

# **Sulphur Springs ISD**

## **Annual Report of Educational Performance**

**February 12, 2018**



**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 12, 2018

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, 2017. Within two weeks following the public meeting, each district must widely publish its annual report.

Annual Report Sections:

1. 2016 – 2017 Texas Academic Performance Report (Pages 1 – 24)
2. 2015 – 2016 Actual Financial Data Report (Pages 25 – 27)
3. 2016 – 2017 District Accreditation Status (Page 28)
4. 2017 – 2018 Campus Performance Objectives (Page 29)
5. 2016 – 2017 Report on Violent or Criminal Incidents (Pages 30 - 47)
6. Student Performance in Postsecondary Institutions – Texas Higher Education Coordinating Board (Pages 48 - 49)

Josh Williams  
Assistant Superintendent  
Sulphur Springs ISD

# 2016-17 Texas Academic Performance Report

District Name: **SULPHUR SPRINGS ISD**

District Number: **112901**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:  
**Needs Intervention**

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

	Year	State	Region 08	Demographics					District	White	Hispanic	African American	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL*
				American Indian	Asian	Pacific Islander	Two or More Races	Special Ed											
<b>STAAR Percent at Approaches Grade Level or Above</b>																			
<b>Grade 3</b>																			
Reading	2017	73%	72%	61%	33%	60%	66%	-	*	-	-	-	-	-	39%	29%	50%	64%	
	2016	73%	73%	70%	54%	63%	77%	-	*	-	-	-	-	-	70%	21%	64%	56%	
Mathematics	2017	78%	77%	62%	42%	64%	64%	-	*	-	-	-	-	50%	18%	52%	68%		
	2016	75%	75%	74%	49%	73%	80%	-	*	-	-	-	-	75%	24%	70%	71%		
<b>STAAR Percent at Approaches Grade Level or Above</b>																			
<b>Grade 4</b>																			
Reading	2017	70%	70%	63%	29%	63%	68%	-	*	-	-	-	-	75%	*	53%	68%		
	2016	75%	74%	72%	46%	65%	79%	-	100%	-	-	-	-	100%	25%	63%	64%		
Mathematics	2017	76%	76%	76%	54%	72%	82%	-	*	-	-	-	-	75%	17%	70%	75%		
	2016	73%	72%	69%	32%	65%	76%	-	100%	-	-	-	-	88%	31%	62%	64%		
Writing	2017	65%	63%	53%	33%	56%	54%	-	*	-	-	-	-	70%	*	47%	58%		
	2016	69%	67%	63%	32%	61%	68%	-	100%	-	-	-	-	75%	*	55%	70%		
<b>STAAR Percent at Approaches Grade Level or Above</b>																			
<b>Grade 5 ***</b>																			
Reading	2017	82%	81%	80%	64%	69%	87%	-	*	-	-	-	-	100%	29%	72%	71%		
	2016	81%	79%	77%	55%	80%	83%	-	*	-	-	-	-	100%	24%	69%	73%		
Mathematics	2017	87%	87%	86%	76%	79%	89%	-	*	-	-	-	-	100%	42%	83%	80%		
	2016	86%	85%	80%	50%	87%	86%	-	*	-	-	-	-	100%	25%	74%	83%		
Science	2017	74%	71%	83%	56%	73%	91%	-	*	-	-	-	-	100%	42%	76%	73%		
	2016	74%	70%	72%	44%	64%	85%	-	*	-	-	-	-	100%	28%	61%	56%		
<b>STAAR Percent at Approaches Grade Level or Above</b>																			
<b>Grade 6</b>																			
Reading	2017	69%	66%	68%	44%	64%	75%	-	*	-	-	-	-	71%	*	56%	38%		
	2016	69%	69%	71%	59%	55%	79%	-	*	-	-	-	-	70%	33%	64%	43%		
Mathematics	2017	76%	74%	84%	69%	81%	89%	-	*	-	-	-	-	71%	48%	78%	71%		
	2016	72%	71%	76%	53%	79%	81%	-	*	-	-	-	-	60%	42%	70%	77%		

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

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

STAAR Percent at Approaches Grade Level or Above		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
Grade 7														
Reading	2017	73%	72%	72%	48%	64%	80%	*	*	*	60%	33%	67%	46%
	2016	71%	69%	71%	54%	67%	75%	-	100%	-	90%	*	65%	43%
Mathematics	2017	70%	68%	72%	68%	71%	76%	*	*	*	*	50%	66%	70%
	2016	69%	68%	66%	48%	69%	67%	-	*	-	86%	26%	62%	61%
Writing	2017	70%	70%	67%	55%	63%	71%	*	*	*	70%	22%	59%	46%
	2016	69%	71%	75%	51%	76%	78%	-	100%	-	90%	*	69%	66%
Grade 8 ***														
STAAR Percent at Approaches Grade Level or Above														
Reading	2017	86%	83%	84%	71%	84%	85%	-	*	-	100%	24%	79%	74%
	2016	87%	85%	85%	76%	82%	89%	*	*	-	86%	22%	79%	61%
Mathematics	2017	85%	84%	89%	68%	94%	90%	*	*	-	100%	38%	84%	97%
	2016	82%	81%	85%	75%	80%	89%	*	*	-	100%	28%	78%	68%
Science	2017	76%	68%	66%	51%	70%	66%	-	*	-	89%	*	56%	48%
	2016	75%	67%	62%	33%	49%	73%	*	*	-	*	19%	51%	*
Social Studies	2017	63%	58%	56%	38%	58%	59%	-	*	-	*	*	41%	35%
	2016	63%	59%	62%	35%	47%	72%	*	*	-	71%	*	52%	*
Grade 9														
STAAR Percent at Approaches Grade Level or Above														
End of Course English I	2017	64%	63%	66%	45%	60%	73%	*	*	-	71%	12%	56%	29%
	2016	65%	66%	69%	51%	70%	73%	*	*	-	60%	13%	59%	48%
English II	2017	66%	67%	69%	54%	65%	74%	*	*	-	78%	*	60%	36%
	2016	67%	68%	72%	58%	69%	77%	*	*	-	69%	26%	60%	43%
Algebra I	2017	83%	83%	87%	78%	87%	89%	*	*	-	*	42%	82%	77%
	2016	78%	79%	86%	66%	89%	88%	*	*	-	90%	53%	81%	75%

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TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

End of Course	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>^</sup>
Biology	2017	86%	85%	59%	81%	90%	*	*	-	83%	45%	75%	58%
	2016	87%	90%	95%	93%	88%	*	-	-	88%	39%	87%	94%
U.S. History	2017	91%	90%	86%	90%	92%	*	*	-	86%	57%	85%	77%
	2016	91%	94%	86%	96%	96%	*	*	-	*	62%	92%	88%
<b>STAAR Percent at Approaches Grade Level or Above</b>													
All Subjects	2017	75%	73%	56%	71%	78%	50%	85%	*	72%	28%	65%	63%
	2016	75%	75%	56%	72%	80%	67%	93%	-	75%	27%	67%	62%
Reading	2017	72%	70%	48%	66%	76%	*	86%	*	70%	18%	61%	55%
	2016	73%	73%	57%	69%	79%	67%	90%	-	74%	21%	65%	55%
Mathematics	2017	79%	79%	66%	78%	83%	*	100%	*	69%	38%	73%	76%
	2016	76%	78%	55%	77%	82%	*	95%	-	78%	34%	72%	72%
Writing	2017	67%	60%	43%	59%	63%	*	*	*	70%	15%	53%	53%
	2016	69%	69%	43%	68%	73%	-	100%	-	83%	14%	61%	68%
Science	2017	79%	78%	55%	74%	83%	*	82%	-	91%	35%	69%	63%
	2016	79%	75%	56%	69%	82%	*	*	-	57%	28%	66%	53%
Social Studies	2017	77%	72%	63%	73%	74%	*	*	-	63%	32%	59%	48%
	2016	77%	77%	63%	71%	83%	*	*	-	82%	33%	69%	47%
<b>STAAR Percent at Meets Grade Level</b>													
All Grades	2017	48%	44%	25%	37%	51%	45%	55%	*	40%	8%	32%	23%
	2016	45%	43%	23%	37%	49%	*	65%	-	45%	4%	32%	23%
Reading	2017	48%	46%	24%	39%	53%	*	60%	*	42%	9%	35%	24%
	2016	46%	46%	28%	39%	52%	*	61%	-	53%	4%	35%	26%
Mathematics	2017	48%	50%	27%	45%	56%	*	78%	*	42%	12%	39%	38%
	2016	43%	44%	19%	42%	49%	*	65%	-	34%	6%	35%	32%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

		State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^
<b>STAAR Percent at Meets Grade Level</b>														
<b>All Grades</b>														
Writing	2017	38%	35%	29%	9%	29%	32%	*	*	*	30%	*	23%	26%
	2016	41%	38%	43%	21%	41%	46%	-	67%	-	67%	*	33%	46%
Science	2017	52%	45%	50%	33%	40%	57%	*	45%	-	52%	11%	38%	22%
	2016	47%	41%	43%	22%	35%	50%	*	*	-	52%	7%	31%	14%
Social Studies	2017	51%	44%	44%	32%	38%	48%	*	*	-	44%	10%	29%	*
	2016	47%	39%	47%	29%	38%	53%	*	*	-	64%	*	34%	*
<b>STAAR Percent at Masters Grade Level</b>														
<b>All Grades</b>														
All Subjects	2017	20%	16%	20%	7%	16%	24%	18%	34%	*	17%	3%	12%	12%
	2016	18%	14%	17%	6%	15%	20%	*	34%	-	21%	1%	11%	11%
Reading	2017	19%	16%	18%	5%	14%	21%	*	38%	*	14%	*	11%	11%
	2016	17%	14%	17%	7%	13%	20%	*	30%	-	19%	2%	10%	10%
Mathematics	2017	23%	18%	24%	9%	21%	28%	*	39%	*	21%	3%	16%	15%
	2016	19%	14%	19%	7%	18%	21%	*	47%	-	25%	*	13%	11%
Writing	2017	12%	9%	7%	*	9%	8%	*	*	*	*	*	4%	8%
	2016	15%	11%	13%	*	14%	14%	-	*	-	*	*	10%	20%
Science	2017	19%	15%	21%	8%	14%	27%	*	*	-	*	5%	12%	9%
	2016	16%	11%	13%	*	10%	16%	*	*	-	*	*	7%	*
Social Studies	2017	27%	21%	24%	10%	18%	28%	*	*	-	31%	*	14%	*
	2016	22%	15%	23%	7%	16%	30%	*	*	-	*	*	13%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	61%	59%	64%	53%	62%	67%	*	73%	*	61%	51%	60%	61%
	2016	62%	60%	63%	59%	63%	64%	*	79%	-	66%	48%	61%	62%
Reading	2017	59%	58%	57%	40%	57%	60%	*	*	*	51%	47%	53%	57%
	2016	60%	58%	60%	58%	60%	60%	*	*	-	73%	45%	60%	61%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**

STAAR Percent Met or Exceeded Progress	State	Region 08	District	African American		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL <sup>A</sup>
				African American	Hispanic									
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
Mathematics	2017	61%	70%	65%	66%	74%	*	75%	*	*	73%	55%	67%	65%
	2016	62%	66%	60%	65%	68%	*	*	*	-	60%	52%	63%	63%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2017	16%	19%	15%	17%	20%	*	18%	*	*	22%	10%	16%	19%
	2016	14%	16%	12%	18%	16%	*	21%	*	-	20%	11%	15%	19%
Reading	2017	16%	14%	9%	15%	15%	*	*	*	*	18%	8%	13%	17%
	2016	14%	17%	16%	17%	17%	*	*	*	-	21%	10%	16%	19%
Mathematics	2017	17%	23%	20%	20%	25%	*	31%	*	*	27%	13%	19%	20%
	2016	15%	16%	9%	18%	16%	*	*	*	-	19%	12%	14%	20%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2017	35%	29%	18%	29%	33%	*	*	*	-	*	9%	26%	34%
	2016	32%	29%	20%	35%	27%	-	*	*	-	*	9%	27%	27%
Mathematics	2017	44%	51%	46%	47%	55%	*	*	*	-	42%	29%	49%	52%



Student Success Initiative	Region 08		District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
	State	08											
<b>Grade 5 Reading</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>	2017	72%	71%	44%	60%	82%	*	100%	-	100%	24%	61%	62%
<b>Students Requiring Accelerated Instruction</b>	2017	28%	29%	56%	40%	18%	100%	*	-	*	76%	39%	38%
<b>STAAR Cumulative Met Standard</b>	2017	81%	81%	64%	69%	87%	*	100%	-	100%	29%	72%	71%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Approaches Grade Level on First STAAR Administration</b>	2017	81%	82%	68%	73%	88%	*	100%	-	100%	42%	78%	72%
<b>Students Requiring Accelerated Instruction</b>	2017	19%	18%	32%	27%	13%	0%	*	-	*	58%	22%	28%
<b>STAAR Cumulative Met Standard</b>	2017	87%	87%	76%	79%	89%	*	100%	-	100%	42%	83%	80%

Student Success Initiative	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 8 Reading</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	76%	74%	74%	62%	68%	79%	-	*	-	89%	21%	65%	48%
Students Requiring Accelerated Instruction	24%	26%	26%	38%	32%	21%	-	*	-	*	79%	35%	52%
STAAR Cumulative Met Standard	85%	83%	83%	71%	82%	85%	-	*	-	100%	24%	78%	71%
<b>Grade 8 Mathematics</b>													
Students Meeting Approaches Grade Level on First STAAR Administration	75%	74%	84%	67%	87%	86%	*	*	-	88%	28%	79%	84%
Students Requiring Accelerated Instruction	25%	26%	16%	33%	13%	14%	*	*	-	*	72%	21%	16%
STAAR Cumulative Met Standard	85%	84%	89%	68%	94%	90%	*	*	-	100%	38%	84%	97%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students

STAAR Percent at Approaches Grade Level or Above	State	Region 08	District	Bilingual Education		BE-Trans		BE-Dual		ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
				Early Exit	Late Exit	Two-Way	One-Way	ESL	ESL						
All Subjects	2017	75%	74%	73%	*	-	-	77%	77%	59%	64%	56%	31%	63%	63%
	2016	75%	74%	75%	-	-	-	74%	74%	58%	72%	51%	50%	62%	62%
Reading	2017	72%	71%	70%	-	-	-	76%	76%	49%	48%	50%	*	56%	55%
	2016	73%	73%	73%	-	-	-	65%	65%	52%	60%	46%	*	55%	55%
Mathematics	2017	79%	78%	79%	*	-	-	81%	81%	74%	80%	71%	*	76%	76%
	2016	76%	76%	78%	-	-	-	77%	77%	71%	85%	65%	*	72%	72%
Writing	2017	67%	66%	60%	-	-	-	70%	70%	43%	-	43%	*	55%	53%
	2016	69%	69%	69%	-	-	-	83%	83%	57%	-	57%	*	69%	68%
Science	2017	79%	75%	78%	-	-	-	-	-	63%	72%	52%	*	63%	63%
	2016	79%	75%	75%	-	-	-	-	-	53%	75%	24%	*	53%	53%
Social Studies	2017	77%	74%	72%	-	-	-	-	-	48%	77%	35%	-	48%	48%
	2016	77%	74%	77%	-	-	-	-	-	47%	88%	*	-	47%	47%

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**STAAR Percent at Meets Grade Level**  
**All Grades**

Two or More Subjects	2017	48%	42%	44%	*	-	-	41%	41%	17%	22%	13%	*	24%	23%
	2016	45%	39%	43%	-	-	-	38%	38%	17%	18%	16%	*	23%	23%
Reading	2017	48%	45%	46%	-	-	-	41%	41%	18%	25%	13%	*	25%	24%
	2016	46%	42%	46%	-	-	-	39%	39%	20%	22%	20%	*	26%	26%
Mathematics	2017	48%	43%	50%	*	-	-	61%	63%	34%	27%	38%	*	38%	38%
	2016	43%	38%	44%	-	-	-	77%	77%	26%	25%	27%	*	33%	32%
Writing	2017	38%	35%	29%	-	-	-	42%	42%	15%	-	15%	*	27%	26%
	2016	41%	38%	43%	-	-	-	58%	58%	34%	-	34%	*	46%	46%
Science	2017	52%	45%	50%	-	-	-	-	-	22%	30%	14%	*	22%	22%
	2016	47%	41%	43%	-	-	-	-	-	13%	20%	*	*	13%	14%
Social Studies	2017	51%	44%	44%	-	-	-	-	-	*	*	*	-	*	*
	2016	47%	39%	47%	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

STAAR Percent at Masters Grade Level		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
All Subjects	2017	20%	16%	20%	25%	*	-	-	25%	8%	9%	7%	*	12%	12%
	2016	18%	14%	17%	24%	-	-	-	24%	7%	7%	6%	*	11%	11%
Reading	2017	19%	16%	18%	28%	-	-	-	28%	6%	7%	4%	*	11%	11%
	2016	17%	14%	17%	20%	-	-	-	20%	7%	7%	7%	*	10%	10%
Mathematics	2017	23%	18%	24%	26%	*	-	-	26%	12%	8%	13%	*	16%	15%
	2016	19%	14%	19%	22%	-	-	-	22%	8%	*	9%	*	12%	11%
Writing	2017	12%	9%	7%	15%	-	-	-	15%	*	-	*	*	8%	8%
	2016	15%	11%	13%	36%	-	-	-	36%	*	-	*	*	21%	20%
Science	2017	19%	15%	21%	-	-	-	-	-	9%	12%	*	*	9%	9%
	2016	16%	11%	13%	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2017	27%	21%	24%	-	-	-	-	-	*	*	*	-	*	*
	2016	22%	15%	23%	-	-	-	-	-	*	*	*	-	*	*

**10 STAAR Percent Met or Exceeded Progress**

All Grades		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
All Subjects	2017	61%	59%	64%	70%	*	-	-	71%	58%	52%	62%	*	61%	61%
	2016	62%	60%	63%	68%	-	-	-	68%	58%	47%	62%	*	60%	60%
Reading	2017	59%	58%	57%	71%	*	-	-	73%	56%	59%	55%	*	58%	58%
	2016	60%	58%	60%	*	-	-	-	*	57%	67%	53%	*	59%	59%
Mathematics	2017	64%	61%	70%	69%	*	-	-	70%	61%	*	68%	*	63%	63%
	2016	63%	62%	66%	67%	-	-	-	67%	59%	*	71%	*	61%	61%

**STAAR Percent Exceeded Progress**

All Grades		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
All Subjects	2017	19%	16%	19%	26%	*	-	-	26%	16%	13%	17%	*	18%	18%
	2016	17%	14%	16%	16%	-	-	-	16%	20%	13%	22%	*	19%	19%
Reading	2017	17%	16%	14%	24%	*	-	-	24%	18%	21%	17%	*	19%	19%
	2016	16%	14%	17%	*	-	-	-	*	20%	21%	20%	*	18%	19%

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

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Performance**  
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

STAAR Percent Exceeded Progress	State	Region 08	District	Bilingual Education		BE-Trans		BE-Dual		ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
				Early Exit	Late Exit	Two-Way	One-Way								
All Grades	2017	20%	17%	23%	27%	*	-	-	27%	13%	*	17%	*	17%	17%
	2016	17%	15%	16%	20%	-	-	-	20%	19%	*	25%	*	19%	19%
Progress of Prior-Year Non-Proficient Students Sum of Grades 4-8															
	2017	35%	35%	29%	50%	-	-	-	50%	32%	-	32%	*	35%	34%
	2016	35%	32%	29%	*	-	-	-	*	30%	*	29%	*	27%	27%
Mathematics	2017	43%	44%	51%	*	-	-	-	*	57%	56%	57%	*	53%	52%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District 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	ELL
<b>2017 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant Included in Accountability	99%	100%	100%	100%	100%	100%	100%	100%	*	99%	100%	100%	100%
Not Included in Accountability	94%	94%	95%	96%	95%	96%	93%	89%	*	95%	91%	95%	93%
Mobile	4%	5%	4%	3%	4%	4%	7%	9%	*	4%	5%	4%	5%
Other Exclusions	1%	0%	1%	0%	0%	0%	0%	2%	*	0%	3%	0%	3%
Not Tested	1%	0%	0%	0%	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%
<b>2016 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Test Participant Included in Accountability	99%	100%	100%	100%	100%	99%	100%	100%	*	100%	99%	99%	100%
Not Included in Accountability	94%	94%	95%	94%	97%	94%	82%	93%	*	95%	94%	94%	94%
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%	0%	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%

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2016-17 District Attendance and Postsecondary Readiness

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	ELL
<b>Attendance Rate</b>													
2015-16	95.8%	96.1%	96.1%	96.4%	96.9%	95.7%	95.5%	97.9%	*	95.9%	94.7%	95.8%	97.4%
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%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2015-16	0.4%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.1%	0.3%	0.0%	0.0%	0.4%	*	*	-	0.0%	0.0%	0.2%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2015-16	2.0%	0.6%	0.6%	1.3%	0.3%	0.6%	0.0%	0.0%	*	0.0%	2.4%	0.5%	0.0%
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%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2016</b>													
Graduated	89.1%	94.0%	91.7%	87.5%	98.5%	90.0%	-	*	-	-	77.8%	90.4%	87.5%
Received GED	0.5%	0.6%	0.4%	0.0%	0.0%	0.7%	-	*	-	-	0.0%	0.9%	0.0%
Continued HS	4.2%	1.6%	3.8%	6.3%	0.0%	4.3%	-	*	-	-	16.7%	5.3%	0.0%
Dropped Out	6.2%	3.9%	4.2%	6.3%	1.5%	5.0%	-	*	-	-	5.6%	3.5%	12.5%
Graduates and GED	89.6%	94.5%	92.1%	87.5%	98.5%	90.7%	-	*	-	-	77.8%	91.2%	87.5%
Grads, GED, & Cont	93.8%	96.1%	95.8%	93.8%	98.5%	95.0%	-	*	-	-	94.4%	96.5%	87.5%
<b>Class of 2015</b>													
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%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	91.3%	93.8%	97.0%	93.5%	95.1%	98.3%	*	*	*	*	92.3%	93.1%	71.4%
Received GED	0.8%	0.9%	0.7%	0.0%	1.6%	0.6%	*	*	*	*	0.0%	1.7%	0.0%
Continued HS	1.2%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	0.0%
Dropped Out	6.7%	4.5%	2.2%	6.5%	3.3%	1.2%	*	*	*	*	7.7%	5.2%	28.6%
Graduates and GED	92.1%	94.7%	97.8%	93.5%	96.7%	98.8%	*	*	*	*	92.3%	94.8%	71.4%
Grads, GED, & Cont	93.3%	95.5%	97.8%	93.5%	96.7%	98.8%	*	*	*	*	92.3%	94.8%	71.4%
<b>Class of 2014</b>													
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%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Attendance and Postsecondary Readiness**

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	ELL
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.9%	93.7%	94.7%	95.2%	93.7%	94.9%	-	*	-	-	96.9%	91.4%	85.7%
Received GED	1.2%	1.8%	3.3%	4.8%	4.8%	2.2%	-	*	-	-	0.0%	4.7%	0.0%
Continued HS	0.6%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	7.2%	4.3%	2.0%	0.0%	1.6%	2.9%	-	*	-	-	0.0%	3.9%	14.3%
Graduates and GED	92.2%	95.5%	98.0%	100.0%	98.4%	97.1%	-	*	-	-	96.9%	96.1%	85.7%
Grads, GED, & Cont	92.8%	95.7%	98.0%	100.0%	98.4%	97.1%	-	*	-	-	96.9%	96.1%	85.7%
<b>Class of 2013</b>													
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%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2016	89.1%	94.0%	91.7%	87.5%	98.5%	90.0%	-	*	-	*	77.8%	90.4%	87.5%
Class of 2015	89.0%	94.4%	91.1%	90.6%	88.9%	92.3%	*	*	*	*	64.7%	85.1%	71.4%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	91.3%	93.8%	93.3%	90.6%	93.7%	93.4%	*	*	*	*	68.6%	90.8%	71.4%
Class of 2014	90.4%	94.9%	93.2%	95.2%	89.6%	94.2%	-	*	-	-	91.2%	90.8%	85.7%
<b>6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.9%	93.7%	94.0%	95.2%	90.9%	94.9%	-	*	-	*	93.9%	90.8%	85.7%
Class of 2013	90.9%	96.0%	94.2%	96.6%	91.4%	94.6%	-	*	-	*	85.2%	90.7%	81.8%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2016	87.4%	74.7%	80.0%	67.9%	81.3%	81.7%	-	*	-	-	42.9%	76.7%	71.4%
Class of 2015	86.1%	75.4%	76.6%	72.4%	75.0%	77.8%	*	*	*	-	27.3%	66.0%	60.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2016	85.1%	76.8%	80.0%	67.9%	81.3%	81.7%	-	*	-	-	42.9%	76.7%	71.4%
Class of 2015	84.1%	74.8%	76.6%	72.4%	75.0%	77.8%	*	*	*	-	27.3%	66.0%	60.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2015-16	85.6%	74.3%	77.2%	70.4%	75.7%	79.5%	-	*	-	*	31.6%	74.5%	71.4%
2014-15	84.3%	74.2%	72.9%	66.7%	70.5%	74.7%	*	*	*	-	17.9%	63.4%	60.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2015-16	83.3%	76.5%	77.2%	70.4%	75.7%	79.5%	-	*	-	*	31.6%	74.5%	71.4%
2014-15	82.2%	73.6%	72.9%	66.7%	70.5%	74.7%	*	*	*	-	17.9%	63.4%	60.0%



TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Attendance and Postsecondary Readiness**

	State	Region 08	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Advanced Course/Dual-Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2015-16	55.0%	48.4%	48.0%	34.3%	41.8%	53.8%	*	80.0%	*	*	0.0%	37.5%	15.0%
2014-15	54.5%	48.2%	52.2%	25.4%	44.2%	60.2%	*	66.7%	*	-	5.8%	36.1%	11.1%
<b>English Language Arts</b>													
2015-16	30.1%	24.2%	15.9%	4.6%	17.2%	17.9%	*	*	*	*	0.0%	10.9%	5.6%
2014-15	29.0%	23.0%	28.2%	8.5%	19.4%	35.0%	*	40.0%	*	-	2.5%	16.2%	0.0%
<b>Mathematics</b>													
2015-16	43.1%	34.0%	38.9%	32.3%	37.5%	41.5%	*	*	*	*	0.0%	32.5%	14.3%
2014-15	43.8%	37.1%	49.2%	30.6%	38.1%	56.6%	-	*	-	-	10.5%	29.3%	16.7%
<b>Science</b>													
2015-16	12.2%	12.2%	17.5%	6.8%	10.1%	22.8%	*	*	*	*	0.0%	8.7%	0.0%
2014-15	12.7%	12.0%	27.1%	5.0%	16.7%	36.1%	*	*	-	-	6.3%	9.7%	0.0%
<b>Social Studies</b>													
2015-16	29.0%	25.4%	28.9%	9.1%	23.8%	35.2%	*	60.0%	*	*	0.0%	14.4%	5.0%
2014-15	28.4%	24.2%	37.2%	10.3%	24.2%	47.1%	*	40.0%	*	-	2.6%	18.0%	0.0%
<b>Advanced Course/Dual-Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2015-16	35.9%	26.5%	21.9%	16.1%	20.5%	24.3%	0.0%	44.4%	*	0.0%	0.0%	15.6%	6.0%
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%
<b>English Language Arts</b>													
2015-16	16.2%	12.5%	7.1%	2.1%	8.3%	7.8%	0.0%	12.5%	*	0.0%	0.0%	4.6%	2.2%
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%
<b>Mathematics</b>													
2015-16	19.3%	15.3%	16.4%	14.5%	16.9%	17.2%	0.0%	25.0%	*	0.0%	0.0%	2.9%	0.0%
2014-15	19.4%	16.2%	20.8%	12.5%	17.1%	24.2%	0.0%	50.0%	-	0.0%	1.6%	3.2%	0.0%
<b>Science</b>													
2015-16	5.1%	4.4%	6.3%	2.5%	3.7%	8.3%	0.0%	0.0%	*	0.0%	0.0%	6.0%	2.0%
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%
<b>Social Studies</b>													
2015-16	20.8%	13.6%	12.9%	4.2%	11.6%	15.5%	0.0%	33.3%	*	0.0%	0.0%	6.0%	2.0%
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%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2015-16	50.6%	38.0%	39.4%	38.9%	25.0%	46.1%	-	*	-	*	*	27.8%	*
2014-15	42.0%	34.0%	43.0%	0.0%	27.0%	53.0%	*	*	*	-	0.0%	35.0%	-
<b>Mathematics</b>													
2015-16	44.6%	34.1%	37.7%	16.7%	28.9%	45.6%	-	*	-	*	*	26.3%	*
2014-15	38.0%	29.0%	40.0%	0.0%	23.0%	49.0%	*	*	*	-	0.0%	33.0%	-

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 Disability	FLL
<b>College-Ready Graduates</b>													
<b>Both Subjects</b>													
2015-16	38.7%	27.4%	29.5%	16.7%	16.7%	38.2%	-	*	-	*	*	11.1%	*
2014-15	35.0%	27.0%	38.0%	0.0%	15.0%	48.0%	*	*	*	-	0.0%	29.0%	-
<b>Either Subject</b>													
2015-16	56.4%	44.3%	47.1%	38.9%	36.8%	53.2%	-	*	-	*	*	42.1%	*
2014-15	45.0%	36.0%	46.0%	0.0%	35.0%	54.0%	*	*	*	-	0.0%	40.0%	-
<b>College and Career Ready Graduates</b>													
2015-16	75.9%	83.2%	94.4%	85.2%	91.4%	97.7%	-	*	-	*	68.4%	93.4%	85.7%
2014-15	74.5%	84.8%	85.5%	86.7%	77.0%	87.9%	*	*	*	-	67.9%	80.2%	40.0%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2015-16	22.6%	10.3%	8.2%	18.5%	4.3%	8.3%	-	*	-	*	0.0%	9.4%	0.0%
2014-15	10.6%	5.0%	5.9%	0.0%	8.2%	5.7%	*	*	*	-	0.0%	7.9%	0.0%
<b>Mathematics</b>													
2015-16	18.1%	8.7%	8.2%	3.7%	7.1%	9.1%	-	*	-	*	0.0%	9.4%	0.0%
2014-15	7.1%	3.1%	4.8%	0.0%	6.6%	4.6%	*	*	*	-	0.0%	6.9%	0.0%
<b>Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2015-16	48.7%	42.6%	42.2%	11.1%	41.4%	48.5%	-	*	-	*	0.0%	30.2%	14.3%
2014-15	48.1%	42.0%	50.9%	16.7%	34.4%	62.1%	*	*	*	-	7.1%	30.7%	0.0%
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
Any Subject													
2015-16	12.2%	23.8%	30.6%	7.4%	32.9%	34.8%	-	*	-	*	0.0%	17.9%	14.3%
2014-15	10.6%	24.2%	37.9%	13.3%	19.7%	47.7%	*	*	*	-	3.6%	18.8%	0.0%
<b>API/B Course Completion (Annual Graduates)</b>													
2015-16	44.8%	25.5%	18.1%	0.0%	14.3%	22.0%	-	*	-	*	5.3%	7.5%	0.0%
2014-15	43.4%	24.2%	19.7%	0.0%	11.5%	24.7%	*	*	*	-	3.6%	13.9%	0.0%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2015-16	47.8%	67.6%	88.8%	77.8%	87.1%	91.7%	-	*	-	*	68.4%	90.6%	85.7%
2014-15	46.6%	72.7%	66.5%	83.3%	67.2%	63.2%	*	*	*	-	67.9%	66.3%	40.0%
<b>API/B Results (Participation)</b>													
All Subjects													
2016	25.5%	9.2%	13.8%	2.9%	11.8%	16.6%	*	60.0%	-	*	n/a	6.3%	n/a
2015	24.9%	8.9%	12.8%	0.0%	8.1%	16.9%	*	33.3%	*	-	n/a	5.4%	n/a
English Language Arts													
2016	15.5%	5.8%	9.9%	2.9%	6.6%	12.8%	*	20.0%	-	*	n/a	5.1%	n/a
2015	15.1%	5.6%	10.2%	0.0%	6.7%	13.3%	*	33.3%	*	-	n/a	4.5%	n/a
Mathematics													
2016	6.8%	2.1%	6.0%	0.0%	5.9%	6.6%	*	60.0%	-	*	n/a	2.0%	n/a
2015	6.8%	1.8%	6.5%	0.0%	3.7%	8.8%	*	16.7%	*	-	n/a	1.2%	n/a

Texas Academic Performance Report  
2016-17 District Attendance and Postsecondary Readiness

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	ELL
<b>AP/IB Results (Participation)</b>													
<b>Science</b>													
2016	10.4%	2.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	n/a	0.0%	n/a
2015	10.2%	2.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	-	n/a	0.0%	n/a
<b>Social Studies</b>													
2016	14.8%	2.9%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	n/a	0.0%	n/a
2015	14.4%	3.4%	2.2%	0.0%	2.2%	2.4%	*	16.7%	*	-	n/a	1.2%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2016	49.5%	50.3%	62.2%	*	50.0%	69.8%	-	*	-	-	n/a	68.8%	n/a
2015	49.1%	45.5%	76.8%	-	63.6%	80.4%	-	*	-	-	n/a	69.2%	n/a
<b>English Language Arts</b>													
2016	43.3%	52.3%	69.8%	*	55.6%	75.6%	-	*	-	-	n/a	76.9%	n/a
2015	43.7%	51.4%	83.6%	-	55.6%	90.9%	-	*	-	-	n/a	72.7%	n/a
<b>Mathematics</b>													
2016	54.0%	50.9%	53.1%	-	50.0%	57.1%	-	*	-	-	n/a	60.0%	n/a
2015	51.7%	47.3%	60.0%	-	80.0%	55.2%	-	*	-	-	n/a	*	n/a
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2016	71.6%	55.9%	47.0%	48.1%	38.6%	50.8%	-	*	-	*	n/a	35.5%	n/a
Class of 2015	68.3%	62.7%	59.1%	53.3%	41.0%	64.9%	-	*	*	-	n/a	41.1%	n/a
<b>Above Criterion</b>													
Class of 2016	22.5%	20.0%	28.4%	15.4%	18.5%	34.3%	-	*	-	*	n/a	15.4%	n/a
Class of 2015	24.3%	21.3%	31.4%	0.0%	16.0%	39.8%	-	*	*	-	n/a	18.2%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2016	1375	1407	1518	*	1548	1559	-	*	-	-	n/a	1278	n/a
Class of 2015	1394	1432	1533	*	1358	1585	-	*	-	-	n/a	1470	n/a
<b>English Language Arts and Writing</b>													
Class of 2016	903	932	1020	*	1028	1061	-	*	-	-	n/a	854	n/a
Class of 2015	912	943	1011	*	871	1050	-	*	-	-	n/a	964	n/a
<b>Mathematics</b>													
Class of 2016	472	477	498	*	525	498	-	*	-	-	n/a	422	n/a
Class of 2015	482	489	522	*	486	534	-	*	-	-	n/a	506	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2016	20.3	19.9	20.7	17.2	19.9	21.6	-	*	-	*	n/a	18.7	n/a
Class of 2015	20.6	20.0	21.3	15.5	19.8	22.4	*	*	*	-	n/a	19.5	n/a
<b>English Language Arts</b>													
Class of 2016	19.8	19.7	20.7	17.2	19.4	21.9	-	*	-	*	n/a	18.4	n/a
Class of 2015	20.1	19.8	21.4	14.7	19.1	22.8	*	*	*	-	n/a	19.3	n/a

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Attendance and Postsecondary Readiness**

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	ELL
<b>Average ACT Score</b>													
<b>Mathematics</b>													
Class of 2016	20.5	19.5	<b>20.3</b>	16.5	20.4	20.9	-	*	-	*	n/a	18.3	n/a
Class of 2015	20.9	19.7	<b>20.7</b>	15.8	20.3	21.5	*	*	*	-	n/a	19.1	n/a
<b>Science</b>													
Class of 2016	20.5	20.1	<b>20.4</b>	17.8	19.7	21.1	-	*	-	*	n/a	19.2	n/a
Class of 2015	20.7	20.2	<b>21.2</b>	16.9	20.4	22.0	*	*	*	-	n/a	19.9	n/a
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2014-15	56.1%	50.3%	<b>59.1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	51.7%	<b>57.6%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2014-15	55.6%	45.1%	<b>68.9%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	65.8%	<b>80.6%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students:	4,405	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	13,821	0.3%
Pre-Kindergarten	243	5.5%	223,833	4.2%
Kindergarten	335	7.6%	371,682	7.0%
Grade 1	315	7.2%	395,568	7.4%
Grade 2	336	7.6%	408,582	7.6%
Grade 3	359	8.1%	412,581	7.7%
Grade 4	308	7.0%	410,882	7.7%
Grade 5	300	6.8%	400,016	7.5%
Grade 6	319	7.2%	398,017	7.4%
Grade 7	319	7.2%	396,001	7.4%
Grade 8	308	7.0%	392,231	7.3%
Grade 9	376	8.5%	431,486	8.1%
Grade 10	320	7.3%	395,057	7.4%
Grade 11	271	6.2%	363,655	6.8%
Grade 12	296	6.7%	330,422	6.2%
Ethnic Distribution:				
African American	508	11.5%	673,291	12.6%
Hispanic	1,160	26.3%	2,802,180	52.4%
White	2,487	56.5%	1,499,559	28.1%
American Indian	17	0.4%	20,701	0.4%
Asian	40	0.9%	224,834	4.2%
Pacific Islander	7	0.2%	7,687	0.1%
Two or More Races	186	4.2%	115,582	2.2%
Economically Disadvantaged	2,618	59.4%	3,155,117	59.0%
Non-Educationally Disadvantaged	1,787	40.6%	2,188,717	41.0%
English Language Learners (ELL)	570	12.9%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	70	1.5%	74,803	1.4%
At-Risk	1,918	43.5%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	417		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	240	57.6%	207,935	44.5%
Students with Physical Disabilities	52	12.5%	102,283	21.9%
Students with Autism	35	8.4%	58,444	12.5%
Students with Behavioral Disabilities	84	20.1%	93,082	19.9%
Students with Non-Categorical Early Childhood	6	1.4%	5,867	1.3%

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

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

Student Information	District		State	
	Count	Percent	Count	Percent
Graduates (Class of 2016):				
Total Graduates	232	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	27	11.6%	41,084	12.7%
Hispanic	70	30.2%	157,633	48.6%
White	132	56.9%	104,551	32.2%
American Indian	0	0.0%	1,280	0.4%
Asian	2	0.9%	13,481	4.2%
Pacific Islander	0	0.0%	449	0.1%
Two or More Races	1	0.4%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	53	22.8%	42,804	13.2%
Recommended H.S. Program/DAP	179	77.2%	254,625	78.5%
Foundation High School Plan (No Endorsement)	0	0.0%	11,477	3.5%
Foundation High School Plan (Endorsement)	0	0.0%	1,501	0.5%
Foundation High School Plan (DLA)	0	0.0%	13,904	4.3%
Special Education Graduates	19	8.2%	23,325	7.2%

Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten				
Grade 1	10.4%	1.8%	7.1%	7.7%
Grade 2	3.6%	3.8%	5.3%	6.8%
Grade 3	0.6%	2.4%	0.0%	3.1%
Grade 4	0.0%	1.6%	0.0%	1.2%
Grade 5	0.0%	0.8%	0.0%	0.7%
Grade 6	0.4%	0.4%	0.0%	0.7%
Grade 7	0.0%	0.6%	0.0%	0.7%
Grade 8	0.3%	0.7%	0.0%	0.8%
		0.5%	0.0%	0.9%

Data Quality:	District		State	
	Count	Percent	Count	Percent
Underreported Students	5	0.3%	6,686	0.3%

**Class Size Information**

Class Size Averages by Grade and Subject (Derived from teacher responsibility records):

Elementary:	District		State	
	Count	Percent	Count	Percent
Kindergarten				
Grade 1	19.7	19.7	18.8	18.8
Grade 2	18.4	18.4	18.9	18.9
Grade 3	21.1	21.1	19.0	19.0
Grade 4	19.1	19.1	19.0	19.0
Grade 5	17.3	17.3	20.9	20.9
Grade 6	18.5	18.5	20.4	20.4
Secondary:				
English/Language Arts			16.8	16.8
Foreign Languages			18.9	18.7
Mathematics			20.3	18.0
Science			19.6	19.0
Social Studies			21.2	19.4

TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
**2016-17 District Profile**

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

<b>Staff Information</b>	<b>Count</b>	<b>District</b>	<b>Percent</b>	<b>Count</b>	<b>State</b>	<b>Percent</b>
Total Staff	661.0		100.0%	705,007.9		100.0%
Professional Staff:	442.0		66.9%	451,253.5		64.0%
Teachers	347.1		52.5%	352,756.1		50.0%
Professional Support	67.5		10.2%	70,392.1		10.0%
Campus Administration (School Leadership)	18.3		2.8%	20,492.1		2.9%
Central Administration	9.0		1.4%	7,613.2		1.1%
Educational Aides:	102.5		15.5%	67,934.0		9.6%
Auxiliary Staff:	116.5		17.6%	185,820.3		26.4%
Total Minority Staff:	94.7		14.3%	346,378.5		49.1%
Teachers by Ethnicity and Sex:						
African American	16.9		4.9%	35,986.3		10.2%
Hispanic	8.0		2.3%	93,694.5		26.6%
White	315.2		90.8%	211,028.1		59.8%
American Indian	1.0		0.3%	1,243.7		0.4%
Asian	1.0		0.3%	5,383.5		1.5%
Pacific Islander	2.0		0.6%	1,521.6		0.4%
Two or More Races	3.0		0.9%	3,898.4		1.1%
Males	76.5		22.0%	83,544.8		23.7%
Females	270.7		78.0%	269,211.3		76.3%
Teachers by Highest Degree Held:						
No Degree	1.0		0.3%	4,333.3		1.2%
Bachelors	276.5		79.7%	262,745.0		74.5%
Masters	68.6		19.8%	83,426.6		23.6%
Doctorate	1.0		0.3%	2,251.2		0.6%
Teachers by Years of Experience:						
Beginning Teachers	17.8		5.1%	27,413.0		7.8%
1-5 Years Experience	81.2		23.4%	98,846.9		28.0%
6-10 Years Experience	73.0		21.0%	73,646.0		20.9%
11-20 Years Experience	102.7		29.6%	98,156.2		27.8%
Over 20 Years Experience	72.3		20.8%	54,694.0		15.5%
Number of Students per Teacher	12.7		n/a	15.1		n/a



TEXAS EDUCATION AGENCY  
**Texas Academic Performance Report**  
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District Name: SULPHUR SPRINGS ISD  
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<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	27.4	19.5
Average Years Experience of Principals with District	20.6	12.2
Average Years Experience of Assistant Principals	27.4	15.7
Average Years Experience of Assistant Principals with District	20.2	10.1
Average Years Experience of Teachers:		
Average Years Experience of Teachers with District:	12.5	10.9
Average Years Experience of Teachers (regular duties only):	7.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$39,733	\$46,199
1-5 Years Experience	\$39,835	\$48,779
6-10 Years Experience	\$41,294	\$51,184
11-20 Years Experience	\$46,014	\$54,396
Over 20 Years Experience	\$53,509	\$60,913
Average Actual Salaries (regular duties only):		
Teachers	\$44,813	\$52,525
Professional Support	\$52,752	\$61,728
Campus Administration (School Leadership)	\$57,754	\$76,471
Central Administration	\$88,021	\$100,397
Instructional Staff Percent:	69.0%	64.6%
Turnover Rate for Teachers:	14.2%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

TEXAS EDUCATION AGENCY  
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Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	560	12.7%	1,005,219	18.8%
Career & Technical Education	1,211	27.5%	1,336,684	25.0%
Gifted & Talented Education	191	4.3%	415,641	7.8%
Special Education	417	9.5%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	10.3	3.0%	21,143.9	6.0%
Career & Technical Education	18.5	5.3%	15,992.3	4.5%
Compensatory Education	39.1	11.3%	9,777.0	2.8%
Gifted & Talented Education	1.5	0.4%	6,556.8	1.9%
Regular Education	235.1	67.7%	256,918.3	72.8%
Special Education	22.0	6.3%	30,361.9	8.6%
Other	20.6	5.9%	12,005.8	3.4%

**Link to:**  
**PEIMS Financial Standard Reports/  
 2015-2016 Financial Actual Report**

- 'W' 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.
- '\*\*' When only one group is masked, then the second smallest group is masked (regardless of size).
- '.' 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.



# 2015-2016 Actual Financial data

## Totals for Sulphur Springs ISD (112901)

Total Enrolled Students in Membership: 4,336

	General Fund			District			State		
		%	Per Student		%	Per Student		%	Per Student
<b>Receipts</b>									
<b>Total Revenue</b>	34,135,211	100.00%	7,873	45,255,756	100.00%	10,437	58,796,907,294	100.00%	11,133
Local Tax	12,422,036	36.39%	2,865	16,124,833	35.63%	3,719	26,455,661,555	44.99%	5,009
Other Local and Intermediate	379,022	1.11%	87	953,910	2.11%	220	2,349,072,062	4.00%	445
State	21,004,977	61.53%	4,844	22,577,919	49.89%	5,207	24,001,676,516	40.82%	4,545
Federal	329,176	0.96%	76	5,599,094	12.37%	1,291	5,990,497,161	10.19%	1,134
<b>Total Receipts</b>	34,135,211	100.00%	7,873	52,923,552	100.00%	12,206	79,076,472,196	100.00%	14,973
Total Revenue	34,135,211	100.00%	7,873	45,255,756	85.51%	10,437	58,796,907,294	100.00%	11,133
Recapture	0	0.00%	0	0	0.00%	0	1,659,235,826	2.10%	314
Total Other Resources	0	0.00%	0	7,667,796	14.49%	1,768	18,620,329,076	23.55%	3,526
<b>Fund Balances (for ISDs)</b>									
<b>Total Fund Balance**</b>	17,904,618	52.45%	4,129	26,751,473	59.11%	6,170	31,967,587,564	56.70%	6,346
Nonspendable Fund Balance	19,865	0.06%	5	19,865	0.04%	5	218,493,906	0.39%	43
Restricted Fund Balance	27,360	0.08%	6	8,670,774	19.16%	2,000	14,718,290,785	26.11%	2,922
Committed Fund Balance	1,919,295	5.62%	443	2,122,736	4.69%	490	3,375,181,653	5.99%	670
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,279,728,046	4.04%	453
Unassigned Fund Balance	15,938,098	46.69%	3,676	15,938,098	35.22%	3,676	11,375,893,174	20.18%	2,258
<b>Disbursements</b>									
<b>Total Expenditures</b>									
BY OBJECT	37,234,383	100.00%	8,587	49,174,849	100.00%	11,341	64,767,380,510	100.00%	12,264
Payroll (Objects 6100)	26,761,434	71.87%	6,172	30,906,631	62.85%	7,128	38,907,642,648	60.07%	7,367
Other Operating (Objects 6200-6400)	5,819,110	15.63%	1,342	8,290,859	16.86%	1,912	10,955,841,240	16.92%	2,074
Debt Service (Objects 6500)	0	0.00%	0	4,384,194	8.92%	1,011	7,300,880,526	11.27%	1,382
Capital Outlay (Objects 6600)	4,653,839	12.50%	1,073	5,593,165	11.37%	1,290	7,603,016,096	11.74%	1,440



	0	0.00%	0	0.00%	0	0.00%	0	0.00%	26,121,857	0.07%	5
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0.00%	0	0.00%	0	0.00%	26,121,857	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0.00%	909,525	3.04%	210	3.04%	1,947,322,924	5.29%	369
Athletics/Related Activities	893,456	3.47%	206	3.00%	897,646	3.00%	207	3.00%	970,746,104	2.64%	184
High School Allotment	503,234	1.95%	116	1.68%	503,234	1.68%	116	1.68%	446,570,319	1.21%	85
Prekindergarten	559,977	2.17%	129	2.88%	859,730	2.88%	198	2.88%	897,992,171	2.44%	170

District	State
63.5%	63.6%

**Instructional Expenditure Ratio**

**Tax Rates**

**2015 (current tax year) Tax Rates**

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

**2014 Tax Year State Certified Property Values**

	Amount	Percent	Amount	Percent
Property Value	1,187,413,873	N/A	2,035,667,288,244	N/A
Property Value per pupil	273,850	N/A	404,762	N/A
Property Value by category:				
Business	571,641,039	49.15%	782,956,483,668	35.20%
Residential	546,204,930	46.96%	1,212,041,953,115	54.50%
Land	30,849,560	2.65%	58,960,007,888	2.65%
Oil and Gas	226,563	0.02%	158,021,121,792	7.11%
Other	14,211,060	1.22%	12,102,856,856	0.54%

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

2015-2016 School Districts' General Fund Unassigned Fund Balance ***	15,938,098	11,332,627,827
2015-2016 School Districts' General Fund Total Budgeted Expenditures	33,553,309	42,855,266,369
2015-2016 School Districts' Percent of Total Budgeted Expenditures	47.5%	26.4%

\*\* 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](#)

## 2016-2017 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 2016-2017 are listed below:

**Show/Hide columns:**

CDN | Name | ESC | District Type | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2016-2017 Accreditation Status | Reason For Status | Notes

Show  entries

Search:

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status	Reason For Status	Notes
112901	SULPHUR SPRINGS ISD	8	A - Superior	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,199 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 12, 2018

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 12, 2018

The following pages summarize the district’s discipline history for 2016 – 2017 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 was ONE incident recorded at an SSISD campus during the 2016-2017 school year requiring the use of Code 14. In this case, a student possessed a prohibited weapon (not a firearm) at the Austin Academic Center.





Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: NCLBAA17

Vendor ID: 1756002535

School Year: 2016-2017

**2016-2017 NCLB 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 2017-2018 under the Elementary and Secondary Education Act, as amended?	<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							
First Name	26 of 30		Initial	Last Name	22 of 30	Title	16 of 40
Josh			F	Williams		Assistant Superintendent	
Telephone	Ext.	Fax	E-Mail		37 of 60	Confirm E-Mail	37 of 60
903-885-2153	1152	903-885-9001	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	16 of 40
Josh			F	Williams		Assistant Superintendent	
Telephone	Ext.	Fax	E-Mail		37 of 60	Confirm E-Mail	37 of 60
903-885-2153	1152	903-885-9001	josh.williams@ssisd.net			josh.williams@ssisd.net	

Submitter Information			
First Name	Last Name	Approval ID	Submit Date and Time
Josh	Williams	jwillia1021	5/9/2017 12:41:06 PM

Only the legally responsible party may submit this report. Certify and Submit

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
 2016 - 2017 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		
04 - Marijuana	0	0	0	0	3	0	4	0	0	0	0	0	0	0	7
09 - Off Campus TH5	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1
14 - Prohib Weapon	0	0	1	0	1	0	0	0	0	0	0	0	0	0	2
21 - St Code Conduct	0	0	0	0	198	1,188	72	0	0	18	0	0	0	0	1,476
27 - Assault Emp/Vol	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
28 - Assault NonEmpV	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2
33 - Tobacco	0	0	0	0	4	5	0	0	0	0	0	0	0	0	9
41 - Fighting	0	0	0	0	19	24	2	0	0	0	0	0	0	0	45
<b>Total</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>228</b>	<b>1,217</b>	<b>80</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,544</b>

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

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
 2016 - 2017 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	0	0	97
Total	0	0	0	0	0	0	97

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

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
2016 - 2017 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.

LEA-level Data

Campuses: 002, 041, 102, 104, 105, 106, 107, 108  
 2016 - 2017 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer \*\*

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *
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\* \* \* \* \* 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  
2016 - 2017 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Reason Code	Action Total
04 - Marijuana	7
09 - Off Campus TII5	1
14 - Prohib Weapon	2
21 - St Code Conduct	1,573
27 - Assault Emp/Vol	2
28 - Assault NonEmpV	2
33 - Tobacco	9
41 - Fighting	45
Total	1,641

\* 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  
2016 - 2017 Summer Collection, Accepted Submission

LEA: 112901 - SULPHUR SPRINGS ISD

Action Code Description

- 03 Expul on-C DAEP
- 05 OOS Suspension
- 06 IS Suspension
- 07 DAEP
- 10 C Prior Yr DAEP
- 26 Part IS Suspen

Parameters Selected:

Student Type: All Students

Disciplinary Action Reason Codes: 04, 09, 14, 21, 27, 28, 33, 41

Disciplinary Action Codes: 03, 05, 06, 07, 10, 26

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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.
<i>Discipline</i>	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>
<i>Improper Conduct</i>	<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)]

STUDENT WELFARE  
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH  
(LOCAL)

<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 FF1.</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>



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

**Improper Conduct**

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

**Confidentiality**

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal**

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Records Retention**

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 2014-2015 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2016**

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 2014-2015 high school graduates who attended public four-year and two-year higher education in FY 2016. 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 2015, spring 2016, and summer 2016 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 2016, 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 2016 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 FY2015  
Enrolled in Texas Public or Independent Higher Education in FY 2016**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	
<b>HOPKINS</b>								
<b>COMO-PICKTON CISD</b>								
	112908001	COMO-PICKTON SCHOOL						
		Four-Year Public University	7	1	1	0	3	1
		Two-Year Public Colleges	11	3	0	1	2	0
		Independent Colleges & Universities	1					
		Not Trackable	2					
		Not Found	24					
		Total High School Graduates	45					
<b>CUMBY ISD</b>								
	112905001	CUMBY H S						
		Four-Year Public University	5	0	1	2	0	0
		Two-Year Public Colleges	10	4	1	2	1	0
		Independent Colleges & Universities	2					
		Not Trackable	0					
		Not Found	16					
		Total High School Graduates	33					
<b>SULPHUR SPRINGS ISD</b>								
	112901002	SULPHUR SPRINGS H S						
		Four-Year Public University	70	8	6	13	18	25
		Two-Year Public Colleges	81	22	13	10	13	22
		Independent Colleges & Universities	8					1
		Not Trackable	12					
		Not Found	98					
		Total High School Graduates	269					

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.