%	5,877	29,972,209	66.80%	6,846	37,049,271,624	60.76%	7,111
Other Operating (Objects 6200-6400)	6,897,336	20.43%	1,575	8,576,744	19.11%	1,959	10,508,649,793	17.23%	2,017
Debt Service (Objects 6500)	0	0.00%	0	4,215,398	9.39%	963	7,236,507,503	11.87%	1,389
Capital Outlay (Objects 6600)	1,136,989	3.37%	260	2,106,725	4.70%	481	6,182,763,626	10.14%	1,187

Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	899,770	3.11%	206	1,857,002,479	5.27%	356
Athletics/Related Activities	888,165	3.48%	203	888,165	3.07%	203	919,076,645	2.61%	176
High School Allotment	326,391	1.28%	75	326,391	1.13%	75	406,767,398	1.15%	78
Prekindergarten	514,650	2.02%	118	723,213	2.50%	165	831,669,835	2.36%	160

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	62.8%	63.8%

Tax Rates

2014 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0741
Interest and Sinking Funds	0.3105	0.1897
Total Tax Rate	1.3505	1.2638

2013 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	1,132,537,030	N/A	1,871,511,130,244	N/A
Property Value per pupil	258,688	N/A	375,792	N/A
Property Value by category:				
Business	537,713,144	48.10%	734,946,454,778	35.98%
Residential	533,534,660	47.72%	1,104,324,234,295	54.06%
Land	30,830,970	2.76%	58,742,939,046	2.88%
Oil and Gas	227,129	0.02%	133,469,263,469	6.53%
Other	15,662,900	1.40%	11,225,667,994	0.55%

Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	19,086,597	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	32,347,714	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	59.0%	26.2%

** 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](#)

2015-2016 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 2015-2016 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
112901	SULPHUR SPRINGS ISD	8	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 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 13, 2017

The campus improvement plan for each SSISD campus can be found at 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 13, 2017

The following pages summarize the district’s discipline history for 2015 – 2016 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.

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

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



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: NCLBAA16

Vendor ID: 1756002535

School Year: 2015-2016

2015-2016 NCLB Consolidated Federal Grant Application

PR6000

PR6000 - Gun-Free Schools District Report

		Amendment #	Version #
		00	01

LEA Report

Help

- Will the LEA request any federal funds in 2016-2017 under the Elementary and Secondary Education Act, as amended? Yes No
- Were any students found to have brought a firearm (as defined by Title 18 U.S.C., Section 921) to school? Include students even if expulsion was shortened or no penalty was imposed. Yes No

Additional LEA Data (optional)

1000 of 1000

Primary Contact

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

Copy - Copy Primary Contact information to Authorized Official.

Certification and Incorporation Statement

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

Authorized Official

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

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Josh	Williams	jwillia1021	6/7/2016 8:17:32 AM

Only the legally responsible party may submit this report.

Certify and Submit

Student Disciplinary Action Summary

2015-2016 Summer Collection

Filename: S2016112901

District: 112901 - SULPHUR SPRINGS ISD

Reason Code	Action Codes													Action Sub-total (1)	Incident Sub-total	
	01	02	03	04	05	06	07	08	09	10	11	12	13			
04 Possessed, sold, used, or was unde	0	0	0	0	3	0	4	0	0	0	0	0	0	0	7	4
09 Conduct occurring off campus for f	0	0	1	0	1	1	3	0	0	0	0	0	0	0	6	3
21 Violation of student code of condu	0	0	0	0	203	1,278	61	5	0	10	0	0	0	0	1,557	1,478
33 Possessed, purchased, used, or acc	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2	2
41 Fighting/mutual combat	0	0	0	0	20	24	0	0	0	0	0	0	0	0	44	29
59 Serious Misbehaviour, while expell	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	2
Total	0	0	1	0	229	1,305	68	5	0	10	0	0	0	1,618	1,518	

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

PEIMS EDIT+ REPORTS DATA REVIEW
Student Disciplinary Action Summary
 2015-2016 Summer Collection

Filename: S2016112901
 District: 112901 - SULPHUR SPRINGS ISD

Reason Code.....	Action Codes					
	14.....	15.....	16.....	17.....	25.....	26....
21 Violation of student code of condu	1	0	0	0	0	123
Total	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>123</u>

Action Sub-total(1)....	Incident Sub-total....
124	124
<u>124</u>	<u>124</u>

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

Student Disciplinary Action Summary

2015-2016 Summer Collection

Filename: S2016112901

District: 112901 - SULPHUR SPRINGS ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Reason Code	27	28	29	Action Sub-total (1)	Incident Sub-
04 Possessed, sold, used, or w	0	0	0	0	0
09 Conduct occurring off campu	0	0	0	0	0
21 Violation of student code o	0	0	0	0	0
33 Possessed, purchased, used,	0	0	0	0	0
41 Fighting/mutual combat	0	0	0	0	0
59 Serious Misbehaviour, while	0	0	0	0	0
Total	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

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

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

PEIMS EDIT+ REPORTS DATA REVIEW
Student Disciplinary Action Summary

Filename: S2016112901
District: 112901 - SULPHUR SPRINGS ISD

2015-2016 Summer Collection

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

Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-total(1)	Incident Sub-	Action Total	Incident Total
04 Possessed, sold, used, or was und	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	4
09 Conduct occurring off campus for	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	3
21 Violation of student code of cond	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,681	1,598
33 Possessed, purchased, used, or ac	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
41 Fighting/mutual combat	0	0	0	0	0	0	0	0	0	0	0	0	0	0	44	29
59 Serious Misbehaviour, while expel	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1,742	1,638

Action Code Description

- 01- Expu \$ on w/ p cmnt in other
- 02 - Expu \$ on to JJAEP
- 03 - Expulsion to an on-campus DAEP
- 04 - Expulsion to an off-campus DAEP
- 05 - Out-of-school suspension
- 06 - In-school suspension and related services
- 07 - Placement in on or off campus DAEP / TEC 37008
- 08 - Con't other dist's DAEP plcmnt
- 09 - Con't other dist's expulsion
- 10 - Con't dist's DAEP plcmnt fm prior yr
- 11 - Con't dist's expulsion
- 12 - Continuation of district expulsion w/ JJAEP p cmnt
- 13 - Plcmnt in JJAEP by Court
- 14 - Placement in a DAEP by Court order
- 15 - Continuation of other district expulsion w/p cmnt to JJAEP
- 25 - Partial Day - Out-of-School Suspension
- 26 - Partial Day - In-School Suspension
- 27 - Mandatory disciplinary action not taken by district as a result of ARD committee
- 28 - Mandatory disciplinary action not taken because of district's Student Code of Conduct pr
- 29 - Truancy Complaint Filed in Truancy Court
- 50 - Expulsion w/o plcmnt by SE off
- 51 - Expulsion w/ plcmnt to JJAEP by SE off
- 52 - Expulsion w/ plcmnt on-cmp DAEP by SE Off
- 53 - Expulsion w/ plcmnt off-cmp DAEP by SE of
- 54 - Plcmnt in AEP by SE Off
- 55 - Con't dist's DAEP by SE Off
- 56 - Con't othr dist's exp by SE of
- 57 - Cont dist's DAEP plcmnt pr year
- 58 - Cont dist's exp prior year
- 59 - Cont dist's w/ plcmnt JJAEP plcmnt pr yr
- 60 - Plcmnt in JJAEP by SE Officer
- 61 - Continuation of other district expulsion w/ p cmnt to JJAEP by S EOff

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

**BULLYING
PROHIBITED**

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

DEFINITION

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

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

This conduct is considered bullying if it:

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

EXAMPLES

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

RETALIATION

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

EXAMPLES

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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.

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.

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FFH
(LOCAL)

SEXUAL HARASSMENT
BY AN EMPLOYEE

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

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

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

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GENDER-BASED
HARASSMENT

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

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

EXAMPLES

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

DATING VIOLENCE

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

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

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

EXAMPLES

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

STUDENT WELFARE
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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)]

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SUPERINTENDENT	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
ALTERNATIVE REPORTING PROCEDURES	<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>
TIMELY REPORTING	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
NOTICE TO PARENTS	The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.
INVESTIGATION OF THE REPORT	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
INITIAL ASSESSMENT	<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>
INTERIM ACTION	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.
DISTRICT INVESTIGATION	<p>The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.</p> <p>The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed,</p>

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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.

CRIMINAL
INVESTIGATION

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.

CONCLUDING THE
INVESTIGATION

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.

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.

NOTIFICATION OF
OUTCOME

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

DISTRICT ACTION
PROHIBITED
CONDUCT

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

CORRECTIVE
ACTION

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

BULLYING

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate notice to parents and District action. The District official shall refer to FDB for transfer provisions.

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IMPROPER CONDUCT	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.
CONFIDENTIALITY	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.
APPEAL	A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.
RECORDS RETENTION	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]
ACCESS TO POLICY AND PROCEDURES	Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015

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 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015. 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 2014, spring 2015, and summer 2015 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 2015, 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 2015 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 FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
HOPKINS									
COMO-PICKTON CISD									
	112908001	COMO-PICKTON SCHOOL							
		Four-Year Public University	6	2	1	2	0	1	0
		Two-Year Public Colleges	12	5	1	1	3	2	0
		Independent Colleges & Universities	0						
		Not Trackable	8						
		Not Found	18						
		Total High School Graduates	44						
NORTH HOPKINS ISD									
	112906001	NORTH HOPKINS H S							
		Four-Year Public University	6	2	0	1	2	1	0
		Two-Year Public Colleges	12	3	1	2	3	3	0
		Independent Colleges & Universities	0						
		Not Trackable	1						
		Not Found	15						
		Total High School Graduates	34						
SULPHUR SPRINGS ISD									
	112901002	SULPHUR SPRINGS H S							
		Four-Year Public University	51	9	11	7	14	10	0
		Two-Year Public Colleges	78	19	11	9	15	22	2
		Independent Colleges & Universities	4						
		Not Trackable	13						
		Not Found	85						
		Total High School Graduates	231						

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.