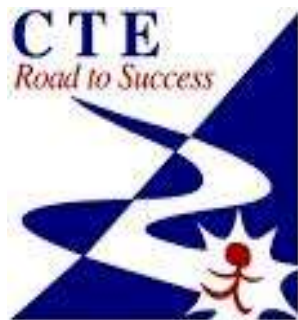


2015-16

CTE Program Evaluation



Career & Technical Education

Jenny Arledge

Director of College & Career Readiness

2015-16

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June 9, 2016

SSHS CTE Stakeholders:

In today's highly competitive workforce, students need to be able to integrate and apply 21st century skills, technical knowledge, soft skills, and core academic knowledge. SSHS Career and Technical Education (CTE) programs emphasize real-world, real-life skills to prepare students for the globally competitive workforce, post-secondary education, and life. CTE is an investment in student success!

Every CTE course falls into one of 16 career clusters. A career cluster is a group of jobs and industries that are related by skills. Within each cluster, there is a coherent sequence of courses and training opportunities to prepare students for a given career and to satisfy the state requirements to earn an Endorsement for their high school graduation plan. Our goal is to help every student establish their career goals, help students choose a career pathway/endorsement, and learn job-specific skills to further their hands-on education.

Through the programs offered in Sulphur Springs High School Career and Technical Education, students can:

- Explore careers starting in middle school and throughout high school to identify career goals.
- Prepare their high school Personal Graduation Plan (PGP) using Career Cruising (online system) to track their goals and career objectives.
- Take courses in high school that will satisfy House Bill 5 requirements to follow a Foundation High School Graduation Plan with an Endorsement selected by the student.
- Earn Performance Acknowledgements through earning industry certifications with our CTE programs.
- Earn tuition-free college credits as well as high school credits through Paris Junior College (PJC) articulated courses.
- Become leaders by participating in Career and Technical Student Organization (CTSO) competitions, community service projects, as well as opportunities to run for local, regional, state, or national officer positions.
- Become members of the Sulphur Springs chapter of National Technical Honor Society (NTHS).

In order to prepare our students to be college and career ready, it is imperative that our CTE programs transcend and grow to provide our students with skills that are current and relevant. In essence, we must train today's students in an effort to prepare them for tomorrow's careers!

Sincerely,

Jenny Arledge
Director of College & Career Readiness
Sulphur Springs High School

SSHS CTE Vision Statement

Career & Technical Education (CTE) students will graduate ready for college, career, and life in a global society.

SSHS CTE Mission Statement

The mission of Sulphur Springs High School Career & Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.



SSHS CTE Goals:

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.

Public Notification of Nondiscrimination in Career and Technical Education Programs

Sulphur Springs ISD offers Career and Technical Education (CTE) programs in the following career clusters: Agriculture, Food & Natural Resources Business Management & Administration Education & Training Finance Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Marketing Transportation, Distribution & Logistics Admission to these programs is based on class space and availability, interest and aptitude, age appropriateness, and teacher recommendations. It is the policy of Sulphur Springs ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices, CTE programs, services, or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. Sulphur Springs ISD will take steps to assure the lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs. For information about your rights or grievance procedures, contact the Title IX Coordinator, Betty Lawson, at 631 Connally Street, Sulphur Springs, TX, 75482, 903-885-2153 and/or the Section 504 Coordinator, Susan Johnston, at 219 Ponder Street, Sulphur Springs, TX, 75482, 903-885-6230.

Accountability Summary 2015

TEXAS EDUCATION AGENCY
2015 Accountability Summary
 SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD

Accountability Rating

Met Standard

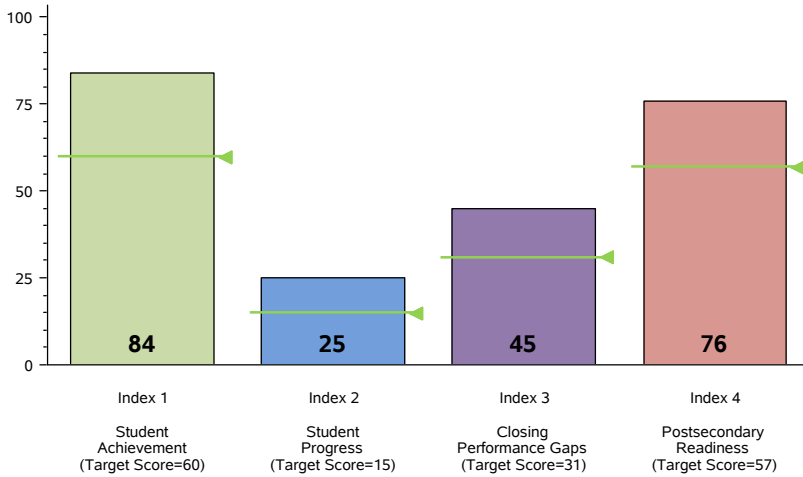
Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2015, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in Reading/ELA
DISTINCTION EARNED
Academic Achievement in Mathematics
DISTINCTION EARNED
Academic Achievement in Science
DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	High School
Campus Size	1,165 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	48.2
Percent English Language Learners	3.9
Mobility Rate	12.9

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,267	1,512	84
2 - Student Progress	254	1,000	25
3 - Closing Performance Gaps	1,076	2,400	45
4 - Postsecondary Readiness			
STAAR Score	11.8		
Graduation Rate Score	23.0		
Graduation Plan Score	19.6		
Postsecondary Component Score	21.8		76

State System Safeguards

Number and Percent of Indicators Met

Performance Rates	21 out of 22 = 95%
Participation Rates	12 out of 12 = 100%
Graduation Rates	6 out of 6 = 100%
Total	39 out of 40 = 98%

For further information about this report, please see the Performance Reporting Division website at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Reading/ELA
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	1%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)	6%	Q2
EOC English II Performance (Level III)	4%	Q1
AP/IB Examination Participation: ELA	11%	Q2
AP/IB Examination Performance: ELA	76%	Q1
SAT/ACT Participation	49%	Q3
SAT Performance: ELA	955	Q2
ACT Performance: ELA	20.5	Q2
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	30.6%	Q1
Total Indicators for Reading/ELA		5 of 10

Distinction Campus Outcome: 5 of 10 eligible indicators in the Top Quartile (Q1)

5 of 10 = 50%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAARA and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Mathematics
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Greater Than Expected Student Growth in Mathematics	11%	Q1
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)	11%	Q1
AP/IB Examination Participation: Mathematics	5%	Q2
AP/IB Examination Performance: Mathematics	52%	Q2
SAT/ACT Participation	49%	Q3
SAT Performance: Mathematics	488	Q3
ACT Performance: Mathematics	20.6	Q3
Advanced/Dual Enrollment Course Completion Rate: Mathematics	39.0%	Q3
Total Indicators for Mathematics		3 of 9

Distinction Campus Outcome: 5 of 10 eligible indicators in the Top Quartile (Q1)

3 of 9 = 33%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Science
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)	14%	Q3
AP/IB Examination Participation: Science	0%	Q4
AP/IB Examination Performance: Science		
ACT Performance: Science	20.9	Q2
Advanced/Dual Enrollment Course Completion Rate: Science	18.7%	Q1
Total Indicators for Science		2 of 5

Distinction Campus Outcome: 5 of 10 eligible indicators in the Top Quartile (Q1)

2 of 5 = 40%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAARA and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Social Studies
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Attendance Rate	95.4%	Q1
Grade 8 Social Studies Performance (Level III)		
EOC U.S. History Performance (Level III)	22%	Q3
AP/IB Examination Participation: Social Studies	5%	Q3
AP/IB Examination Performance: Social Studies	38%	Q2
Advanced/Dual Enrollment Course Completion Rate: Social Studies	35.2%	Q1
Total Indicators for Social Studies		2 of 5

Distinction Campus Outcome: 5 of 10 eligible indicators in the Top Quartile (Q1)

2 of 5 = 40%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for STAARA and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Student Progress
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Campus Name	District Name	Index 2 Score ‡
1 LAMPASAS H S (141901001)	LAMPASAS ISD	33
2 CALHOUN H S (029901001)	CALHOUN COUNTY ISD	27
3 RANCHVIEW H S (057903007)	CARROLLTON-FARMERS BRANCH ISD	27
4 TIVY H S (133903001)	KERRVILLE ISD	27
5 HUDSON H S (003902001)	HUDSON ISD	26
6 SPRINGTOWN H S (184902001)	SPRINGTOWN ISD	26
7 WESTERN HILLS H S (220905015)	FORT WORTH ISD	26
SULPHUR SPRINGS H S (112901002)	SULPHUR SPRINGS ISD	25
8 BROWNSBORO H S (107902001)	BROWNSBORO ISD	24
9 EAST VIEW H S (246904004)	GEORGETOWN ISD	24
10 MARBLE FALLS H S (027904001)	MARBLE FALLS ISD	24
11 LAMAR CONS H S (079901001)	LAMAR CISD	23
12 LOCKHART H S (028902001)	LOCKHART ISD	23
13 ROCKPORT-FULTON H S (004901001)	ARANSAS COUNTY ISD	23
14 DENISON H S (091903001)	DENISON ISD	22
15 LEVELLAND H S (110902001)	LEVELLAND ISD	22
16 STAFFORD H S (079910001)	STAFFORD MSD	22
17 TULOSO-MIDWAY H S (178912001)	TULOSO-MIDWAY ISD	22
18 CARTHAGE H S (183902001)	CARTHAGE ISD	21
19 FLORESVILLE H S (247901001)	FLORESVILLE ISD	21
20 PINE TREE H S (092904001)	PINE TREE ISD	21
21 SILSBEE H S (100904001)	SILSBEE ISD	21
22 BASTROP H S (011901001)	BASTROP ISD	20
23 EL CAMPO H S (241903001)	EL CAMPO ISD	20
24 MEDINA VALLEY H S (163908001)	MEDINA VALLEY ISD	20
25 VAN H S (234906001)	VAN ISD	20
26 BAY CITY H S (158901001)	BAY CITY ISD	19
27 BURNET H S (027903001)	BURNET CISD	19
28 COLUMBIA H S (020907001)	COLUMBIA-BRAZORIA ISD	19
29 DAYTON H S (146902002)	DAYTON ISD	19
30 FREDERICKSBURG H S (086901001)	FREDERICKSBURG ISD	19
31 KAUFMAN H S (129903001)	KAUFMAN ISD	19
32 SEALY H S (008902001)	SEALY ISD	19
33 HENDERSON H S (201902001)	HENDERSON ISD	18
34 PRINCETON H S (043911001)	PRINCETON ISD	18
35 WH FORD H S (116908001)	QUINLAN ISD	18
36 DUMAS H S (171901001)	DUMAS ISD	17
37 KILGORE H S (092902002)	KILGORE ISD	17
38 ALVARADO H S (126901001)	ALVARADO ISD	16
39 SPLENDORA H S (170907001)	SPLENDORA ISD	16
40 MABANK H S (129905001)	MABANK ISD	15

Top 25% in Student Progress Target = Index 2 Score of 24

DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Top 25% in Closing Performance Gaps
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Campus Name	District Name	Index 3 Score ‡
1 HUDSON H S (003902001)	HUDSON ISD	58
2 TIVY H S (133903001)	KERRVILLE ISD	53
3 MARBLE FALLS H S (027904001)	MARBLE FALLS ISD	48
4 ROCKPORT-FULTON H S (004901001)	ARANSAS COUNTY ISD	48
5 TULOSO-MIDWAY H S (178912001)	TULOSO-MIDWAY ISD	48
6 DENISON H S (091903001)	DENISON ISD	47
7 MABANK H S (129905001)	MABANK ISD	47
8 RANCHVIEW H S (057903007)	CARROLLTON-FARMERS BRANCH ISD	47
9 EAST VIEW H S (246904004)	GEORGETOWN ISD	46
10 LAMPASAS H S (141901001)	LAMPASAS ISD	46
11 MEDINA VALLEY H S (163908001)	MEDINA VALLEY ISD	46
12 BROWNSBORO H S (107902001)	BROWNSBORO ISD	45
13 CALHOUN H S (029901001)	CALHOUN COUNTY ISD	45
14 FLORESVILLE H S (247901001)	FLORESVILLE ISD	45
15 FREDERICKSBURG H S (086901001)	FREDERICKSBURG ISD	45
16 KAUFMAN H S (129903001)	KAUFMAN ISD	45
SULPHUR SPRINGS H S (112901002)	SULPHUR SPRINGS ISD	45
17 BASTROP H S (011901001)	BASTROP ISD	43
18 LAMAR CONS H S (079901001)	LAMAR CISD	43
19 LEVELLAND H S (110902001)	LEVELLAND ISD	43
20 PINE TREE H S (092904001)	PINE TREE ISD	43
21 SILSBEE H S (100904001)	SILSBEE ISD	43
22 SPRINGTOWN H S (184902001)	SPRINGTOWN ISD	43
23 DAYTON H S (146902002)	DAYTON ISD	42
24 KILGORE H S (092902002)	KILGORE ISD	42
25 PRINCETON H S (043911001)	PRINCETON ISD	42
26 WESTERN HILLS H S (220905015)	FORT WORTH ISD	42
27 CARTHAGE H S (183902001)	CARTHAGE ISD	41
28 HENDERSON H S (201902001)	HENDERSON ISD	41
29 SEALY H S (008902001)	SEALY ISD	41
30 STAFFORD H S (079910001)	STAFFORD MSD	41
31 DUMAS H S (171901001)	DUMAS ISD	40
32 VAN H S (234906001)	VAN ISD	40
33 COLUMBIA H S (020907001)	COLUMBIA-BRAZORIA ISD	39
34 SPLENDORA H S (170907001)	SPLENDORA ISD	39
35 WH FORD H S (116908001)	QUINLAN ISD	39
36 BAY CITY H S (158901001)	BAY CITY ISD	38
37 BURNET H S (027903001)	BURNET CISD	38
38 ALVARADO H S (126901001)	ALVARADO ISD	36
39 LOCKHART H S (028902001)	LOCKHART ISD	36
40 EL CAMPO H S (241903001)	EL CAMPO ISD	34

Top 25% in Closing Performance Gaps Target = Index 3 Score of 46

NO DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary - Postsecondary Readiness
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
 Campus Type: High School

Indicator ‡	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	53%	Q2
Four-Year Longitudinal Graduation Rate	91%	Q4
Four-Year Longitudinal RHSP/DAP Rate	79%	Q4
College-Ready Graduates	56%	Q1
Advanced/Dual Enrollment Course Completion Rate: Any Subject	49.5%	Q2
AP/IB Examination Performance: Any Subject	69%	Q1
SAT/ACT Participation	49%	Q3
SAT/ACT Performance	25%	Q2
CTE-Coherent Sequence Graduates	75%	Q2
Total Indicators for Postsecondary Readiness		2 of 9

Evaluation of Campus Outcomes: 2 of 9 eligible indicators in Q1 (Top Quartile)

2 of 9 = 22%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to Reading/ELA, Mathematics, Science, and Social Studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

‡ Results for grades 3-8 mathematics, STAARA, and STAAR Alternate 2 are not included in 2015 accountability results.

TEXAS EDUCATION AGENCY
2015 Distinction Designation Summary
SULPHUR SPRINGS H S (112901002) - SULPHUR SPRINGS ISD
Campus Type: High School

Indicator ‡	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	184,626.0	193,539.0	95.4	95.4	Q1
Greater Than Expected Student Growth in English Language Arts (ELA)	2	288	1	1	Q1
Greater Than Expected Student Growth in Mathematics	23	217	11	7	Q1
Grade 3 Reading Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)	28	265	11	9.0	Q1
EOC English I Performance (Level III)	22	367	6	7.0	Q2
EOC English II Performance (Level III)	15	357	4	3.0	Q1
EOC Biology Performance (Level III)	39	275	14	20.0	Q3
EOC U.S. History Performance (Level III)	53	242	22	27.0	Q3
AP/IB Examination Participation: ELA	58	507	11.4	14.5	Q2
AP/IB Examination Participation: Mathematics	23	507	4.5	4.9	Q2
AP/IB Examination Participation: Science	0	507	0.0	5.1	Q4
AP/IB Examination Participation: Social Studies	24	507	4.7	12.1	Q3
AP/IB Examination Performance: ELA	44	58	75.9	55.0	Q1
AP/IB Examination Performance: Mathematics	12	23	52.2	57.9	Q2
AP/IB Examination Performance: Science	0	0			
AP/IB Examination Performance: Social Studies	9	24	37.5	48.2	Q2
AP/IB Examination Performance: Any Subject	47	68	69.1	53.2	Q1
SAT/ACT Participation	112	231	49	66	Q3
SAT/ACT Performance	28	112	25	29	Q2
SAT Performance: ELA	n/a	65	955	959	Q2
SAT Performance: Mathematics	n/a	65	488	507	Q3
ACT Performance: ELA	n/a	100	20.5	21.1	Q2
ACT Performance: Mathematics	n/a	100	20.6	21.6	Q3
ACT Performance: Science	n/a	100	20.9	21.5	Q2
Index 4 - Percent at STAAR Postsecondary Readiness Standard	410	779	53	56	Q2
Four-Year Longitudinal Graduation Rate	225	248	90.7	97.4	Q4
Four-Year Longitudinal RHSP/DAP Rate	177	223	79.4	91.4	Q4
College-Ready Graduates	119	211	56.0	56.0	Q1
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	155	507	30.6	30.5	Q1
Advanced/Dual Enrollment Course Completion Rate: Mathematics	181	464	39.0	44.9	Q3
Advanced/Dual Enrollment Course Completion Rate: Science	71	380	18.7	12.2	Q1
Advanced/Dual Enrollment Course Completion Rate: Social Studies	183	520	35.2	28.2	Q1
Advanced/Dual Enrollment Course Completion Rate: Any Subject	264	533	49.5	54.1	Q2
CTE-Coherent Sequence Graduates	174	231	75.3	76.5	Q2

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

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

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

Advisory Committee

CTE Advisory Committee Members

The CTE Advisory Committee consisted of 57 members for the 2015-16 school year. Teachers, industry representatives, PJC representatives, counselors, administration, parents, and students were represented on the committee.

Thirty-four of the members represented industry and community representatives. The members from each career cluster area were as follows:

- Agriculture – Plant and Animal Science
 1. Troy Sellers, Luminant
 2. Mario Villarino, TAMU –Agrilife
 3. Joe Wallace, Saputo
 4. Melissa Robbins, Agriculture Teacher
 5. John Holland, Agriculture Teacher
- Agriculture/Manufacturing – Welding
 6. Tim Potts, Flowserve
 7. John Luper, Agriculture Teacher
- Architecture and Construction
 8. Wayne Cooper, Independent Contractor
 9. Don McCann, Clayton Homes
 10. John Spradling, PJC
 11. Randy Reed, Workforce Solutions
 12. Leslie Harred, Lead Counselor
 13. Jenny Arledge, Director of College & Career Readiness
- Arts, A/V Technology and Communications
 9. Doug Haston, KSST
 10. Don Julian, KSST
 11. Bobby McDonald, Front Porch News
 12. Brandon Nelson, Arts/AV Teacher
 13. Alec Bryant, Arts/AV Teacher
- Business, Marketing, and Finance
 14. Emily Glass, Alliance Bank
 15. Kevin Monk, Alliance Bank
 16. Carrie Nuckolls, Century 21
 17. Phil Williams, PJC
 18. Dylan Joiner, SSSH Student
 19. Paula Hass, Business Teacher
 20. Lynn Smith, Business Teacher
 21. Tracy Stewart, Business Teacher
- Education and Training
 22. Jackie Brice, Former Teacher
 23. Brenda McKenzie, Former Teacher
 24. Sandra Shingleur, Workforce Solutions
 25. Debbie Stribling, Family and Consumer Science Teacher

- Health Science
 - 26. Jennifer Hill, Respiratory Therapy
 - 27. Tanna Holland, HCMH
 - 28. Michael McAndrew, HCMH
 - 29. Brad Abell, Health Science Teacher
 - 30. Jennifer Carter, Health Science Teacher
- Hospitality and Tourism
 - 31. Heather Salverino, Plain & Fancy
 - 32. Logan Vaughan, Sulphur Springs Country Club
 - 33. Christina Davis, Family and Consumer Science Teacher
 - 34. Nancy Reese, Family and Consumer Science Teacher
- Information Technology
 - 35. Richard England, Richard England Design
 - 36. Felicia Lewis, Guaranty Bank
 - 37. Loyd Nowlin, Pulse Labs
 - 38. Joel Bailey, Information Technology Teacher
 - 39. Jeremy Offutt, Information Technology Teacher
 - 40. Gina Wilder, Information Technology Teacher
- Law and Public Safety
 - 41. Jim Bayuk, SSHS Police Chief
 - 42. Jack Newsome, Probation Officer
 - 43. Eddie Northcutt, District Judge
 - 44. Vanessa Diosdado, SSHS Student
 - 45. Demetra Robinson, Law Teacher
 - 46. Atlanta Knox, Law Teacher
- Transportation, Distribution and Logistics
 - 42. Chris Ford, Sulphur Springs Dodge
 - 43. Jerod Martin, Holt Agribusiness
 - 44. Bob Halter, Transportation Teacher
 - 45. Harold Smithson, Transportation Teacher

Meeting Summaries

The fall meeting was held on Friday, October 30, 2015 in the Sulphur Springs High School Library from 1:00 – 2:30 pm. Thirty-nine members were present at the meeting. The meeting was called to order by Jenny Arledge. CTSO student representatives spoke to the committee on their respective organizations. During the meeting, goals were created in each career cluster area developed by the teachers and industry/community representatives. Notes for the meeting were taken by teachers in each career cluster area and a report was prepared by Jenny Arledge using the notes submitted from this meeting. The report for the fall meeting is included in the following pages of this report.

The spring meeting was held on May 12, 2016 in the Sulphur Springs High School Library from 2:45 – 4:15 pm. Thirty-four members were in attendance. CTSO student representatives spoke to the committee on the past year's accomplishments. The purposes of the meeting were explained by Jenny Arledge as follows:

1. Evaluate 2015-16 career cluster program goals established in the fall meeting
 - a. Make recommendations for 2016-17 goals
2. Review current student industry recognized certifications earned this year in each program area.

- a. Make recommendations for new student certifications to be pursued
 3. Review equipment needs to bring areas up to industry standards for 2016-17.
 4. Complete CTE Program Evaluation Survey for 2015-16.
- The meeting report for the spring meeting is included in the following pages of this report.

AGENDA

Career & Technical Education Advisory Committee

October 30, 2015

1:00 pm – 2:30 pm

Meeting called by Jenny Arledge, Director of College & Career Readiness

1:00 pm – 1:30 pm	Welcome and Introduction	Jenny Arledge
	Refreshments provided by SSHS Culinary Arts students	
	<ul style="list-style-type: none">• Career & Technical Education Mission and Goals for 2015-16• Purposes of the Committee• CTSO Reports• 2015-16 Initiatives<ul style="list-style-type: none">○ Student ePortfolios beginning in Principles courses○ College & Career Day changes○ Spring student job fair○ Increase student internships○ Teacher externship possibilities	
1:30 pm – 2:30 pm	Career Cluster Round Table Discussions	Career Cluster Teachers & Community Representatives
	Topics to be addressed: <ol style="list-style-type: none">1. Set 2015-16 Career Cluster Program Goals<ol style="list-style-type: none">a. Endorsement sequence changes/ possible new course offeringsb. Student certificationsc. Practicum internship opportunitiesd. Project-based learning projects2. Industry Needs	

CTE ADVISORY COMMITTEE 2015 FALL MEETING REPORT

October 30, 2015

SSHS Career &
Technical Education

Career and Technical Education Advisory Committee 2015 Fall Meeting Report

The Career and Technical Education Advisory Committee met on Friday, October 30, 2015 at 1:00 pm in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 39 members in attendance. Those members in attendance representing their respective career fields were:

Agriculture, Food & Natural Resources

Industry Representatives: Tim Potts, Troy Sellers, and Mario Villarino
Teachers: John Holland, John Luper, and Melissa Robbins

Architecture & Construction

Industry Representatives: Wayne Cooper and Don McCann
Director of College & Career Readiness: Jenny Arledge
Lead Counselor: Leslie Harred

Arts, AV Technology and Communications

Industry Representatives: Bobby McDonald
Teachers: Brandon Nelson

Business, Marketing, and Finance

Industry Representative: Emily Glass
Teachers: Lynn Smith and Tracy Stewart
Student Representative: Dylan Joiner

Education and Training

Industry Representatives: Sandra Shingleur
Teacher: Debbie Stinson

Health Science

Industry Representative: Jennifer Hill, Tanna Holland, and Michael McAndrew
Teachers: Brad Abell and Jennifer Carter

Hospitality and Tourism

Industry Representative: Heather Salverino
Teachers: Christina Davis and Nancy Reese

Information Technology

Industry Representatives: Lloyd Nowlin and Barrett Williams
Teacher: Joel Bailey and Gina Wilder

Law & Public Safety

Industry Representatives: Jim Bayuk, Eddie Northcutt
Teachers: Demetra Robinson and Atlanta Knox

Transportation: Small Engine, Auto, and Collision Repair

Industry Representatives: Chris Ford and Brandy Patton
Teachers: Bob Halter

Robotics Teacher: Nicholas Wiggins
High School Administrator: Derek Driver

Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The meeting was called to order by Jenny Arledge at 1:00 pm. The following information was provided in the Welcome and Introduction segment of the meeting.

SSHS Career and Technical Education 2015-16 Vision and Mission

Vision Statement

Career and Technical Education students will graduate ready for college, career, and life in a global society.

Mission Statement

The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

Through our Dare to Dream program conducted on all campuses through our social studies courses, an initiative has been made throughout the district to educate and improve students' soft skills. Dare to Dream uses the acrostic WILDCAT to symbolize the soft skill goals: W – Work Ethic; I – Integrity; L – Listening; D – Demeanor (Positive); C – Communication; A – Adaptability; T – Teamwork; S – Sound Judgment.

Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.

What is a CTE Advisory Committee?

A representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the CTE Advisory Committee is to work together in establishing, operating, and evaluating programs which service the needs of our students as well as businesses and industries in the Hopkins County area. CTE programs should be tailored to meet the workforce development needs of the community and the needs and interests of our individual students. Advisory Committees strengthen collaboration between those responsible for CTE programs and the communities they serve.

Our Career and Technical Student Organizations

FCCLA (Family, Career and Community Leaders of America) – report made by Alyssa McLarry, student.

FFA – report made by John Luper, sponsor.

BPA (Business Professionals of America) – report made by Dylan Joiner, student.

HOSA – report made by Brad Abell, sponsor.

Robotics – report made by Nicholas Wiggins, sponsor

CTE Initiatives for 2015-16

- Student ePortfolios beginning in Principles courses and continuing on throughout their high school experience. Students will create an online site, create an introduction to their site, set goals, and collect artifacts (samples of their work) from both CTE and academic courses. Each year, the goal will be to build upon the ePortfolio by adding work artifacts and reflections of their work that will demonstrate skills and knowledge gained throughout their high school experience.
- Improve College and Career Day. We worked on developing a plan for 9th and 10th grade students to explore and discover different career fields by attending sessions led by community representatives within career fields that matched the students' interests. In hopes of connecting 11th and 12th grade students to post-secondary institutions, their sessions during College and Career Day will be led by trade school, community college, and university representatives sharing programs of study and college session topics such as ACT/SAT Facts You Need to Know, Scholarships and Financial Aid, Scholarship Essays and Interviewing 101, etc.
- Spring Student Job Fair. We are planning on conducting a Student Job Fair in the spring (April 12, 2015 is the goal) in the Civic Center. All students will have an opportunity to attend. Their ticket into the job fair will be a resume and to be dressed professionally. We are hoping to involve the entire campus the weeks prior to the event in preparing students by helping students to develop their resumes, teaching them how to dress professionally, how to make formal introductions, and how to talk with potential employers. Our Career Prep students will be organizing the event.
- Increase student internships. We added paid and non-paid internship experiences in our Education and Training program, Transportation program, and our Culinary Arts program last year through Practicum courses. We hope to extend the internship possibilities in each of the program areas for the coming school year.
- Teacher externship possibilities. We would like to create a teacher externship summer program for our CTE teachers to have an opportunity to work in an area related to their career cluster program. The hope will be to offer a stipend to these teachers for committing hours in their summer in return for them using the experience to build project based lesson plans that will be utilized by not only the teacher in the externship,

but also with several related core academic teachers to create true connected project-based assignments for CTE and core academics.

Career Cluster Round Table Discussion Purposes:

1. Set 2015-16 career cluster program goals
 - a. Endorsement sequence changes/possible new course offerings
 - b. Student certifications to offer in each sequence
 - c. Practicum internship opportunities for each sequence
 - d. Project-based learning projects for each sequence
2. Address industry needs
 - a. Need to update instructional material and/or equipment

Reports from each Career Cluster Area:

Agriculture, Food and Natural Resources



Current Endorsements Offered:

Business & Industry Agriculture Career Focus Areas:

Animal Science

- 9th:** Principles of Agriculture, Food and Natural Resources
10th: Livestock Production **OR** Wildlife, Fisheries & Ecology Management
11th: Veterinary Medical Applications
12th: Advanced Animal Science (also a science credit)

Plant Science

Coherent Sequence:

- 9th:** Principles of Agriculture, Food and Natural Resources
10th: Principles & Elements of Floral Design
11th: Horticulture Science
12th: Advanced Plant & Soil Science

Welding

Coherent Sequence:

- 9th:** Principles of Agriculture, Food and Natural Resources
10th: Agricultural Mechanics and Metal Technologies
11th: Welding
12th: Advanced Welding

Structural Steel Welding Certificate (PJC)

Coherent Sequence:

- 9th:** Principles of Agriculture, Food and Natural Resources
10th: Agricultural Mechanics and Metal Technologies
11th: Welding I (Articulated with WLDG 1428)
12th: Advanced Welding (Articulated with WLDG 1457) **AND** Practicum in Agriculture (Concurrent Welding 1430 & 2443)

Current Certifications Offered:

- Hunter's Education Certificate through Wildlife Management course

2015-16 Goals for Plant Science and Animal Science Programs:

Goal #1 – Increase student certifications.

- Add **Private Pesticide Applicator Certification** (on Perkins list) with Mario at the Extension Office. Have open to students from December 12 until after Christmas. Goal 30 students to be certified by the spring semester.
- Keep **Hunter's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Boater's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Texas Beef Quality Assurance Certification** (on Perkins list) through Livestock Production course – goal 15 students by spring semester.
- Add **Veterinary Assistant Certification** (on Perkins list) beginning with 2016-17 Vet Med class and continuing with a Practicum in Ag to allow students the time to gain the clinical hours needed to receive the certification – work in connection with the Extension Office.

Goal #2 – Build work ethic standards by decreasing the number of tardies, decreasing cell phone usage in the classrooms, and increasing productivity to meet deadlines. Goal will be for 70% of students to demonstrate mastery to be measured by tardy records, classroom observations, gradebook records noting assignments/projects turned in by deadlines (not late).

Goal #3 – Change endorsements to better meet the interests of students and have ability to earn certifications:

- Change Animal Science Endorsement as follows:
 - 9th – Principles of Ag
 - 10th – Livestock Production OR Small Animal Management (1/2) **AND** Equine Science (1/2)
 - 11th – Vet Med
 - 12th – Advanced Animal Science as 4th Science Credit **AND/OR** Practicum in AG to complete Veterinary Assistant Certification
- Change Plant Science endorsement 12th grade year as follows:
 - 12th – Plant Science as 4th Science credit **AND/OR** Practicum in AG

Goal #4 – Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

2015-16 Goals for Welding Programs:

Goal #1: Increase the number of students attaining industry recognized certifications.

- Add OSHA 10 Hour Certification in the spring for Welding students. Goal 30 students to be certified by spring semester.

Goal #2: Increase students' knowledge and understanding of MIG welding/fabrication. Ensure that students understand the knowledge behind fabrication. This includes everything from reading a tape measure to reading and understanding blueprints/project plans. Goal 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

Goal #3: Research computer aided design programs, such as AutoCAD and SOLIDWORKS, as well as Microsoft Project Pro to see what programs would be beneficial for students to use in planning and completing projects to enhance their computer skills and refine their project records. Goal is to develop a cost analysis by the spring semester and if feasible purchase and plan implementation for the 2016-17 school year.

Employee Needs:

- Good employees with good work ethics.
- Decrease cell phone usage on the job.
- Functional use of proper technology, such as teleconferencing for global communication between teams.
- Computer skills
- Students must understand the concepts of "lean manufacturing" and "more with less".

Architecture and Construction



No Endorsements or Certifications are currently offered in this career cluster area.

2015-16 Goals:

Goal #1 – Create a new endorsements for Architecture & Construction. One with a focus on Architecture and one with a focus on Construction (see Endorsements below). Begin this spring by adding the Principles of Architecture and Construction course to incoming 9th and 10th grade students.

December 2015 – make presentations to the 8th grade students.

December 2016-17 – offer Architectural Design and Construction Technology

Fall 2016-17 – work with PJC to offer the 3rd and 4th levels of courses through PJC campus

Business & Industry Endorsement: Architecture Focus

9th - Principles of Architecture & Construction

10th – Architectural Design

11th – Advanced Architectural Design

12th – Practicum in Architectural Design

Business & Industry Endorsement: Construction Technology Focus

9th – Principles of Architecture & Construction

10th – Construction Technology

11th – Choice: Electrical Technology, HVAC and Refrigeration Technology, Piping and Plumbing Technology through PJC concurrent/dual credit courses

12th – Choice: Advanced Electrical Technology, Advanced HVAC and Refrigeration Technology, Advanced Piping and Plumbing through PJC concurrent/dual credit courses

Goal #2 – Research the purchase of equipment, software, and insurance (if needed). Estimated cost \$10,000. This will need to be placed into the 2016-17 budget proposal and possibly into the 2017-18 budget proposal to attain all equipment needed to get started. Research what type of computer aided design software would need to be purchased. We would also need to research a printer that would be able to print plans. Clayton Homes and area builders are willing to sponsor and help get these programs in place beginning in the 2016-17 school year.

Goal #3 – Plan the area for the classes to meet. There would need to be a 50' X 75' outside area that is graveled (requiring approximately two loads of gravel costing roughly \$1,500) for building projects and a classroom with the ability to store tools.

Industry Needs:

- Basic skills in tool handling, safety, and soft skills.

Arts, AV Technology and Communications



Current Endorsements Offered:

Business & Industry Arts, A/V Technology & Communications Career Focus Areas:

Journalism - Broadcast News

Coherent Sequence:

9th: Principles of Arts, A/V Technology & Communications

10th: Digital & Interactive Media

11th: Audio/Video Production (Wildcat TV) (2)

12th: Advanced Audio/Video Production (Wildcat TV) (2)

Journalism – Yearbook and Newspaper

Coherent Sequence:

9th: Principles of Arts, A/V Technology & Communications

10th: Photojournalism

11th: Graphic Design & Illustration for Journalism

12th: Advanced Graphic Design & Illustration for Journalism (2)

Current Certifications Offered:

- Adobe Photoshop (new offering) through Graphic Design and Digital Interactive media courses
- Adobe Premiere Pro (new offering) through Audio/Video Production courses
- Adobe Illustrator (new offering) through Graphic Design courses

2015-16 Goals:

Goal #1 – Put an added emphasis in developing skills in Industry Standard software, especially Photoshop. This will be done through lesson plans that teach skills in the Adobe products and require students to complete projects using the Adobe products.

Goal #2 – Work towards getting at least 10% of students certified in Adobe software in 2015-16. Increase the percentage each year thereafter.

Goal #3 – Ensure that all students are well-rounded in all aspects of graphic design, including photography, writing, design, and video/audio editing. Goal is to have students acquire a minimum of 80% mastery in these areas through classroom projects.

Goal #4 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Industry Needs:

- Cutting edge equipment – cameras and software.
- Communication skills—especially face-to-face interviewing skills.
- Ability to accept and be flexible with different mediums of getting and sharing information.

Business, Marketing, and Finance

Current Endorsements Offered:

Business & Industry Business Management & Administration Career Focus Areas:

Business Management & Administration

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Accounting I

11th: Accounting II **OR** Business Information Management II

12th: Business Law **AND** Recommended English IV Credit - Business English



Business - Medical Management & Billing Certificate (PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Medical Terminology **AND** Professional Communications

11th: Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management I as Technology Credit

12th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309) **AND** Recommended English IV Credit - Business English

Business - Office/Computer Applications Certificate (PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Accounting I **AND** Business Information Management I as Technology Credit

11th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309)

12th: Business Law (with Principles of BMF Articulated Credit: BUSG 1301) **AND** Recommended English IV Credit - Business English

Business - Office Information Specialist (Part of 60 hr Associate Degree Program PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Money Matters (with Principles of BMF Articulated Credit: BUSG 1304) **AND** Business Information Management I as Technology Credit

11th: Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management II as elective (with BIM I Articulated Credit: ITSC 1309)

12th: Business Law (with Principles of BMF Articulated Credit: BUSG 1301) **AND** Recommended English IV Credit - Business English

Marketing

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Sports & Entertainment Marketing **AND** Professional Communications

11th: Entrepreneurship

12th: Marketing Dynamics (DB)



Finance

Coherent Sequence:

- 9th:** Principles of Business, Marketing & Finance
- 10th:** Accounting I
- 11th:** Accounting II
- 12th:** Financial Analysis



Finance - Office Accounting Certificate (PJC)

Coherent Sequence:

- 9th:** Principles of Business, Marketing & Finance
- 10th:** Money Matters (with Principles of BMF Articulated Credit: BUSG 1304) **AND** Business Information Management I as Technology Credit
- 11th:** Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management II as Elective credit (with BIM I Articulated Credit: ITSC 1309)
- 12th:** Accounting II (Articulated Credit: ACNT 1303) **AND** Business Law as Elective credit (with Principles of BMF Articulated Credit: BUSG 1301)

Current Certifications Offered:

- Microsoft Office Specialist – Word through Business Information Management courses
- Microsoft Office Specialist – Excel through Business Information Management courses
- Microsoft Office Specialist – Access through Business Information Management courses
- Microsoft Office Specialist – PowerPoint through Business Information Management courses

2015-16 Goals:

Goal #1 – Incorporate role playing into the curriculum. Build confidence and presenting yourself “polished” with a handshake, good eye contact, and intelligent conversation. Goal is to incorporate in class presentation projects in all Business, Marketing, and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

Goal #2 – Goal setting – prioritizing and to do lists. Goal will be to incorporate within student class projects in all Business, Marketing and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

Goal #3 – Personality profile to know strengths/weaknesses, character attributes, and how to self-analyze to make adjustments. Goal will be for 100% of Principles students to complete personality profile evaluations through Career Cruising or other ability profile programs by the end of the spring semester.

Goal #4 – Good written communication. Goal will be to increase the number of writing assignments in all Business, Marketing, and Finance classes with 90% of students having less than five grammatical/spelling errors.

Goal #5 – Increase the number of guest speakers in all Business, Marketing, and Finance courses. Goal will be at least one guest speaker per semester.

Goal #6 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal #7 - Increase the number of student certifications earned. Continue offering Microsoft Office Specialist certifications through BIM classes, but the goal will be to explore expanding these certifications through other business, finance, and marketing courses. Explore adding A*S*K (Assessment of Skills and Knowledge for Business) for Finance in Accounting, for Business Concepts in Principles of Business, Marketing, and Finance, and Marketing Concepts in Entrepreneurship courses.

Industry Needs:

- Soft skills.
- Basic skills in Microsoft application software – not necessarily certifications.
- Versatility.

Education and Training

Current Endorsements Offered:

Public Service Endorsement Career Focus Areas:
Education & Training

Coherent Sequence:

9th: Principles of Education & Training

10th: Child Development

11th: Instructional Practices in Education & Training (2)

12th: Practicum in Education & Training (2)

No Current Certifications Offered

2015-16 Goals:

Goal #1 – Continue providing students with opportunities to become successful after high school by increasing the number of internship sites in the Practicum course. Investigate paid and unpaid internships with other organizations such as area Preschools and private schools in Sulphur Springs.

Goal #2 – Allow students more opportunities to shadow in the Instructional Practices course. This year we changed the format of the course to allow students to shadow and become more involved in the classroom with a mentor teacher. Goal will be to measure success of this change at the end of the semester and determine to what greater extent the students will shadow and perform tasks similar to student teaching opportunities.

Goal #3 – Students will begin creating ePortfolios by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the



ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal #4 – Investigate the AAFCS (American Association of Family & Consumer Sciences) Pre-Professional Certification in Education Fundamentals as a possible certification for Practicum in Education and Training Students. Possibly implement in the spring semester of 2016-17.

Industry Needs:

- Soft skills
- Technology

Health Science



Current Endorsements Offered:

Public Service Endorsement Health Science Career Focus Areas:

Enhanced Nurse Aide Certificate (PJC)

Coherent Sequence:

9th: Principles of Health Science (Articulated Credit: HPRS 1201)

10th: Medical Terminology **AND** Problems & Solutions (Articulated Credit: HITT 1305)

11th: Health Science (Articulated Credit: HPRS 1102)

12th: Practicum in Health Science CNA (Concurrent Nurse Aide 1301 & 1260, also requires 40 hours - 5-8 days) (2)

Health Science

Coherent Sequence:

9th: Principles of Health Science

10th: Health Science

11th: Practicum in Health Science I (Application must be completed - limit 50 students) **OR** Medical Terminology **AND** Problems & Solutions

12th: Practicum in Health Science I or II (Application must be completed) **OR** Anatomy & Physiology

Current Certifications Offered:

- CPR/AED Certification through Health Science courses

2015-16 Goals:

Goal #1 – Add 5 preceptors for the 2016-17 school year. Check on offices and clinics. Preceptors in place currently at Memorial Clinic, Minor ER, and Dr. Conner. Preceptors should be secured by the end of the spring semester for the 2016-17 school year.

Goal #2 – Increase HOSA participation in HOSA competitions. There are currently 109 HOSA members. The goal will be to have at least 25% of the members compete this year in the fall and spring competitions. The percentage will increase each year as this is a rebuilding year for the HOSA organization.

Goal #3 – Add 4 clinical sites to be in place for the 2016-17 school year. Possible sites are Lakes Regional MHMR, Jubilee, Tele-Med, and Dialysis. Sites should be secured by the end of the spring semester.

Goal #4 – Increase student certifications. Continue with CPR/AED Certifications for Health Science students. Work with PJC or NTCC to add Phlebotomy Certifications to begin in the Practicum I course and continue in Practicum II. Goal will be to assist 25 students to begin working on Phlebotomy Certifications beginning with the 2016-17 Practicum I students and finishing with Practicum II in 2017-18.

Goal #5 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Industry Needs:

1. Increase students' knowledge and use of equipment. Increase equipment for the classroom by working with the hospital and clinics to gain equipment that is being discarded.
2. Help students be more career ready by increasing the number of student certifications earned in high school. Create contracts with Junior Colleges to work on helping students gain more certifications for health related occupations (i.e. Pharm Tech or Phlebotomy).

Hospitality and Tourism

Current Endorsements Offered:

Business & Industry Hospitality & Tourism Career Focus Areas:



Culinary Arts

Coherent Sequence:

9th: Principles of Hospitality & Tourism

10th: Restaurant Management

11th: Culinary Arts (DB)

12th: Practicum in Culinary Arts (DB)

Current Certifications Offered:

- Texas Food Handlers Certification through Culinary Arts courses
- Texas Food Guard Certification through Culinary Arts courses

2015-16 Goals:

Goal #1 – Students will learn P.O.S. program through a training that will be scheduled in the spring with the assistance of Heather Salverino (Plain and Fancy) and Chili's. The teachers will follow up by having

students use a sample POS in the classroom to demonstrate mastery. Mastery will be measured by an evaluation tool created by the teachers.

Goal #2 – Students will learn to use spreadsheets to track orders, supplies and food items in a training that will be scheduled in the spring with the assistance of Heather Salverino. The teachers will follow up by having the students use the spreadsheets in spring catering events. Mastery will be measured by an evaluation tool created by the teacher.

Goal #3 – Teachers and selected students will visit Plain & Fancy and Chili’s to learn techniques for saving time and money. These field trips will be planned and conducted in the spring semester.

Goal #4 – Students will practice good hygiene and good communication skills by being properly dressed and groomed and by speaking clearly with eye contact in the classroom. Mastery will be demonstrated through catering events and classroom presentations. The teacher will measure mastery through teacher observations and feedback provided by catering customers.

Goal #5 – Add two new Endorsements for 2016-17 and change the Culinary Arts Endorsement in 2017-18. The two additions and changes are as follows:

- Business & Industry Endorsement – Hospitality Services Focus
 - 9th – Principles of Hospitality & Tourism
 - 10th – Hospitality Services (2 credits)
 - 11th – Practicum in Hospitality Services I (2 credits)
 - 12th – Practicum in Hospitality Services II (2 credits)
- Public Service Endorsement – Human Services Focus
 - 9th - Principles of Human Services
 - 10th – Business Information Management OR Professional Communications (1/2)
AND Interpersonal Studies (1/2)
 - 11th – Lifetime Nutrition & Wellness/Dollars & Sense
 - 12th – Child Development
- Business & Industry Endorsement – Culinary Arts Focus (change in 2017-18)
 - 9th - Introduction to Culinary Arts
 - 10th – Culinary Arts (2 credits)
 - 11th – Advanced Culinary Arts (2 credits)
 - 12th – Practicum in Culinary Arts (2 to 3 credits)

Goal #6 – Continue to increase student certifications:

- Add CPR and OSHA Certifications for Restaurant Management students in the spring semester.
- Add AAFCS – Pre-Professional Certification in Culinary Arts (PERKINS) for Practicum students in the spring semester.
- Continue to increase the number of students who certify in the Food Handlers Certification. Goal for spring will be 30 students.

Goal #7 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Information Technology

Current Endorsements Offered:

Business & Industry Information Technology (IT) Career Focus Areas:



IT Business Computer Applications Certificate (PJC)

Coherent Sequence:

9th: Principles of Information Technology (Articulated with ITSC 1301)

10th: Accounting I (Articulated with ACNT 1311) **AND** Business Information Management I as Technology Credit

11th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309)

12th: Web Technologies (Articulated Credit: IMED 1316)

Digital & Interactive Media

Coherent Sequence:

9th: Principles of Information Technology

10th: Digital & Interactive Media

11th: Animation

12th: Web Technologies

Maintenance & Networking

Coherent Sequence:

9th: Principles of Information Technology

10th: Computer Maintenance

11th: Telecommunications & Networking

12th: Computer Technician (DB)

Programming

Coherent Sequence:

9th: Principles of Information Technology

10th: Computer Programming

11th: AP Computer Science

12th: Advanced Computer Programming

Programming with JAVA Associate Programmer Certification

Coherent Sequence:

9th: Computer Programming

10th: AP Computer Science

11th: Advanced Computer Programming

12th: Research in IT Solutions (DB)

Current Certifications Offered:

- JAVA Certification through Research in IT Solutions

2015-16 Goals:

Goal #1 – Programming Goal: Hold code reviews to teach coders to optimize code and make it professional looking. Mastery will be measured through classroom assignments using teacher grading rubrics.

Goal #2 – Teach and work with students on working as part of a team and adapting to changing needs by being flexible, thinking critically, and learning to take criticism well. Goal will be to use class projects that will allow students to practice these concepts including building teamwork into the project, thinking critically, and allowing students to critique their own work as well as have other classmates, teachers, and outside community members to critique as well. Mastery will be measured through teacher grading and classroom observations.

Goal #3 – Teach elements of Systems Engineering (see notes in Industry Needs section). Goal will be for all IT courses to incorporate these elements in a minimum of one project to be implemented in the spring semester. Student mastery will be measured by grading through project report and/or student presentations.

Goal #4 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Industry Needs:

- Webpage skills – HTML5, CSS, and JavaScript. Maybe make a 6-week unit in 3rd year or end of 2nd year after AP.
- Good problem solving skills.
- Systems Engineering Cycle – 1) Define the problem, 2) identify architecture, 3) define system, 4) program design, 5) implementation, 6) testing, 7) delivery, and 8) maintenance.
- Maintenance – need plan of attack when trouble-shooting.
- Staying up-to-date with current software and trends.

Law and Public Safety

Current Endorsements Offered:

Public Service Law, Public Safety, Corrections & Security Career Focus Areas:



Law, Public Safety, Corrections & Security

Coherent Sequence:

9th: Principles of Law, Public Safety, Corrections & Security

10th: Law Enforcement I

11th: Court Systems & Practices

12th: Forensic Science

No Current Certifications Offered

2015-16 Goals:

Goal #1 – Pursue long-range internship opportunities for students that encompass all public safety aspects. Change the Law Endorsement to include Practicum course for the 2016-17 school year:

- Public Service Endorsement – Law and Public Safety Focus
 - 9th – Principles of Law
 - 10th – Law Enforcement I
 - 11th – Court Systems
 - 12th – **Practicum in Law** (2 credits) AND/OR Forensic Science as 4th Science credit

Goal #2 – Pursue scholarship opportunities for law students for 2016-17 school year and beyond.

Goal #3 – Conduct industry tours/field trips in the spring semester.

Goal #4 – Bring Public Safety, Corrections & Security, and Law leaders into the classroom. Goal will be to invite four guest speakers per semester.

Goal #5 – Add Endorsement for Firefighter in conjunction with Hopkins County Fire Department. A Firefighter Instructor will teach the Firefighter I and II courses through HB 2205. The instructor will come to our campus in December to promote the new program and will also speak to the 8th graders to promote the new endorsement. The new Endorsement will be as follows:

- Public Service Endorsement – Firefighter Focus
 - 9th – Principles of Law
 - 10th – Firefighter I (2 credits)
 - 11th – Firefighter II (3 credits)
 - 12th – Practicum in Law (2-3 credits)

Goal #6 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Industry Needs:

- Court Reporters
- DPS Officers
- Probation/Parole Officers

Transportation

Current Endorsements Offered:

Business & Industry Transportation, Distribution & Logistics Career Focus Areas:



Auto Repair

Coherent Sequence:

9th: Principles of Transportation, Distribution & Logistics

10th: Small Engine Technology

11th: Automotive Technology (2)

12th: Advanced Automotive Technology (2) **OR** Practicum in Transportation, Distribution & Logistics (3)

Collision Repair

Coherent Sequence:

9th: Principles of Transportation, Distribution & Logistics

10th: Small Engine Technology

11th: Collision Repair & Refinishing (2)

12th: Advanced Collision Repair & Refinishing (2) **OR** Practicum in Transportation, Distribution & Logistics (3)

No Current Certifications Offered

2015-16 Goals:

Goal #1 – Increase students’ skills in pre-employment activities: interviewing skills, completing applications, and dressing appropriately for interviews. Advanced Auto Tech and Advanced Collision Repair students will have classroom lessons and practice in the form of role playing the interview process by the end of the spring semester. Principles students will complete a resume. Student mastery of these objectives will be measured by using grading rubrics and classroom observations.

Goal #2 – Increase students’ knowledge of safety guidelines/measures. Students must pass safety test in the fall with 100% accuracy. Teachers must reinforce safety rules and guidelines throughout the semester. All students must wear protective gear while in the shop area and apply safety rules/guidelines while working on projects.

Goal #3 – Increase students’ verbal and written communication skills. Principles students are required to complete weekly current events to practice written communication skills. Students present their findings to the class to improve their verbal communication skills. Goal would be to increase both written and verbal communication skills practice in the spring semester by incorporating writing into completion of projects by requiring students to write learning reflections after completing a project and presenting the project to the class, other teachers, or community members to practice verbal communication skills.

Goal #4 – Increase student computer/technology skills. Students are currently using All Data online library to research topics and using All Data equipment to diagnose and troubleshoot. Goal is to use the computer lab in the spring to have students begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal #5 - Add student certifications in 2015-16 spring semester. Advanced Auto Tech and Advanced Collision Repair students will be working to attain an All Data Certification.

Goal #6 - Increase the number of intern sites for Practicum students. Currently we have two internship positions that can be filled at Holt Ag. The goal is to include at least two other sites (possibly Chevrolet dealership and Chrysler/Dodge dealership) for the 2016-17 school year.

Industry Needs:

- Job applications. Both companies represented on the Advisory Committee have online applications. Students need to understand that they must fill out every blank on the application. They should not put “NA” on anything. They should not falsify anything as far as criminal records. Both companies want applicants to complete the Salary section. Spelling skills are important. Students should have resumes ready. No DWIs on driving records.
- Interviewing skills. Dress and appearance is very important for both interviewing and everyday work. Both companies ask situational questions in the interview. Neither company has a problem with tattoos as long as they are covered. No body piercings are allowed and can be addressed as a safety issue. Students need good written, verbal, and listening communication skills as well as good technical skills. Students should possess drive and “want to” energy.
- Safety. High school 10 hour OSHA training is acceptable at both companies. Both companies require employees to wear safety glasses. Both companies use safety consultation and/or safety inspectors. New employees would benefit from having had lifting and rigging strap training and knowledge of chains VS web straps. Students need to be taught about lockout tags for broken machines and clock wheels.
- Updated Training. Both companies send their mechanics about 5-6 times a year to update seminars on work time. Mechanics must keep current on certifications by taking online computer training on their own time. A good diesel tech can make \$100,000 a year. Mechanics can earn \$14-15 per hour starting salary. Holt requires employees to get a 3 day training for a Mine Safety Certificate as they sell mining equipment.

- Post-Secondary Schooling. Both companies said that post-secondary schooling is not a requirement and in some cases not effective.
- Typing and keyboarding skills are highly stressed and needed. Both companies said workers lack these skills.
- Common sense.

Adjournment

Jenny Arledge adjourned the meeting at 2:30 pm.

Next Meeting

Our next CTE Advisory Committee meeting will be held in the spring with the specific meeting time and date to be announced by the beginning of the spring semester. The next meeting focus will be to discuss progress in attaining the aforementioned goals and to complete an evaluation for the Sulphur Springs High School CTE programs. We will also discuss continued membership on the committee for future years. We need to have revolving membership terms of two and three years so that we can continue to explore and discover new ways to strengthen and grow our Career and Technical Education programs and to better connect our students with their future careers.

Agenda

CTE Advisory Committee Spring Meeting

5/12/2016

2:45 – 4:15 pm

Welcome	Jenny Arledge
2:45-3:00	Director of College & Career Readiness

CTSO Student Presentations	BPA President
3:00 – 3:10	FCCLA President
	FFA Officer
	HOSA Officer

Round Table Discussions	Objectives:
3:10 – 4:10	<ol style="list-style-type: none">1. Evaluate 2015-16 career cluster program goals established in the fall meeting.<ol style="list-style-type: none">a. Make recommendations for 2016-17.2. Review student industry certifications earned this year in each area.<ol style="list-style-type: none">a. Make recommendations for 2016-17.3. Review equipment needs to bring areas up to industry standards for 2016-17.4. Complete CTE Program Evaluation Survey if not already completed online.

Wrap-up	
Questions?	Jenny Arledge
4:10 – 4:15	

CTE Advisory Committee Spring Meeting – Thursday, May 12, 2016

Agriculture: Plant & Animal

Industry: Troy Sellers

Troy Sellers
Unable to attend.

Industry: Mario Villarino

Industry: Joe Wallace

Teacher: Melissa Robbins

Melissa Robbins

Teacher: John Holland

Agriculture: Welding

Industry: Tim Potts

Tim Potts
John Luper

Teacher: John Luper

Architecture & Construction

Industry: Wayne Cooper

Wayne Cooper

Industry: Don McCann

Unable to attend.

Higher Education: John Spradling

Workforce Solutions: Randy Reed

Randy Reed
Christina Davis

m Hosp Teacher: Christina Davis

Lead Counselor: Leslie Harred

Leslie Harred
Jenny Arledge

CTE Director: Jenny Arledge

Arts, A/V Technology & Communications

Industry: Doug Haston

Industry: Don Julian

Don Julian
Bobby McDonald

Industry: Bobby McDonald

Teacher: Brandon Nelson

Teacher: Alec Bryant

Brandon Nelson
Alec Bryant

Business, Marketing, & Finance

Industry: Emily Glass

Industry: Kevin Monk

Industry: Carrie Nuckolls

Carrie Nuckolls
Phil Williams

PJC: Phil Williams

Student: Dylan Joiner

Teacher: Paula Hass

Paula Hass

Teacher: Lynn Smith

Unable to attend.

Teacher: Tracy Stewart

Tracy Stewart

CTE Advisory Committee Spring Meeting – Thursday, May 12, 2016

Education & Training

Industry: Jackie Brice

Industry: Brenda McKenzie

Industry: Sandra Shingleur

Parent: Angelica Hernandez

Teacher: Debbie Strubling

Jackie Brice
Unable to attend
Sandra Shingleur

Debbie Strubling

Health Science

Industry: Jennifer Hill

Unable to attend.

Industry: Tanna Holland

Unable to attend.

Industry: Michael McAndrew

Unable to attend.

Teacher: Brad Abell

Unable to attend.

Teacher: Jennifer Carter

Unable to attend.

Hospitality & Tourism

Industry: Heather Salverino

Heather Salverino

Industry: Logan Vaughan

Teacher: Nancy Reese

Nancy Reese

Salverino

Information Technology

Industry: Richard England

Industry: Felicia Lewis

Industry: Lloyd Nowlin

Industry: Barrett Williams

Teacher: Joel Bailey

Teacher: Jeremy Offutt

Teacher: Gina Wilder

Richard England
Felicia Lewis

Richard England

Joel Bailey
Jeremy Offutt
Gina Wilder

Law & Public Safety

Industry: Jim Bayuk

Industry: Jack Newsome

Industry: Eddie Northcutt

Student: Vanessa Diosdado

Teacher: Demetra Robinson

Teacher: Atlanta Knox

Jim Bayuk

Vanessa Diosdado

Demetra Robinson

Unable to attend.

Christina Davis

CTE Advisory Committee Spring Meeting – Thursday, May 12, 2016

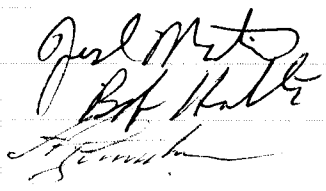
Transportation: Small Engine, Auto, and Collision Repair

Industry: Chris Ford

Industry: Jerod Martin

Teacher: Bob Halter

Teacher: Harold Smithson



2015-16

CTE Advisory Committee 2016 Spring Meeting Report

SSHS CAREER & TECHNICAL EDUCATION
CTE ADVISORY COMMITTEE REPORT SPRING 2016

SULPHUR SPRINGS I.S.D. |

Career and Technical Education Advisory Committee

2016 Spring Meeting Report

The Career and Technical Education Advisory Committee met on Thursday, May 12, 2016 at 2:45 pm in the Sulphur Springs High School Library. The meeting was called to order by Jenny Arledge. There were 34 members in attendance. Those members in attendance representing their respective career fields were:

Agriculture: Plant & Animal Science

Industry Representatives: Troy Sellers
Teachers: John Holland and Melissa Robbins

Agriculture: Welding

Industry Representatives: Tim Potts
Teachers: John Luper

Architecture & Construction

Industry Representatives: Wayne Cooper and Randy Reed
Director of College & Career Readiness: Jenny Arledge
Lead Counselor: Leslie Harred

Arts, AV Technology and Communications

Industry Representatives: Don Julian and Bobby McDonald
Teachers: Brandon Nelson and Alec Bryant

Business, Marketing, and Finance

Industry Representative: Carrie Nuckolls and Phil Williams
Teachers: Paula Hass and Tracy Stewart
Student Representative: Dylan Joiner

Education and Training

Industry Representatives: Jackie Brice and Sandra Shingleur
Teacher: Debbie Stribling

Hospitality and Tourism

Industry Representative: Heather Salverino
Teachers: Christina Davis and Nancy Reese

Information Technology

Industry Representatives: Richard England and Barrett Williams
Teacher: Joel Bailey, Jeremy Offutt, and Gina Wilder

Law & Public Safety

Industry Representatives: Jim Bayuk
Teachers: Demetra Robinson
Student Representative: Vanessa Diosdado

Transportation: Small Engine, Auto, and Collision Repair

Industry Representatives: Jerod Martin
Teachers: Bob Halter and Harold Smithson

Welcome and Introduction

Jenny Arledge, Director of College and Career Readiness

The meeting was called to order by Jenny Arledge at 2:45 pm. The following information was provided in the Welcome and Introduction segment of the meeting.

Our Career and Technical Student Organizations Reports

FCCLA (Family, Career and Community Leaders of America) – report made by Malarie White, student.

FFA – report made by Jacob and Josh Couch, students.

BPA (Business Professionals of America) – report made by Dylan Joiner, student.

HOSA (Health Occupations Students of America) – report made by Summer Brooks, Beverly Luna, and Brooklyn Moon.

Review of SSSH Career and Technical Education 2015-16 Vision and Mission

Vision Statement

Career and Technical Education students will graduate ready for college, career, and life in a global society.

Mission Statement

The mission of Sulphur Springs High School Career and Technical Education is to empower students in attaining the technical and soft skills necessary to facilitate student leadership and gain a competitive edge for college and career readiness in today's global society.

Review Career and Technical Education Goals

1. Continually develop and sustain industry and community partnerships to improve the quality of CTE programs.
2. Increase the number of students earning industry recognized certifications to increase their marketability in the workforce.
3. Keep career pathways and endorsement standards relevant and reflective of current business and industry standards.
4. Increase connections between core academic courses and CTE courses through project-based learning experiences.

CTE Student Certifications

In the 2014-15 school year, CTE programs offered eight (8) different student certifications. All but one of those eight were offered again in the 2015-16 school year. Those certifications and the number of students who earned those certifications are represented in the image on the following page.

Student Certifications

Certification	# of Students 2015-16	# of Students 2014-15
Microsoft Office Specialist (MOS) Word 2013	30	23
Microsoft Office Specialist (MOS) Excel 2013	32	27
Microsoft Office Specialist (MOS) Access 2013	14	19
Microsoft Office Specialist (MOS) PowerPoint 2013	Not Yet Tested	46
Texas Food Handler Certification	27	29
Hunter's Education Certification	26	10
Health Care Provider – CPR Certification	106	94

In the 2015-16 school year, six (6) new certifications were offered (with one of those six replacing a certification offered in 2014-15). Those certifications and the number of students earning certifications are as follows:



Student Certifications

Certification	# of Students 2015-16	# of Students 2014-15
Visual Design using Adobe Photoshop CC 2015	7 (still in progress)	0
Certified Medical Assistant (CMA)	3	0
AAFCS Pre-PAC – Culinary Arts (will replace Texas Food Guard Certification)	Not yet taken	0
Texas Beef Quality Assurance	12	0
Boater's Education Certification	Not yet taken	0
ALLDATA Automotive Information Specialist	5	0

New Program Offering – Architecture & Construction

As a direct result of planning that began with the Fall CTE Advisory Committee meeting and working in conjunction with Don McCann and Wayne Cooper, our CTE department made plans to begin a new program in the Architecture & Construction Career Cluster. After research and planning meetings throughout the year, it was decided that with a strong student interest and with expected employment needs in our community in these areas, there was sufficient evidence and funding opportunities to support a new program in Construction and Architecture. The program creates two possible Business and Industry Endorsement options for incoming 8th grade students with a focus in either Architecture or Construction. For the 2016-17 school year, the introductory course, Principles of Architecture and Construction, will be offered to incoming 9th and 10th grade students. The subsequent courses in these Endorsement areas will be offered progressively in the 2017-18, 2018-19, and 2019-20 school years based upon student enrollment and the availability of qualified teachers. Our goal will be to have each of four required course offerings to sustain a minimum of one Endorsement that will focus on either Architecture, Construction or a combination of the two by the 2019-20 school year.

Project Based Learning

In order to increase connections between core academic and CTE courses, an effort is being made to incorporate training for teachers directly related to the Project Based Learning (PBL) model. Teacher trainings will be researched during the 2016-17 school year and offered in that same year and/or the subsequent school year.

Teacher Externships (an opportunity for teachers to work/shadow in different companies to create project based assignments that incorporate standards into real-world problems) was researched this year, but we discovered that Texas Workforce Solutions was also moving towards offering a Teacher Externship program for the 2016-17 school year. We decided to wait and possibly join with their efforts at that time.

In the 2017-18 school year, we plan to begin a program called “Geometry in Construction”. This is a program in which a Geometry teacher and a Construction teacher co-teach the two courses through an alignment of standards in both courses. Students will enroll in Geometry and can co-enroll in the Construction course. We plan to send a Geometry and CTE instructor to a four-day training in August of 2017-18 and implement the courses in the same year.

CTE Initiatives for 2015-16

- Student ePortfolios beginning in Principles courses and continuing on throughout their high school experience. Students in all our Principles CTE courses have created their online site and have added artifacts (work samples) into their ePortfolio built in a program called PathBrite. Each year, the goal will be to build upon the ePortfolio by adding work artifacts and reflections of their work that will demonstrate skills and knowledge gained throughout their high school experience.
- Improve College and Career Day. We developed a plan for 9th and 10th grade students to explore and discover different career fields by attending sessions led by community representatives within career fields that matched the students’ interests. In hopes of connecting 11th and 12th grade students to post-secondary institutions, their sessions

during College and Career Day were led by trade school, community college, and university representatives sharing programs of study and college session topics such as ACT/SAT Facts You Need to Know, Scholarships and Financial Aid, Scholarship Essays and Interviewing 101, etc. The changes went well, however, it was very difficult to find the number of college representatives we really needed to host all the different workshop offerings we needed. Next year, we hope to possibly change the 11th and 12th workshop offerings to include area industry tours.

- Spring Student Job Fair. We worked in conjunction with Texas Workforce Solutions in hosting a Student Job Fair on April 12, 2016 in the Civic Center. The Job Fair was offered to all 11th and 12th grade students, with the condition that their “ticket” into the Job Fair would be a requirement to provide a current resume and be professionally dressed. We had 129 students sign up. Most of those students attended a workshop provided by Texas A&M Commerce Department of Career Development. This workshop guided students in understanding how to develop a resume, how to complete a job application, and how to prepare for a job interview. Unfortunately only 44 students actually attended the Job Fair. We obtained student feedback through surveys and hope to use that information to increase participation in the coming years.
- We are still working on student internships for the coming years. We are going to try to incorporate Practicum course offerings in each Career Cluster Area or even use our Career Prep course—which is our work-program to find students paid and unpaid work and internship experience in their career interest field. So far we have successful Practicums in Health Science, Culinary Arts, Education & Training, IT-Programming, and Transportation—which we are still trying to build by adding more paid and unpaid internships. We still need to build Practicums or work experience in our Arts/AV, IT DIM, Business, Marketing/Finance, and Law & Public Safety clusters for the coming years.

Career Cluster Round Table

Industry, teacher, student/parent, counselor/administrator, and higher education representatives were placed in round tables by career cluster area. Each member was provided a copy of the fall report as well as a copy of the specific career cluster goals set and reported from the fall meeting. The following objectives were established for the round table discussions:

1. Evaluate 2015-16 career cluster program goals established in the fall meeting.
2. Review student industry certifications earned this year in each career cluster area.
3. Review equipment needs to bring program areas up to industry standards.
4. Complete a CTE program evaluation survey.

Based on the reports made by each career cluster round table, the following goals for each area were evaluated and evidence and/or recommendations were made for each of the above objectives. These reports are included in the following pages.

Agriculture, Food and Natural Resources

Plant & Animal Science

Current Endorsements Offered:

Business & Industry Agriculture Career Focus Areas:

Animal Science

9th: Principles of Agriculture, Food and Natural Resources

10th: Livestock Production **OR** Small Animal Management/Equine Science

11th: Veterinary Medical Applications

12th: Practicum in Agriculture **AND/OR** Advanced Animal Science (also a science credit)



Change

Plant Science

Coherent Sequence:

9th: Principles of Agriculture, Food and Natural Resources

10th: Principles & Elements of Floral Design

11th: Horticulture Science

12th: Practicum in Agriculture **AND/OR** Advanced Plant & Soil Science

Change

2015-16 Goals for Plant Science and Animal Science Programs:

Goal #1 – Increase student certifications.

- Add **Private Pesticide Applicator Certification** (on Perkins list) with Mario at the Extension Office. Have open to students from December 12 until after Christmas. Goal 30 students to be certified by the spring semester.
- Keep **Hunter's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Boater's Education Certification** through Wildlife course– goal 40 students by spring semester.
- Add **Texas Beef Quality Assurance Certification** (on Perkins list) through Livestock Production course – goal 15 students by spring semester.
- Add **Veterinary Assistant Certification** (on Perkins list) beginning with 2016-17 Vet Med class and continuing with a Practicum in Ag to allow students the time to gain the clinical hours needed to receive the certification – work in connection with the Extension Office.

Goal Evaluation Rating: In Progress

- Several students took the introductory training for the Private Pesticide Applicator Certification, but after further investigation decided not to pursue this year due to the cost and difficulty level in earning the certification.
- Twenty-six students received their Hunter's Education certification. The goal was 40.
- No students, at this time, have certified in Boater's Education, but will be tested in the next few weeks.
- Fourteen students received their Texas Beef Quality Assurance Certification. Goal was 15.

- We have started working on steps to ensure students begin receiving Vet Med hours toward the Veterinary Assistant Certification. The goal will be for eight students to earn this certification in 2016-17.

Goal #2 – Build work ethic standards by decreasing the number of tardies, decreasing cell phone usage in the classrooms, and increasing productivity to meet deadlines. Goal will be for 70% of students to demonstrate mastery to be measured by tardy records, classroom observations, gradebook records noting assignments/projects turned in by deadlines (not late).

Goal Evaluation Rating: In Progress

- We will continue to work on this for the 2016-17 school year.

Goal #3 – Change endorsements to better meet the interests of students and have ability to earn certifications:

- Change Animal Science Endorsement as follows:
 - 9th – Principles of Ag
 - 10th – Livestock Production OR Small Animal Management (1/2) **AND** Equine Science (1/2)
 - 11th – Vet Med
 - 12th – Advanced Animal Science as 4th Science Credit **AND/OR** Practicum in AG to complete Veterinary Assistant Certification
- Change Plant Science endorsement 12th grade year as follows:
 - 12th – Plant Science as 4th Science credit **AND/OR** Practicum in AG

Goal Evaluation Rating: Goal Met

- Changes were made to be implemented in the 2016-17 school year.

Goal #4 – Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: In Progress

- Principles of Ag students will complete by the end of this school year.

Current Certifications Offered:

- Hunter's Education Certificate through Wildlife Management course
- Texas Beef Quality Assurance Certifications were added this year.
- Boater's Education Certifications will be added this year.
- Goal: Add Floral Design Certification and Veterinary Assistant Certifications in 2016-17.

Equipment Needs:

- More tools and kits for Vet Med.
- More bows for Hunter's Ed through Wildlife Management courses.

Agriculture, Food and Natural Resources

Welding

Current Endorsements Offered:

Welding

Coherent Sequence:

9th: Principles of Agriculture, Food and Natural Resources

10th: Agricultural Mechanics and Metal Technologies

11th: Welding

12th: Advanced Welding



Structural Steel Welding Certificate (PJC)

Coherent Sequence:

9th: Principles of Agriculture, Food and Natural Resources

10th: Agricultural Mechanics and Metal Technologies

11th: Welding I (Articulated with WLDG 1428)

12th: Advanced Welding (Articulated with WLDG 1457) **AND** Practicum in Agriculture (Concurrent Welding 1430 & 2443)

2015-16 Goals for Welding Programs:

Goal #1: Increase the number of students attaining industry recognized certifications.

- Add OSHA 10 Hour Certification in the spring for Welding students. Goal 30 students to be certified by spring semester.

Goal Evaluation Rating: In Progress

- Will contact Ronnie Miller at Flowserve to determine logistics.

Goal #2: Increase students' knowledge and understanding of MIG welding/fabrication. Ensure that students understand the knowledge behind fabrication. This includes everything from reading a tape measure to reading and understanding blueprints/project plans. Goal 100% of students to attain 70% mastery through creating projects for show/auction. Projects will be graded using a grading rubric to determine mastery of specific knowledge and understanding in regards to the creation of the project.

Goal Evaluation Rating: In Progress

- Increase/improve grading rubric criteria.
- With the addition of drawing software and understanding of blueprints.

Goal #3: Research computer aided design programs, such as AutoCAD and SOLIDWORKS, as well as Microsoft Project Pro to see what programs would be beneficial for students to use in planning and completing projects to enhance their computer skills and refine their project records. Goal is to develop a cost analysis by the spring semester and if feasible purchase and plan implementation for the 2016-17 school year.

Goal Evaluation Rating: Goal Met

- AutoCAD was researched, and it was discovered that we can currently access the program at no cost through AutoDesk. A request has been made to install the software on teacher computers and in Library Lab A.

Industry Certifications:

- We plan to pursue OSHA certification in the 2016-17 school year.

Architecture and Construction

New Endorsements added for 2016-17

Architecture

Coherent Sequence:

9th: Principles of Architecture & Construction

10th: Architectural Design

11th: Advanced Architectural Design (2 credits)

12th: Practicum in Architectural Design (2 credits)

Construction

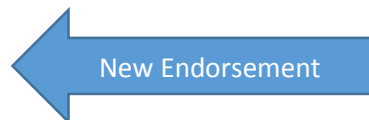
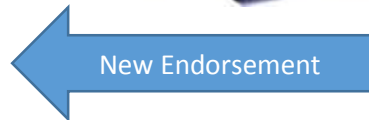
Coherent Sequence:

9th: Principles of Architecture & Construction

10th: Construction Technology (2 credits)

11th: Advanced Construction Technology (2 credits)

12th: Practicum in Construction Technology (2 credits)



2015-16 Goals:

Goal #1 – Create new endorsements for Architecture & Construction. One with a focus on Architecture and one with a focus on Construction (see Endorsements below). Begin this spring by adding the Principles of Architecture and Construction course to incoming 9th and 10th grade students.

December 2015 – make presentations to the 8th grade students.

December 2016-17 – offer Architectural Design and Construction Technology

Fall 2016-17 – work with PJC to offer the 3rd and 4th levels of courses through PJC campus

Goal Evaluation Rating: In Progress

- Presentations were made to 8th grade students in their High School Success classes.
- We offered both Architecture and Construction focused Endorsements. Eighteen 8th graders selected Architecture as their primary endorsement. One selected it as their

secondary endorsement. Eight students selected Construction as their primary endorsement and one student selected Construction as their secondary endorsement. Total 28 students.

- We offered the first class in both Endorsement sequences, Principles of Architecture & Construction for the 2016-17 school year. Sixty students requested this class.
- We will have to add the next level courses (10th grade level) in the 2017-18 school year and make the decision of whether to offer both focus areas or combine into one endorsement that includes both fields of study.
- Need to continue to work with PJC to determine the possibilities of 3rd and 4th level concurrent course offerings towards particular certifications (ex. Plumbing, Electrical, AC/HVAC).
- We have researched and plan to pursue offering a program called “Geometry in Construction” which requires a Geometry teacher and a Construction teacher to co-teach both courses in conjunction with one another. We will send two teachers in the fall of 2017-18 to a three day training and the goal will be to implement in the same school year. We will continue to research the program during the 2016-17 school year to make a final determination.

Goal #2 – Research the purchase of equipment, software, and insurance (if needed). Estimated cost \$10,000. This will need to be placed into the 2016-17 budget proposal and possibly into the 2017-18 budget proposal to attain all equipment needed to get started. Research what type of computer aided design software would need to be purchased. We would also need to research a printer that would be able to print plans. Clayton Homes and area builders are willing to sponsor and help get these programs in place beginning in the 2016-17 school year.

Goal Evaluation Rating: In Progress

- We developed a list of essential equipment needs to begin the Principles of Architecture and Construction course. Half of the equipment was purchased to have to begin the 2016-17 school year. The rest of the equipment will be purchased using 2016-17 budget as soon as it is released.
- AutoCAD software is being installed in the library – Lab A and on to each teacher’s laptop. We will add student laptops with the program installed for each classroom during the 2016-17 school.
- A special printer is not needed at this time. Plans can be printed on standard size paper.

Goal #3 – Plan the area for the classes to meet. There would need to be a 50’ X 75’ outside area that is graveled (requiring approximately two loads of gravel costing roughly \$1,500) for building projects and a classroom with the ability to store tools.

Goal Evaluation Rating: In Progress

- We will use the area behind the current Ag Shop as a location for the Principles of Architecture and Construction class to build projects. This area is already graveled. We

have requested that the area be covered this summer and electricity added to the outside wall to power electrical equipment. The Auto Shop classroom will be utilized for classroom work.

- We need to continue to research and develop a plan for the location of the future Construction classes. The goal will be a large enough area to support a classroom and an area for construction (tiny houses will be our primary project goal for Construction classes).

Industry Certifications:

- We will need to work with Paris Junior College to determine the certification programs students can pursue and concurrent classes that can be offered during the 11th and 12th grade years.

Equipment Needs:

- Mr. Smithson has developed a list of equipment needs. We purchased part of the equipment this year and will purchase the remaining equipment in the 2016-17 school year.
- It was suggested to check with Lowe's for possible donations. We will also check with Clayton Homes for possible supplies.
- Check into grant opportunities for new CTE programs.

Arts, AV Technology and Communications



Current Endorsements Offered:

Business & Industry Arts, A/V Technology & Communications Career Focus Areas:

Journalism - Broadcast News

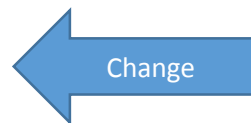
Coherent Sequence:

9th: Principles of Arts, A/V Technology & Communications

10th: Audio/Video Production (Wildcat TV) (2)

11th: Advanced Audio/Video Production (Wildcat TV) (2)

12th: Practicum in Audio/Video Production (2)



Journalism – Yearbook and Newspaper

Coherent Sequence:

9th: Principles of Arts, A/V Technology & Communications

10th: Photojournalism

11th: Graphic Design & Illustration for Journalism

12th: Advanced Graphic Design & Illustration for Journalism (2)

2015-16 Goals:

Goal #1 – Put an added emphasis in developing skills in Industry Standard software, especially Photoshop. This will be done through lesson plans that teach skills in the Adobe products and require students to complete projects using the Adobe products.

Goal Evaluation Rating: Goal Met

- We have met this goal as our software and equipment has allowed for added focus on industry standard Adobe software.

Goal #2 – Work towards getting at least 10% of students certified in Adobe software in 2015-16. Increase the percentage each year thereafter.

Goal Evaluation Rating: Goal Met

- We are nearly at our 10% goal. Anticipation is that we will end up slightly above this number.

Goal #3 – Ensure that all students are well-rounded in all aspects of graphic design, including photography, writing, design, and video/audio editing. Goal is to have students acquire a minimum of 80% mastery in these areas through classroom projects.

Goal Evaluation Rating: Goal Met

- We have definitely met this goal with the help of new equipment and software. We are continuing to grow in relation to meeting equipment needs to move up to industry standard.

Goal #4 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- Principles students created their ePortfolios, and we have utilized the ePortfolios with many projects such as “10 minute shows”.

Current Certifications Offered:

- Adobe Photoshop (new offering) through Graphic Design and Digital Interactive media courses
- Adobe Premiere Pro (new offering) through Audio/Video Production courses
- Adobe Illustrator (new offering) through Graphic Design courses

Equipment Needs:

- Field cameras for Audio Video Production classes.

Business, Marketing, and Finance

Current Endorsements Offered:

Business & Industry Business Management & Administration Career Focus Areas:

Business Management & Administration

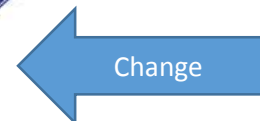
Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Accounting I

11th: Accounting II **OR** Business Information Management II **OR** Entrepreneurship

12th: Business Law AND Recommended English IV Credit - Business English



Business - Medical Management & Billing Certificate (PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Medical Terminology **AND** Professional Communications

11th: Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management I as Technology Credit

12th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309) **AND** Recommended English IV Credit - Business English

Business - Office/Computer Applications Certificate (PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Accounting I **AND** Business Information Management I as Technology Credit

11th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309)

12th: Business Law (with Principles of BMF Articulated Credit: BUSG 1301) **AND** Recommended English IV Credit - Business English

Business - Office Information Specialist (Part of 60 hr Associate Degree Program PJC)

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Money Matters (with Principles of BMF Articulated Credit: BUSG 1304) **AND** Business Information Management I as Technology Credit

11th: Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management II as elective (with BIM I Articulated Credit: ITSC 1309)

12th: Business Law (with Principles of BMF Articulated Credit: BUSG 1301) **AND** Recommended English IV Credit - Business English

Marketing

Coherent Sequence:

9th: Principles of Business, Marketing & Finance

10th: Sports & Entertainment Marketing **AND** Professional Communications

11th: Entrepreneurship

12th: Marketing Dynamics (DB)



Finance

Coherent Sequence:

- 9th:** Principles of Business, Marketing & Finance
- 10th:** Accounting I
- 11th:** Accounting II
- 12th:** Financial Analysis



Finance - Office Accounting Certificate (PJC)

Coherent Sequence:

- 9th:** Principles of Business, Marketing & Finance
- 10th:** Money Matters (with Principles of BMF Articulated Credit: BUSG 1304) **AND** Business Information Management I as Technology Credit
- 11th:** Accounting I (Articulated Credit: ACNT 1311) **AND** Business Information Management II as Elective credit (with BIM I Articulated Credit: ITSC 1309)
- 12th:** Accounting II (Articulated Credit: ACNT 1303) **AND** Business Law as Elective credit (with Principles of BMF Articulated Credit: BUSG 1301)

2015-16 Goals:

Goal #1 – Incorporate role playing into the curriculum. Build confidence and presenting yourself “polished” with a handshake, good eye contact, and intelligent conversation. Goal is to incorporate in class presentation projects in all Business, Marketing, and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

Goal Evaluation Rating: Goal Met

- This is something we worked on in class. Students presented a variety of projects such as mock interviews, commercials and business plans to name a few. We did many hands-on projects in Principles of Business, Marketing & Finance and students have many opportunities to present in front of and interact with the class.
- Mock interviews, data mining presentations, Stop & Talk activities during class. BIM 2: Plenty of opportunities for the student to build confidence, present himself polished and present a number of times before a variety of audiences, including students, administrators and BPA advisors.

Goal #2 – Goal setting – prioritizing and to do lists. Goal will be to incorporate within student class projects in all Business, Marketing and Finance courses with students attaining 85% mastery to be measured through grading rubrics that will include these criteria in the spring semester.

Goal Evaluation Rating: In Progress

- This is an area that we are improving in but find it difficult at times in finding time to plan.
- In the Excel Certification process, I set the daily goals and the students strived toward those goals. In the Access Certification process, students set goals and will respond to how they met the goal next week.

Goal #3 – Personality profile to know strengths/weaknesses, character attributes, and how to self-analyze to make adjustments. Goal will be for 100% of Principles students to complete personality profile evaluations through Career Cruising or other ability profile programs by the end of the spring semester.

Goal Evaluation Rating: Goal Met

- Students have completed several Personality Profiles in the Principles courses. All students have completed at least one Career Interest Survey in Career Cruising.

Goal #4 – Good written communication. Goal will be to increase the number of writing assignments in all Business, Marketing, and Finance classes with 90% of students having less than five grammatical/spelling errors.

Goal Evaluation Rating: Goal Met

- All students have had to correctly complete a variety of business correspondence such as letters, memos, business plans, business cards, and letterhead. They must be error free.
- Students write Quote Responses at the end of each grading period, which must be redone if substantial grammatical/spelling errors are identified.

Goal #5 – Increase the number of guest speakers in all Business, Marketing, and Finance courses. Goal will be at least one guest speaker per semester.

Goal Evaluation Rating: Goal Met

- First semester: Sarah Halter spoke and shared a PowerPoint about her experience studying abroad in Paris. Students learned about the culture, differences in conducting business and economy in the Principles courses.
- Second semester: Sue Kramer shared her experiences working as a Hospice Traveling Nurse. Judy Heaps shared her work with Honor Flight for DFW Veterans to Washington, DC in Business Information Management courses.

Goal #6 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- All students in Principles classes have set up their ePortfolio and added artifacts.

Goal #7 - Increase the number of student certifications earned. Continue offering Microsoft Office Specialist certifications through BIM classes, but the goal will be to explore expanding these certifications through other business, finance, and marketing courses. Explore adding A*S*K (Assessment of Skills and Knowledge for Business) for Finance in Accounting, for Business Concepts in Principles of Business, Marketing, and Finance, and Marketing Concepts in Entrepreneurship courses.

Goal Evaluation Rating: In Progress and Goal Met

- Goal to have Principles students certify in PowerPoint in the 2016-17 school year.
- Students were provided the opportunity to certify in Microsoft Office Specialist in Word 2013, Excel 2013 and Access 2013. PowerPoint 2013 will be pursued in the next two weeks.

Current Certifications Offered:

- Microsoft Office Specialist – Word through Business Information Management courses
- Microsoft Office Specialist – Excel through Business Information Management courses
- Microsoft Office Specialist – Access through Business Information Management courses
- Microsoft Office Specialist – PowerPoint through Business Information Management courses and Principles course.
- Need to add QuickBooks Certification in 2016-17 for Accounting classes.

Education and Training

Current Endorsements Offered:

Public Service Endorsement Career Focus Areas:

Education & Training

Coherent Sequence:

9th: Principles of Education & Training

10th: Child Development

11th: Instructional Practices in Education & Training (2)

12th: Practicum in Education & Training (2)



2015-16 Goals:

Goal #1 – Continue providing students with opportunities to become successful after high school by increasing the number of internship sites in the Practicum course. Investigate paid and unpaid internships with other organizations such as area Preschools and private schools in Sulphur Springs.

Goal Evaluation Rating: Goal Met

- Students have gone out to work on two SSISD campuses and contacts will be made in the next couple of weeks regarding possible placements at local private schools.

Goal #2 – Allow students more opportunities to shadow in the Instructional Practices course. This year we changed the format of the course to allow students to shadow and become more involved in the classroom with a mentor teacher. Goal will be to measure success of this change at the end of the semester and determine to what greater extent the students will shadow and perform tasks similar to student teaching opportunities.

Goal Evaluation Rating: Goal Met

- Students went out to observe this year and gained a better understanding of being a teacher.

Goal #3 – Students will begin creating ePortfolios by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- Principles students created their ePortfolios and will continue to add to them annually.

Goal #4 – Investigate the AAFCS (American Association of Family & Consumer Sciences) Pre-Professional Certification in Education Fundamentals as a possible certification for Practicum in Education and Training Students. Possibly implement in the spring semester of 2016-17.

Goal Evaluation Rating: In Progress

- We will start these certifications next school year.

Industry Certifications:

- Will add American Association of Family & Consumer Sciences (AAFCS) Pre-Professional Certification in Education Fundamentals in the 2016-17 school year.

Equipment Needs:

- Student computers for students to use to build lesson plans, lesson presentations, etc.

Health Science



Current Endorsements Offered:

Public Service Endorsement Health Science Career Focus Areas: Enhanced Nurse Aide Certificate (PJC)

Coherent Sequence:

9th: Principles of Health Science (Articulated Credit: HPRS 1201)

10th: Medical Terminology **AND** Problems & Solutions (Articulated Credit: HITT 1305)

11th: Health Science (Articulated Credit: HPRS 1102)

12th: Practicum in Health Science CNA (Concurrent Nurse Aide 1301 & 1260, also requires 40 hours - 5-8 days) (2)

Health Science

Coherent Sequence:

9th: Principles of Health Science

10th: Health Science

11th: Practicum in Health Science I (Application must be completed - limit 50 students) **OR** Medical Terminology **AND** Problems & Solutions

12th: Practicum in Health Science I or II (Application must be completed) **OR** Anatomy & Physiology

2015-16 Goals:

Goal #1 – Add 5 preceptors for the 2016-17 school year. Check on offices and clinics. Preceptors in place currently at Memorial Clinic, Minor ER, and Dr. Conner. Preceptors should be secured by the end of the spring semester for the 2016-17 school year.

Goal Evaluation Rating: Goal Met

- The following preceptors were added for the 2016-17 school year to the shadowing rotation for practicum students:
 - Kerry Herman – speech therapy
 - Karley Burt – SSISD physical therapy
 - Lisa Cowan – SSISD speech therapy
 - Kimberly Williams – SSISD speech therapy
 - Ginger Brooks – private counseling/therapy

Goal #2 – Increase HOSA participation in HOSA competitions. There are currently 109 HOSA members. The goal will be to have at least 25% of the members compete this year in the fall and spring competitions. The percentage will increase each year as this is a rebuilding year for the HOSA organization.

Goal Evaluation Rating: Goal Not Met

- Fewer than 25% of the members competed in competitions this year. These were online and none were able to advance.
 - A new goal would be to increase the number of competitors and advance further in competition.
- Very few applications for the 2016-17 HOSA officers were turned in.
 - A new goal would be for more members to apply for an office in 2016-17.

Goal #3 – Add 4 clinical sites to be in place for the 2016-17 school year. Possible sites are Lakes Regional MHMR, Jubilee, Tele-Med, and Dialysis. Sites should be secured by the end of the spring semester.

Goal Evaluation Rating: Goal Met

- The following clinical sites were added:
 - Broadway Vet Clinic
 - Dr. Graves Orthopedic Clinic
 - Access Multispecialty Clinic (Tele-Med)
 - Express Care Clinic
 - Dr. Lawrence Dental Office
 - Lakes Regional MHMR
 - Foot and Ankle Specialists (pending)
 - Jubilee Family Clinic (pending)
 - (The Dialysis Clinic refuses to take any students at this time.)

Goal #4 – Increase student certifications. Continue with CPR/AED Certifications for Health Science students. Work with PJC or NTCC to add Phlebotomy Certifications to begin in the Practicum I course and continue in Practicum II. Goal will be to assist 25 students to begin working on Phlebotomy Certifications beginning with the 2016-17 Practicum I students and finishing with Practicum II in 2017-18.

Goal Evaluation Rating: Goal Met with Modifications

- Though no Phlebotomy certifications have been arranged at this time (great effort has been exercised by Jenny Arledge to coordinate this venture), we have added the Certified Medical Assistant Certification.
 - A concern would be that the examination was very difficult for the students. We will need to reevaluate to see how to better prepare the next round of students in their module studies. It would be ideal to continue to offer this certification to seniors in the practicum classes.

Goal #5 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- All students have set up ePortfolios in Pathbrite. We will continue to add work to them each year.

Current Certifications Offered:

- CPR/AED Certification through Health Science courses
- Added Certified Medical Assistant Certification

Equipment Needs:

Students have been exposed to more equipment in the health care setting by way of coordination of practicum instructor and various leaders. For example, the EMS has educated the students on the Lucas machine just recently. Students are also getting more hands-on experience with equipment and props in the outpatient therapy areas.

The HSTE classroom received a new hospital bed, cabinet and will receive a new mannequin before school is out. There have also been new CPR demo dummies added, as well as pulse oximeters, and a new datascoper (vital sign machine). New teaching stethoscopes and various blood pressure cuff sizes are now in place to enhance learning.

The EMS has donated back boards and the hospital pharmacy has given various medication administration articles for student practice and use. Coordination is on-going with Sherry Moore and Tanna Holland to obtain any equipment that the hospital no longer needs.

Hospitality and Tourism

Current Endorsements Offered:

Business & Industry Hospitality & Tourism Career Focus Areas:



Culinary Arts

Coherent Sequence:

9th: Principles of Hospitality & Tourism

10th: Restaurant Management

11th: Culinary Arts (DB)

12th: Practicum in Culinary Arts (DB)

Hospitality Services (only assigned in ARDs)

Coherent Sequence:

9th: Principles of Hospitality & Tourism or Principles of Human Services

10th: Hospitality Services

11th: Practicum in Hospitality Services I

12th: Practicum in Hospitality Services II



Human Services

Coherent Sequence:

9th: Principles of Human Services

10th: BIM I

11th: Lifetime Nutrition & Wellness AND Dollars & Sense

12th: Child Development



2015-16 Goals:

Goal #1 – Students will learn P.O.S. program through a training that will be scheduled in the spring with the assistance of Heather Salverino (Plain and Fancy) and Chili's. The teachers will follow up by having students use a sample POS in the classroom to demonstrate mastery. Mastery will be measured by an evaluation tool created by the teachers.

Goal Evaluation Rating: Goal Met

- Students attended the POS program training in April 2016. All Practicum and Culinary Arts students received two hours of hands-on training in a real-time business environment. Students entered POS research materials into their portfolios.

Goal #2 – Students will learn to use spreadsheets to track orders, supplies and food items in a training that will be scheduled in the spring with the assistance of Heather Salverino. The teachers will follow up by having the students use the spreadsheets in spring catering events. Mastery will be measured by an evaluation tool created by the teacher.

Goal Evaluation Rating: In Progress

- Working with Heather Salverino and incorporating Plain and Fancy spreadsheets to track orders for supplies and food items.

- Will be implementing this program more effectively in the 2016-17 school year.

Goal #3 – Teachers and selected students will visit Plain & Fancy and Chili’s to learn techniques for saving time and money. These field trips will be planned and conducted in the spring semester.

Goal Evaluation Rating: Goal Met

- Visited Plain and Fancy in the spring semester. Students were taught the value of saving time and money on individual portions and skills to make each job in the restaurant more cost effective.

Goal #4 – Students will practice good hygiene and good communication skills by being properly dressed and groomed and by speaking clearly with eye contact in the classroom. Mastery will be demonstrated through catering events and classroom presentations. The teacher will measure mastery through teacher observations and feedback provided by catering customers.

Goal Evaluation Rating: Goal Met

- Students were observed with hair pulled back, proper attire and having clean/well-groomed nails/hands.
- Positive feedback was expressed by customers of café and catered events.

Goal #5 – Add two new Endorsements for 2016-17 and change the Culinary Arts Endorsement in 2017-18. The two additions and changes are as follows:

- Business & Industry Endorsement – Hospitality Services Focus
 - 9th – Principles of Hospitality & Tourism
 - 10th – Hospitality Services (2 credits)
 - 11th – Practicum in Hospitality Services I (2 credits)
 - 12th – Practicum in Hospitality Services II (2 credits)
- Public Service Endorsement – Human Services Focus
 - 9th - Principles of Human Services
 - 10th – Business Information Management OR Professional Communications (1/2) AND Interpersonal Studies (1/2)
 - 11th – Lifetime Nutrition & Wellness/Dollars & Sense
 - 12th – Child Development
- Business & Industry Endorsement – Culinary Arts Focus (change in 2017-18)
 - 9th - Introduction to Culinary Arts
 - 10th – Culinary Arts (2 credits)
 - 11th – Advanced Culinary Arts (2 credits)
 - 12th – Practicum in Culinary Arts (2 to 3 credits)

Goal Evaluation Rating: Goal Met

- The Hospitality Services and Human Services were added for the 2016-17 school year.
- Culinary Endorsement will change in 2017-18.

Goal #6 – Continue to increase student certifications:

- Add CPR and OSHA Certifications for Restaurant Management students in the spring semester.
- Add AAFCS – Pre-Professional Certification in Culinary Arts (PERKINS) for Practicum students in the spring semester.
- Continue to increase the number of students who certify in the Food Handlers Certification. Goal for spring will be 30 students.

Goal Evaluation Rating: In Progress

- CPR & First Aid/AED – 26 students were tested; 24 passed
- OSHA – gathered information and added research information to student portfolios. Online certification is available and will implement in 2016-17.
- Four students passed AAFCS certification in Culinary Arts.
- All Restaurant Management students were provided an opportunity to take the Texas Food Handlers certification. Numbers based on class roster.

Goal #7 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- All students created Pathbrite ePortfolios for each class. Fifteen entries for “A” were required as a test project.

Current Certifications Offered:

- Texas Food Handlers Certification through Culinary Arts courses
- Added AAFCS – Pre-Professional Certification in Culinary Arts (took the place of Texas Food Guard Certification)
- Added CPR/First Aid/AED training.

Equipment Needs:

- Trailer for catering events.
- Chafing dishes
- Equipment on order: Refrigerator and Freezer.

Information Technology

Current Endorsements Offered:

Business & Industry Information Technology (IT) Career Focus Areas:



IT Business Computer Applications Certificate (PJC)

Coherent Sequence:

9th: Principles of Information Technology (Articulated with ITSC 1301)

10th: Accounting I (Articulated with ACNT 1311) **AND** Business Information Management I as Technology Credit

11th: Business Information Management II (with BIM I Articulated Credit: ITSC 1309)

12th: Web Technologies (Articulated Credit: IMED 1316)

Digital & Interactive Media

Coherent Sequence:

9th: Principles of Information Technology

10th: Digital & Interactive Media

11th: Animation

12th: Web Technologies

Maintenance & Networking

Coherent Sequence:

9th: Principles of Information Technology

10th: Computer Maintenance

11th: Telecommunications & Networking

12th: Computer Technician (DB)

Programming

Coherent Sequence:

9th: Principles of Information Technology

10th: Computer Programming

11th: AP Computer Science

12th: Advanced Computer Programming

Programming with JAVA Associate Programmer Certification

Coherent Sequence:

9th: Computer Programming

10th: AP Computer Science

11th: Advanced Computer Programming

12th: Research in IT Solutions (DB)

2015-16 Goals:

Goal #1 – Programming Goal: Hold code reviews to teach coders to optimize code and make it professional looking. Mastery will be measured through classroom assignments using teacher grading rubrics.

Goal Evaluation Rating: Goal Met

- Code optimization and professional coding/documenting techniques were taught and the students were scored in these areas when the program was graded.

Goal #2 – Teach and work with students on working as part of a team and adapting to changing needs by being flexible, thinking critically, and learning to take criticism well. Goal will be to use class projects that will allow students to practice these concepts including building teamwork into the project, thinking critically, and allowing students to critique their own work as well as have other classmates, teachers, and outside community members to critique as well. Mastery will be measured through teacher grading and classroom observations.

Goal Evaluation Rating: Not Met

- Never did a class project. Efforts will be made next year to start small. Let the students get into building it, then change requirements as how it happens in the real world.

Goal #3 – Teach elements of Systems Engineering (see notes in Industry Needs section). Goal will be for all IT courses to incorporate these elements in a minimum of one project to be implemented in the spring semester. Student mastery will be measured by grading through project report and/or student presentations.

Goal Evaluation Rating: Not Met

- This goal was not met this year. There's just not enough time to get all the bare minimum standards taught. Need to revamp how to teach.

Goal #4 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- Students in Principles classes completed their ePortfolios in Pathbrite.

Industry Certifications:

- JAVA Certification through Research in IT Solutions
- Added Adobe PhotoShop certifications in Digital Interactive Media courses.
Note: No students took the JAVA certification test this year. Digital Interactive Media students will have the opportunity to test in Adobe PhotoShop before the year ends.

Equipment Needs:

Equipment is adequate. Expose students to Apache front end webserver and Tomcat container (open source) allows JAVA to run and protects computer from malicious behavior (RITS).

Law and Public Safety

Current Endorsements Offered:

Public Service Law, Public Safety, Corrections & Security Career Focus Areas:



Law, Public Safety, Corrections & Security

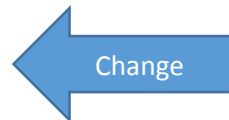
Coherent Sequence:

9th: Principles of Law, Public Safety, Corrections & Security

10th: Law Enforcement I

11th: Court Systems & Practices

12th: Practicum in Law (2) AND/OR Forensic Science



2015-16 Goals:

Goal #1 – Pursue long-range internship opportunities for students that encompass all public safety aspects. Change the Law Endorsement to include Practicum course for the 2016-17 school year:

- Public Service Endorsement – Law and Public Safety Focus
 - 9th – Principles of Law
 - 10th – Law Enforcement I
 - 11th – Court Systems
 - 12th – **Practicum in Law** (2 credits) AND/OR Forensic Science as 4th Science credit

Goal Evaluation Rating: Goal Met

- Practicum course will be added as a course option in 2017-18.

Goal #2 – Pursue scholarship opportunities for law students for 2016-17 school year and beyond.

Goal Evaluation Rating: In Progress

- Contact
 - Ark-Tex Council of Government – Pat Hailey CJ Specialist
 - H.C. Law Enforcement Association – Lewis Tatum
 - Sulphur Springs Law Enforcement Association – Brian Shurtleff
 - Sgt. Bill Reese – Texas Highway Patrol
 - TEN-08 Special Crimes Unit
 - TMPA, CLEAT – Scholarship Opportunities
 - Also: Eddie Northcutt and Robert Newsom

Goal #3 – Conduct industry tours/field trips in the spring semester.

Goal Evaluation Rating: In Progress

- Try to contact other prisons and visit Hopkins County Sheriff's Office.

Goal #4 – Bring Public Safety, Corrections & Security, and Law leaders into the classroom. Goal will be to invite four guest speakers per semester.

Goal Evaluation Rating: Goal Met

- We have had various speakers throughout the year.

Goal #5 – Add Endorsement for Firefighter in conjunction with Hopkins County Fire Department. A Firefighter Instructor will teach the Firefighter I and II courses through HB 2205. The instructor will come to our campus in December to promote the new program and will also speak to the 8th graders to promote the new endorsement. The new Endorsement will be as follows:

- Public Service Endorsement – Firefighter Focus
 - 9th – Principles of Law
 - 10th – Firefighter I (2 credits)
 - 11th – Firefighter II (3 credits)
 - 12th – Practicum in Law (2-3 credits)

Goal Evaluation Rating: In Progress

- The instructor for the course fell through in April. We will continue to work with Hopkins County Fire Department this summer and in the 2016-17 school year in hopes of beginning a program in the 2017-18 school year.

Goal #6 - Students will begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: In Progress

- Students in Principles classes created their ePortfolios in Pathbrite and will continue to add artifacts each year.

No Current Certifications Offered

- Will research student industry certification opportunities in the 2016-17 school year.

Equipment Needs:

- MADD glasses that alter vision
- Texas Hwy Association may also provide materials for free.

Transportation

Current Endorsements Offered:

Business & Industry Transportation, Distribution & Logistics Career Focus Areas:



Auto Repair

Coherent Sequence:

9th: Principles of Transportation, Distribution & Logistics

10th: Small Engine Technology

11th: Automotive Technology (2)

12th: Advanced Automotive Technology (2) **OR** Practicum in Transportation, Distribution & Logistics (3)

Collision Repair

Coherent Sequence:

9th: Principles of Transportation, Distribution & Logistics

10th: Small Engine Technology

11th: Collision Repair & Refinishing (2)

12th: Advanced Collision Repair & Refinishing (2) **OR** Practicum in Transportation, Distribution & Logistics (3)

2015-16 Goals:

Goal #1 – Increase students' skills in pre-employment activities: interviewing skills, completing applications, and dressing appropriately for interviews. Advanced Auto Tech and Advanced Collision Repair students will have classroom lessons and practice in the form of role playing the interview process by the end of the spring semester. Principles students will complete a resume. Student mastery of these objectives will be measured by using grading rubrics and classroom observations.

Goal Evaluation Rating: In Progress

- Several students took advantage of the opportunity to submit resumes to various businesses. They took part in the Job Fair sponsored by Workforce Solutions and our CTE department. This is a positive step toward this goal.

Goal #2 – Increase students' knowledge of safety guidelines/measures. Students must pass safety test in the fall with 100% accuracy. Teachers must reinforce safety rules and guidelines throughout the semester. All students must wear protective gear while in the shop area and apply safety rules/guidelines while working on projects.

Goal Evaluation Rating: In Progress

- We did not certify in OSHA this year, but we did stress safety throughout the year. Next year OSHA certifications will be a priority.

Goal #3 – Increase students' verbal and written communication skills. Principles students are required to complete weekly current events to practice written communication skills. Students present their findings to the class to improve their verbal communication skills. Goal would be to increase both written and verbal communication skills practice in the spring semester by incorporating writing into

completion of projects by requiring students to write learning reflections after completing a project and presenting the project to the class, other teachers, or community members to practice verbal communication skills.

Goal Evaluation Rating: In Progress

- Freshman class does do current events every week. Auto Tech I, Auto Tech II, Collision Repair will be doing them beginning in the fall as well as giving or presenting them to the class orally. This should help them to speak in front of a group.

Goal #4 – Increase student computer/technology skills. Students are currently using All Data online library to research topics and using All Data equipment to diagnose and troubleshoot. Goal is to use the computer lab in the spring to have students begin creating ePortfolios in the Principles course by the end of the spring semester to demonstrate skills and knowledge attained by placing artifacts and making reflections of learning within the ePortfolio. Students will continue to build their ePortfolio each year as they progress through their Endorsement courses.

Goal Evaluation Rating: Goal Met

- Five students certified this year out of seven, so we felt we were very successful. We began ePortfolios with the help of Ms. Arledge. All freshman created an ePortfolio.

Goal #5 - Add student certifications in 2015-16 spring semester. Advanced Auto Tech and Advanced Collision Repair students will be working to attain an All Data Certification.

Goal Evaluation Rating: Goal Met in Auto Tech II/ Goal in Progress in Collision Repair

- Auto Tech II completed certifications, but AllData did not have the program and testing completed for Collision Repair.

Goal #6 - Increase the number of intern sites for Practicum students. Currently we have two internship positions that can be filled at Holt Ag. The goal is to include at least two other sites (possibly Chevrolet dealership and Chrysler/Dodge dealership) for the 2016-17 school year.

Goal Evaluation Rating: Not Met

- We are attempting to get Hodge Chevrolet, SS Dodge, Toliver Ford, and a few others signed on to the program, but will work on that over the summer months.

Student Certifications

- Added AllData Certifications this year. This is a good start, but missed out on OSHA. Safety is so very important. We will make sure to schedule OSHA for next year and continue with AllData. We will also look into other certifications that seem relevant or possible for students to successfully attain.

Skills Needed:

- Safety, verbal skills, writing skills. Students need to be able to communicate in an adult world. Not texting, face-to-face. They also need to be able to writing using non-text or slang.

Adjournment

Jenny Arledge officially adjourned the meeting at 4:15 pm.

Articulated CTE Courses - PJC

Articulated Course Credits

Articulated course credit allows high school students to receive college credit for technical courses they completed while in high school. The articulation process eliminates the need for duplication of courses at the college level. Articulated credit is absolutely FREE! Students can take up to 15 credit hours of articulated credit that saves in the form of time and college tuition and fees.

Articulation Agreement with Paris Junior College (PJC)

Sulphur Springs High School has articulation agreements with Paris Junior College (PJC) for several high school Career & Technical Education (CTE) courses. There are requirements in order for students to earn the articulated credits through PJC. Those requirements are:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation High School Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled in PJC and have completed twelve (12) semester hours of credit (which can include dual credit/concurrent credit coursework taken in high school).
6. Request for college credit to be granted for the articulated courses within fifteen (15) months from the date of high school graduation.

Articulated Courses		
Accounting I	Computer Maintenance	Principles of Information Technology
Accounting II	Health Science	Problems & Solutions
Ag Mechanics & Metal Technologies	Marketing Dynamics	Telecommunications & Networking
Anatomy & Physiology	Medical Terminology	Web Technologies
Business Information Management I	Money Matters	Welding
Business Information Management II	Principles of Business Marketing & Finance	Advanced Welding
Business Law	Principles of Health Science	

PARIS JUNIOR COLLEGE

and

SULPHUR SPRINGS ISD

ARTICULATION AGREEMENT

Program Area:

Associate of Applied Science

Community College has agreed to grant credit to students completing the following course (s) under the guidelines for credit described below.

**ARTICULATION AGREEMENT
AWARD OF POSTSECONDARY CREDIT FOR
COMMONLY ARTICULATED TECHNICAL EDUCATION COURSES**

<i>HIGH SCHOOL COURSE</i>	<i>WECM COLLEGE COURSE</i>
Accounting I	ACNT 1311
Accounting II	ACNT 1303
Anatomy & Physiology	MDCA 1309
Business Information Management I and Business Information Management II	ITSC 1309
Business Law (and completion of Principles of Business, Marketing and Finance)	BUSG 1301
Computer Maintenance	ITSC 1325
Health Science	HPRS 1102
Marketing Dynamics	MRKG 1311
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business, Marketing and Finance)	BUSG 1304
Principles of Health Science	HPRS 1201
Principles of Information Technology	ITSC 1301

Telecommunications & Networking	ITNW 1325
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding	WLDG 1307
Advanced Welding	WLDG 1428 + WLDG 1417 + WLDG 1457 taken as dual credit

Credit Guidelines

To receive credit, the teacher/administration must satisfy the following requirements:

1. Must possess a bachelor's degree in a field directly related to the subject area.
2. For courses that are articulated to a college academic transfer course, the teacher must possess a master's degree, plus eighteen (18) graduate credit hours in the related subject.
3. The school district must maintain teacher certification records on file at the school district.
4. Must be able to assure and verify to the college that the articulated high school course is being taught at the college level.

To receive credit, the student must satisfy the following requirements:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation High School Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course (s) with a minimum grade of 80.
5. Must be currently enrolled at the college and have completed twelve (12) semester hours of credit (which can include dual credit/concurrent credit coursework taken in high school).
6. Request for college credit to be awarded for the articulated courses within fifteen (15) months from the date of high school graduation.

Director, Career & Technology Date
Date



Vice President, Workforce Education

Principal Date

 4/5/2016

President, Date

Superintendent Date

- Articulation Agreements must be renewed after three (3) years.

SSHS-PJC ARTICULATED COURSE CREDIT

Paris Junior College has agreed to grant credit to students completing the following courses under the guidelines for obtaining credit described below:

1. Must meet all college admission requirements.
2. Must have graduated from high school on the Recommended Graduation Plan or Foundation High School Plan with an Endorsement.
3. Must select and have an approved college AAS or Certificate Degree Plan on file with PJC.
4. Must have completed the specified high school course(s) with a minimum grade of 80.
5. Must be currently enrolled at the college and have completed twelve (12) semester hours of credit (which can include dual credit/concurrent credit coursework taken in high school).
6. Request for college credit to be awarded for the articulated courses with fifteen (15) months from the date of high school graduation.

CTE COURSES UNDER THE ARTICULATION AGREEMENT:

High School	WECM College Course
Accounting I	ACNT 1311
Accounting II	ACNT 1303
Anatomy & Physiology	MDCA 1309
BIM I AND BIM II	ITSC 1309
Business Law (and completion of Principles of Business Marketing & Finance)	BUSG 1301
Computer Maintenance	ITSC 1325
Health Science	HPRS 1102
Marketing Dynamics	MRKG 1311
Medical Terminology	HITT 1305
Money Matters (and completion of Principles of Business Marketing & Finance)	BUSG 1304
Principles of Health Science	HPRS 1201
Principles of Information Technology	ITSC 1301
Telecommunications & Networking	ITNW 1325
Web Technologies	IMED 1316
Ag Mechanics & Metal Technologies	WLDG 1313
Welding	WLDG 1307
Advanced Welding	WLDG 1428 + WLDG 1417 + WLDG 1457 taken as dual credit

All the tools you need to succeed with the Paris Junior College and Sulphur Springs Independent School District Articulation Agreement

Paris Junior College and the Sulphur Springs Independent School District have executed an articulation agreement allowing a student to receive college credit for certain technical courses taken from SSISD. The agreement will help career-oriented students complete college level technical coursework at the high school.

These classes will give Sulphur Springs students the advantage of obtaining high demand employment skills; preparing to continue a college education or qualify for a high-wage career and/or advanced degree; and obtaining hands-on training to compete successfully in the job market.

How to Receive College Credit for Technical Courses

- ✓ After high school graduation, obtain an original FINAL copy of your high school transcript.
- ✓ Enroll at Paris Junior College and declare a major in the workforce education program that your courses will articulate with. (Your school counselor has a list of articulated courses and which college programs these courses are in.)
- ✓ Student must complete 12 college credit hours before applying for the technical course credit. The college credit hours can be dual credit, concurrent enrollment or college classes.
- ✓ Once the 12 college credit hours have been accumulated, call the Registrar's Office at Paris Junior College to set up an appointment for transcript review at 903.782.0212.
- ✓ Transcript will be reviewed by the Registrar's Office and an articulation form will be completed at that time.
- ✓ The Registrar's Office will submit the articulation form and the high school transcript for processing.
- ✓ Processing usually takes a couple of weeks and then the articulated classes will be added to your official Paris Junior College transcript.



Articulation Agreement with Paris Junior College
For more information, contact the Registrar's Office at 903.782.0212.

Paris Junior College gives equal consideration of all applicants for admission, without regard to race, color, religion, creed, national origin, sex, age, marital status, disability or veteran status. Assistance is provided to students with limited English speaking abilities, disabilities, or academic deficiencies.

CTE Meetings 2015-16

CTE MEETING

Tuesday, August 18, 2015
1:00 pm
Library



Agenda

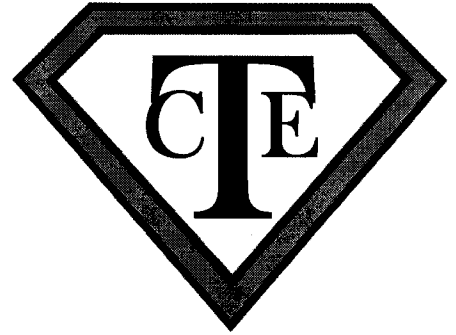
- I. Welcome Back! Introductions
- II. Policies & Procedures Manual
 - a. Mission & Vision
 - b. Goals
 - i. CTE Advisory Committee
 1. Set dates for fall meeting
 2. Internships
 3. Improvements?
 - ii. Increase PER Certifications
 1. School Accountability Rating
 - iii. Endorsements/Career Pathways
 1. Student Interest Driven
 2. Community/Industry Driven
 3. Add/Eliminate
 4. Articulated Courses – let students know
 - iv. Increase connections – Core & CTE
 1. Project Based Learning
 2. Ideas?
- III. Areas to Improve
 - i. PBMAS Report – Nontraditional Courses
- IV. Course Syllabus
 - a. Email electronic version by Aug. 25
 - b. Put online
- V. CTE Website
 - a. CTSO Updates
 - b. Calendar Updates
- VI. Budget
 - a. Purchase Order Requests
 - b. Travel Requests
 - c. Activity Funds Guidelines

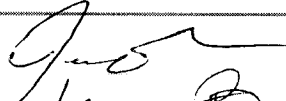
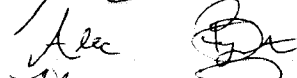






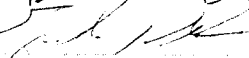


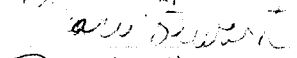


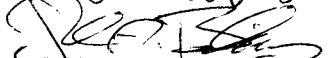
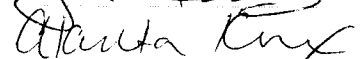

CTE MEETING SIGN IN SHEET

Tuesday, August 18, 2015

1:00 pm

Library



Print Name	Signature
1 JEREMY OFFUTT	
2 Alee Bryant	
3 Nancy Reese	
4 Demetra Robinson	
5 Melissa Robbins	
6 Lynn Smoak	
7	
8 John T Luper	
9 Debbie Stinson	
10 Brandon Nelson	
11	
12 Harold Smithson	
13 Kendra Daniel	
14 Tracy Stewart	
15 Jennifer Carter	
16 Christina Davis	
17 Joel Bailey	
18 Alacuta Knox	
19 Nicky Wiggins	
20	
21	
22	

CTE MEETING

Wednesday, August 19, 2015
1:00 pm
Library



Agenda

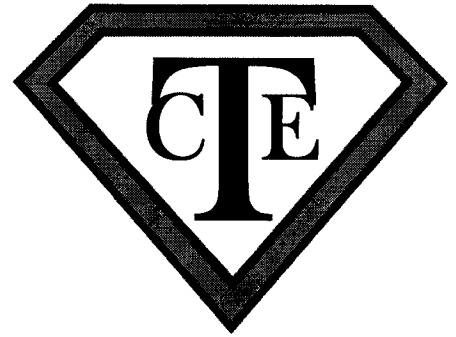
- I. College/Career Day
 - a. Change up – Industry Tours
 - b. Senior Project Night – February
 - c. Job Fair in spring – April or May?
- II. CTSO's/NTHS
 - a. Letter at state/national level of competition
 - b. Every course should tie to a CTSO and encourage membership
 - c. Encourage NTHS Membership – CTSO membership is a requirement
 - i. Dates?
- III. Inventories
- IV. Lesson Plans
 - a. Fundamental Five
 - b. Project Based
 - c. Articulated Courses – must show 100% of TEKS covered
 - d. ETools for the Classroom
- V. EPortfolios
 - a. Implementation – Principles Courses
 - b. PathBrite
- VI. High School Success
 - a. Lesson Plans

CTE MEETING SIGN IN SHEET

Wednesday, August 19, 2015

1:00 pm

Library



Print Name

Signature

Brad Abell	Rebecca
JEREMY OFFUTT	[Signature]
J. Luper	[Signature]
Melissa Robbins	[Signature]
Debbie Stinson	[Signature]
Nancy Reese	Nancy Reese
GINA WILDER	Gina Wilder
Alicia Bryant	Alicia Bryant
Kendra Daniel	K Daniel
Christina Davis	C Davis
Joel Bailey	Joel Bailey
Steve Diamond	Steve Diamond
Bob Halter	Bob Halter
Demetra Robinson	Demetra Robinson
Lynn Smith	Lynn Smith
Lee Ann Frazier	[Signature]
Tracy Stewart	Tracy Stewart
[Signature]	[Signature]
Jennifer Carter	Jennifer Carter
Alanta Knox	[Signature]
John Holland	[Signature]

CTE MEETING

Friday, October 16, 2015
1:00 pm
Library



Agenda

- I. College & Career Day
 - a. Monday, November 16 – 8:00 – 11:20
 - b. Speakers/Plan
- II. CTE Advisory Committee Agenda
 - a. Friday, October 30 – 1:00
 - b. Agenda
 - i. E-portfolios starting in Principles Courses
 - ii. Increase project-based learning activities
 - iii. Increase Student Certifications (PER)
 - iv. Internships
 - v. Endorsements
 1. New – STEM, Architecture & Construction
 2. Changed – Law – possibly add Firefighter I & II
 3. Eliminate Endorsements?
- III. CTE Website
 - a. CTSO Updates
 - b. Calendar Updates
- IV. Budget
 - a. Purchase Order Requests – must be turned in & approved before ordering/spending
 - b. Travel Requests – turn in well in advance
 - c. Activity Funds Guidelines – make sure you are following
- V. CTSO's/NTHS
 - a. Letter at state/national level of competition – Payment for jackets?
 - b. Every course should tie to a CTSO and encourage membership
 - c. Encourage NTHS Membership – CTSO membership is a requirement
- VI. Lesson Plans
 - a. Fundamental Five
 - b. Project Based
 - c. Articulated Courses – must show 100% of TEKS covered
- VII. High School Success – promote your classes

Teacher	
Alec Bryant	Alec Bryant
Atlanta Knox	
Bob Halter	Bob Halter
Brad Abell	
Brandon Nelson	Brandon Nelson
Carol McChesnee	
Christina Davis	
Debbie Stinson	Debbie Stinson
Demetra Robinson	
Gina Wilder	Gina Wilder
Harold Smithson	
Jennifer Carter	
Jenny Arledge	Jenny Arledge
Jeremy Offutt	Jeremy Offutt
Joel Bailey	Joel Bailey
John Holland	
John Luper	John Luper
Kendra Daniels	
Lynn Smith	Lynn Smith
Nancy Reese	Nancy Reese
Nichols Wiggins	
Tracy Stewart	Tracy Stewart
Mellisa Robbins	Mellisa Robbins

Career & Technical Education Department

Meeting Agenda

January 4, 2016

1:00 pm

Type of Meeting: CTE Departmental Meeting

Meeting Facilitator: Jenny Arledge

- I. H&R Block Presentation – Online Budget Challenge
- II. E-Portfolios – Principles classes update on progress
- III. February CTE Month –Theme: “Believe Achieve Succeed with CTE”
 - A. Mayor Proclamation– declare February CTE Month
 - B. Project displays 200 hallway – have picture of students with their projects- decorate the hallway with banners, posters, CTSO group successes, etc.
 - C. Gather CTE success stories, successful alumni and where they work - create a video.
 - D. Paper write-up – new endorsements and current student successes
 - E. Make a board presentation for CTE updates/accomplishments, successes
 - F. Wildcat TV – Highlight video for each department/career cluster area
 - G. 8th Grade Promotions for Endorsements – teachers/students make presentations
 - H. Post CTE Facts and pictures on the website, pass out CTE Fact Sheets and Career Cluster/Endorsement Fact Sheets
 - I. Make presentations to the Chamber of Commerce or other community organizations using CTSO groups
 - J. Guest speakers for each career focus area
 - K. Have students send in a CTE Moment Photo
- IV. Job Fair – April 12, 2016 – Civic Center
- V. CTSO Reports (BPA, FCCLA, FFA, HOSA, Robotics)
- VI. CTE Advisory
 - A. Copy of report goals
 - B. Decide next meeting date for spring
- VII. New Endorsements/Endorsement Changes
- VIII. Certifications – need cost breakdown
- IX. Tyler Career Center
- X. Externships
- XI. Adjournment

CTE MEETING SIGN-IN SHEET

Facilitator: Jenny Arledge

Meeting Date: Monday, January 4, 2016

Meeting Time: 1:00 pm

Place/Room: Lab A

Name	Name
Christina Davis	Jenny Arledge
Dale Shifting	Dana
Tameka Robinson	Tracy Stewart
JEREMY CUFFIT	
IT Luper	
Brenda Anell	
[Signature]	
J. Bailey	
[Signature]	
[Signature]	
[Signature]	
[Signature]	
Melissa Robbins 1:25pm	



Endorsement Signing Night/Open House Meeting

Thursday, January 28, 2016

Please sign in below:

- ✓ *Jim Patton*
- ✓ *Nancy Reese*
- ✓ *[unclear]*
- ✓ *Demo [unclear]*
- ✓ *[unclear]*
- ✓ *[unclear]*
- ✓ *Debra Strubling*
- ✓ *Ashton Wells*
- ✓ *Hina Wilder*
- ✓ *Ala [unclear]*
- ✓ *J. Bailey*
- ✓ *[unclear]*
- ✓ *Judy Stewart*
- ✓ *Jennifer Carter*
- ✓ *[unclear]*

Not present

- Christina Davis*
- Melissa Robbins - [unclear] Stock Show*
- Harold Smithson*
- Nick Wiggins*
- Bob Halter*
- Atlanta Knox*
- Jeremy Offutt*

SULPHUR SPRINGS ISD STAFF DEVELOPMENT SIGN-IN SHEET

WORKSHOP/MEETING TITLE	EVENT DATE	TIME	TRAINING HOURS	LOCATION	PRESENTER(S)
CIE Workshp on 5 Re-train.	2-16-16	3:40-4:15	3.40-4.15	Lab A Library	11/15 (workshop)
#	PRINT NAME	SIGNATURE	CAMPUS	GRADE LEVEL	SUBJECT(S) TAUGHT
1	Abell, Brad	<i>Brad Abell</i>	SS HS	9-12	HST
2	Bankley, Joel				
3	Bygones, Alec				
4	Carter, Jennifer	<i>Jennifer Carter</i>	SSHS	9-12	HST
5	Davis, Christina	<i>Christina Davis</i>	SSHS	9-12	FCS
6	Halter, Bob	<i>Bob Halter</i>	SSHS	9-17	Small Engines Energy / Power
7	Hess, Paula	<i>Paula Hess</i>	SSHS	9-12	Ag. Science, Ent. Imp. / Science Dollars Sense, Retail
8	Hullman, John	<i>John Hullman</i>			
9	Knox, Atlanta	<i>Atlanta Knox</i>	HS	12	Forensic - will attend Ag. Mech. Maint. Tech Welding
10	Lupin, JT	<i>JT Lupin</i>	SSHS	10-12	Ag. Mech. Maint. Tech Welding
11	Nelson, Brandon	<i>Brandon Nelson</i>	SS/HS	4-12	Ag. Mech. Maint. Tech Welding
12	Offutt, Jeremy	<i>Jeremy Offutt</i>	HS	9-12	Comp Maint, PIT
13	Reese, Nancy	<i>Nancy Reese</i>	HS	9-12	FCS
14	Rebbins, Melissa	<i>Melissa Rebbins</i>	HS	9-12	Ag. Science
15	Rebbins, Doretha	<i>Doretha Rebbins</i>	HS	9-12	Law
16	Sims, Lynn	<i>Lynn Sims</i>	HS	9-12	Career Explorer

* The Sulphur Springs ISD form is to be used for any training/meeting where a prepopulated Eduphoria Workshop Sign-in Sheet is not available. Credit for workshops will be issued when signatures and information is provided on the sign-in sheet. Submit completed form to Sherry Chester, Director of Professional Development, within 48 hours of training. Thank you.

SULPHUR SPRINGS ISD STAFF DEVELOPMENT SIGN-IN SHEET

WORKSHOP / MEETING TITLE	EVENT DATE	TIME	TRAINING HOURS	LOCATION	PRESENTOR(S)
CTE Fundamental 5	2-16-16	3:40-4:15	3:40-4:15	Lab A - Library	Mrs Wright

#	PRINT NAME	SIGNATURE	CAMPUS	GRADE LEVEL	SUBJECT(S) TAUGHT
17	Smithson, Harold				
18	Stewart, Tracy	Tracy Stewart	SSHS	9-12	BIM 1 & 2
19	Stubbins, Debbie	Debbie Stubbins	SSHS	9-12	FCS
20	Whiggins, Nick	will attend	SSHS	PLC training	
21	Wilder, Gina	Gina Wilder	SSHS	9-12	CP, ACP, APCS, RITS

❖ The Sulphur Springs ISD form is to be used for any training/meeting where a prepopulated Eduphoria Workshop Sign-In Sheet is not available. Credit for workshops will be issued when signatures and information is provided on the sign-in sheet. Submit completed form to Sherry Chester, Director of Professional Development, within 48 hours of training. Thank you.

CTSO Accomplishments & Recognitions

National Technical Honor Society

There were 44 members in the National Technical Honor Society GERAL Kennedy Chapter of Sulphur Springs High School for the 2015-16 school year. Thirty-six new members were inducted on January 25, 2016 at 6:00 pm in the High School cafeteria in our annual Induction Ceremony. The officers for the year were:

President	Evan Ost
Vice President	Lexi Moore
Treasurer	Austin Reyes



The service projects for the year were Canned Food Drive, Empty Stocking, Easter Egg Hunt, and ECLC Field Day.

Business Professionals of America (BPA)

There were 48 members in Business Professionals of America (BPA) for the 2015-16 school year. Twenty-nine members competed at the Regional Leadership Conference. Fifteen of those advanced to the state level of competition. At the State Leadership Conference, one of the members qualified for National, that student earned the honor of placing 3rd at the National Competition in Boston, MA. The following is a list of the state qualifiers from the Regional Leadership Competition:



Sean Allemang	Sofia Guerro
Mario Basio	Emily Johnson
Lydia Burleson	Jaspyn Johnson
Timothy Charlton	Dylan Joiner
Natalie Cruz	Carson McIllwain
Elijah Drum	Austin Reyes
Lilibeth Gallegos	

BPA students participated in the Adopt-A-Highway program as their community service project for the 2015-16 school year.

Family, Career and Community Leaders of America (FCCLA)

There were 107 members in Family, Career and Community Leaders of America (FCCLA) for the 2015-16 school year. Twelve members competed at the regional level and seven members advanced to the state level of competition this year. The following is a list of students competed at the Region III Star Event:

Kylie Cooper	Tyler Maloney
Taylor Coppedge	Edith Murillo
Chandler Eichenour	Cortney Neal
Ashley Franklin	Diego Perea
Autumn Hammons	Kelsey Scott
America Luna	Malarie White



Malarie White earned 6th place and the Culinary Arts teams placed 1st and 2nd at the Regional III competition and went on to compete at the state level in Dallas, TX in April.

Culinary Arts students participated in catering 52 different events within our school district during the 2015-16 school year.

The following is a list of activities that members of FCCLA participated in throughout the year:

- 80 members attended the State Fair on Ag Awareness Day
- Kickoff – FCCLA Olympics at the Park
- Christmas party with FFA
- Assisted with the fall and spring Blood Drives at SSHS
- Worked for Empty Stocking
- Conducted an Easter Egg Hunt for ECLC

FFA

There were 319 members in FFA for the 2015-16 school year. Local officers this year were:

President: Morgan Mayers
Vice President: Jake Couch
Secretary: Dakota Wakins

Reporter: Spencer Brewer
Sentinel: Sierra Sells
Student Advisor: Kade Gibbins
Historian: Mollie Gibbons



Lone Star Recipients: Jake Couch and Josh Couch

Star Greenhand: Phillip Rater

Outstanding Greenhand: Brennan Murray

Sterling Beckham Scholarship Winner: Morgan Meyers

Cecil Tucker Memorial Scholarship: Dakota Watkins

HOSA

There were 109 HOSA members for the 2015-16 school year. The organization had been inactive for several years and has now reorganizing. Eleven students competed against other high school students in the Dallas-Fort Worth area. This competition was held online and included different sections of health-care professions/fields. Those eleven competitors were:

Wendy Harrington
Lesile Garcia
Victoria Elkins
Beverly Luna
Brandon Diosdado
Yaneli Gutierrez

Montana Hatley
Omar Rameriz
Destiny Hammargren
Jasmine Rodriguez
Gladys Cardona



Student Officers for the 2015-16 school year were as follows:

President	Brooklyn Moon
Vice-President	Summer Brooks
Secretary	Beverly Luna
Treasurer	Brandon Diosdado
Reporter	Brittany Bales
Historian	Abbi Beggs

House Bill 5 – SSHS CTE Endorsements

House Bill 5 – SSHS CTE Endorsements

Under House Bill 5, Sulphur Springs High School offers each of the five major endorsement areas: (1) Arts & Humanities, (2) Business & Industry, (3) Multidisciplinary, (4) Public Service, and (5) STEM. Under each major endorsement area, we have created different career focus areas. Overall, SSHS is able to offer students forty (40) different Endorsement options. Of the forty endorsement offerings provided, twenty-seven are directly tied to our Career and Technical Education programs. There are twenty-two different focus areas provided through Business & Industry Endorsements and five different focus areas provided through Public Service Endorsements. The following represent the CTE Endorsement offerings:

Business & Industry Endorsements:

- Ag Animal Science
- Ag Plant Science
- Ag Welding
- Structural Steel Welding Certificate (PJC)
- Architecture
- Construction
- Arts/AV Journalism
- Arts/AV Broadcast News
- Business Management & Administration
- Business Medical Management & Billing Certificate (PJC)
- Office/Computer Applications Certificate (PJC)
- Finance Accounting
- Office Accounting Certificate (PJC)
- Culinary Arts
- IT Business Computer Applications Certificate (PJC)
- IT Digital Media
- IT Computer Maintenance & Networking
- IT Programming
- IT Programming with JAVA Associate Programmer Certification
- Marketing
- Transportation Auto Repair
- Transportation Collision Repair

Public Service Endorsements:

- Education & Training
- Enhanced Nurse Aide Certificate (PJC)
- Health Science
- Health Science
- Law, Public Safety, Corrections & Security

CTE Endorsements are outlined in the SSHS Graduation Plans Guide in the appendix of this report and is available online at <http://schools.ssisd.net/users/0031/docs/2015-16%20SSHS%20Graduation%20Plans.pdf>.

Endorsement Selections by Students

The table below represents primary endorsement selections for our 8th grade students for the past two years. The table outlines the number of students who selected the endorsement and the % based on the number of students in the class. The ranking is used as a reference to quickly view the top selected endorsements for each year.

8th Grade Student Endorsement Selections:

Endorsement	2014			2015			2016		
	#	%	Rank	#	%	Rank	#	%	Rank
Public Service Endorsement - Health Science Focus	60	20%	1	64	18%	1	73	21%	1
Public Service Endorsement - Law, Public Safety, Corrections & Security Focus	32	11%	2	22	6%	4	35	10%	2
Business & Industry Endorsement - AG Welding Focus	28	9%	3	35	10%	2	26	8%	3
Public Service Endorsement - Education & Training Focus	23	8%	4	33	9%	3	25	7%	4
Business & Industry Endorsement - AG Animal Science Focus	12	4%	7	17	5%	6	24	7%	5
Business & Industry Endorsement - IT Digital & Interactive Media Focus	10	3%	9	13	4%	8	18	5%	6
Business & Industry Endorsement – Architecture							18	5%	7
Arts & Humanities Endorsement - Art Focus	4	1%	20	14	4%	7	15	4%	8

Endorsement	2014			2015			2016		
	#	%	Rank	#	%	Rank	#	%	Rank
Arts & Humanities Endorsement - Theatre Arts Focus	5	2%	18	10	3%	13	10	3%	9
Business & Industry Endorsement - Transportation Auto Repair Focus	13	4%	6	17	5%	5	9	3%	10
Business & Industry Endorsement - Hospitality/Tourism Culinary Arts Focus	10	3%	8	6	2%	16	8	2%	11
STEM Endorsement - Science Focus	9	3%	12	3	1%	25	8	2%	12
Business & Industry Endorsement – Construction							8	2%	13
Arts & Humanities Endorsement - Music Instrumental Focus	8	3%	13	13	4%	9	7	2%	14
Business & Industry Endorsement - Arts/AV Journalism Focus	3	1%	23	5	1%	22	7	2%	15
Arts & Humanities Endorsement - Dance Focus	3	1%	21	6	2%	17	5	1%	16
STEM Endorsement - Math Focus	9	3%	11	12	3%	11	4	1%	17
Business & Industry Endorsement - Business Management & Administration Focus	9	3%	10	5	1%	19	4	1%	18

Endorsement	2014			2015			2016		
	#	%	Rank	#	%	Rank	#	%	Rank
Business & Industry Endorsement - IT Programming Focus	7	2%	14	5	1%	20	4	1%	19
Business & Industry Endorsement - Finance Accounting Focus	6	2%	16	1	0%	29	4	1%	20
Business & Industry Endorsement – Hospitality Services							4	1%	21
Public Service – Human Services							4	1%	22
Arts & Humanities Endorsement - Music Vocal Focus	6	2%	15	5	1%	21	3	0.90%	23
Business & Industry Endorsement - IT Programming with JAVA Associate Programmer Certification	1	0%	28	5	1%	23	3	0.90%	24
Business & Industry Endorsement - IT Computer Maintenance & Networking Focus	2	1%	25	2	1%	27	3	0.90%	25
Business & Industry Endorsement - Arts/AV Broadcast News Focus	3	1%	22	0	0%	33	3	0.90%	26
Business & Industry Endorsement - Marketing Focus	5	2%	19	8	2%	14	2	0.60%	27

Endorsement	2014			2015			2016		
	#	%	Rank	#	%	Rank	#	%	Rank
Business & Industry Endorsement - Transportation Collision Repair Focus	6	2%	17	2	1%	26	2	0.60%	28
Business & Industry Endorsement- Ag - Structural Steel Welding Certificate	0	0%	37	7	2%	15	1	0.30%	29
Business & Industry Endorsement - Finance Office Accounting Certificate	0	0%	33	0	0%	37	1	0.30%	30
Multidisciplinary Endorsement - Academic Focus	16	5%	5	12	3%	10	0	0%	31
Public Service Endorsement – Enhanced Nurse Aide Certificate	0	0%	38	12	3%	12	0	0%	32
Arts & Humanities Endorsement - Foreign Language Spanish & French Focus	2	1%	24	6	2%	18	0	0%	33
Arts & Humanities Endorsement - Foreign Language Spanish Focus	0	0%	29	4	1%	24	0	0%	34
Arts & Humanities Endorsement - Foreign Language French Focus	1	0%	27	2	1%	28	0	0%	35
Multidisciplinary Endorsement - Advanced Placement/Dual Credit Focus	2	1%	26	1	0%	30	0	0%	36

Endorsement	2014			2015			2016		
	#	%	Rank	#	%	Rank	#	%	Rank
Business & Industry Endorsement – IT Business Computer Applications Certificate	0	0%	34	1	0%	31	0	0%	37
Business & Industry Endorsement– Business - Office/Computer Applications Certificate	0	0%	35	1	0%	32	0	0%	38
Arts & Humanities Endorsement - Social Studies Focus	0	0%	30	0	0%	34	0	0%	39
Business & Industry Endorsement - AG Plant Science Focus	0	0%	31	0	0%	35	0	0%	40
Business & Industry Endorsement - Business Medical Management & Billing Certificate	0	0%	32	0	0%	36	0	0%	41
Business & Industry Endorsement– Business - Office Information Specialist	0	0%	36	0	0%	38	0	0%	42

Endorsement Future Goals

Currently, our Sulphur Springs High School CTE program offers no endorsement strands in the STEM or Government and Public Administration career cluster areas. Our future goal is to assess the needs in our community and among our students in these career focus areas. If the need is proven to be present and it is feasible to develop the programs financially, the following would be possibilities for endorsements for the future:

STEM Endorsement – Engineering Focus

- 9th Grade Concepts of Engineering & Technology
- 10th Grade Robotics & Automation
- 11th Grade Engineering Design & Presentation
- 12th Grade Advanced Engineering Design & Presentation

PBMAS CTE Report Summary

Texas Education Agency
2015 PERFORMANCE-BASED MONITORING ANALYSIS SYSTEM
CAREER AND TECHNICAL EDUCATION

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

Region 08

INDICATOR	2015		2015		2014		2013		2015 INDICATOR PERFORMANCE LEVEL	
	PL	CUT POINTS	DISTRICT RATE	NUMERATOR	DENOMINATOR	NUMERATOR	DENOMINATOR	NUMERATOR		DENOMINATOR

1. CTE STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	86.9	193	222					0
(ii) SCIENCE	60.0	- 100	93.7	236	252					0
(iii) SOCIAL STUDIES	60.0	- 100	91.0	202	222					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 71.8	77.0	491	638					Report Only
2. CTE LEP STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	66.7	6	9					0
(ii) SCIENCE	60.0	- 100	77.8	*	*					0
(iii) SOCIAL STUDIES	60.0	- 100	50.0	*	*					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 42.2	50.0	16	32					Report Only
3. CTE ECONOMICALLY DISADVANTAGED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	84.2	112	133					0
(ii) SCIENCE	60.0	- 100	90.8	119	131					0
(iii) SOCIAL STUDIES	60.0	- 100	88.7	94	106					0
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 65.3	70.7	251	355					Report Only
4. CTE SPED STAAR® EOC PASSING RATE				<u>PASSED</u>	<u>TESTED</u>					
(i) MATHEMATICS	60.0	- 100	43.8	7	16					NA
(ii) SCIENCE	60.0	- 100	53.8	7	13					NA
(iii) SOCIAL STUDIES	60.0	- 100	47.6	10	21					NA
(iv) ENGLISH LANGUAGE ARTS	STATE RATE	- 31.6	23.7	14	59					Report Only
5. CTE ANNUAL DROPOUT RATE (GRADES 9-12)				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	0	- 2.8	0.7	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	<u>DROPOUTS</u>	<u>ATTEND</u>	0
				6	860	*	*	5	242	
6. CTE RHSP/DAP DIPLOMA RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	70.0	- 100	76.4	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	<u>RHSP/DAP</u>	<u>GRADUATED</u>	0
				133	174	103	144	56	87	
7. CTE GRADUATION RATE				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
	75.0	- 100	94.4	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	<u>GRADUATES</u>	<u>CLASS</u>	0
				169	179	144	148	85	88	
8. CTE NONTRADITIONAL COURSE COMPLETION RATE - MALES				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
				<u>MALE</u>	<u>ALL</u>	<u>MALE</u>	<u>ALL</u>	<u>MALE</u>	<u>ALL</u>	
				<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	
				<u>FEMALE</u>	<u>FEMALE</u>	<u>FEMALE</u>	<u>FEMALE</u>	<u>FEMALE</u>	<u>FEMALE</u>	
				<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	
	40.0	- 100	30.3	33	109	18	62	40	96	1
9. CTE NONTRADITIONAL COURSE COMPLETION RATE - FEMALES				----- 2013-14 -----		----- 2012-13 -----		----- 2011-12 -----		
				<u>FEMALE</u>	<u>ALL</u>	<u>FEMALE</u>	<u>ALL</u>	<u>FEMALE</u>	<u>ALL</u>	
				<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	<u>COMPLETE</u>	
				<u>MALE</u>	<u>MALE</u>	<u>MALE</u>	<u>MALE</u>	<u>MALE</u>	<u>MALE</u>	
				<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	<u>COURSES</u>	
	40.0	- 100	40.2	245	609	230	576	184	455	0

Detailed information on the assignment of performance levels can be found in the 'PBMAS 2015 Manual' at <http://tea.texas.gov/pbm/PBMASManuals.aspx>. For performance levels assigned through required improvement and special analysis (other than NA SA), both current and previous years' district rates are presented. An asterisk (*) is used to mask data in order to protect student confidentiality.

Nontraditional CTE Courses – Males

2015-16 Course	# of Male Students	# of Female Students	%
Accounting I	22	17	56.4
Accounting II	2	0	100.0
Health Science	18	82	18.0
Instructional Practices in Education & Training	0	15	0
Lifetime Nutrition & Wellness	46	54	46.0
Practicum in Education & Training	0	2	0
Practicum in Health Science	7	45	13.5
Veterinary Medical Applications	2	6	25.0

Appendix: A – Career and Technical Education Nontraditional Courses (2013-2014 School Year)

The federal Carl D. Perkins law requires states to measure participation in nontraditional courses. Nontraditional courses are defined as occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. The courses below were selected because, generally, they are occupationally specific courses in which the enrollment of one gender falls below 25 percent. Gender enrollments in the courses are reviewed annually at the state and local levels as part of the Carl D. Perkins reporting process.

Nontraditional for Females	
PEIMS Number	Course
12700400	CAREER PORTALS (FIRST TIME TAKEN)
12701500	PROBLEMS AND SOLUTIONS
13000300	LIVESTOCK PRODUCTION
13000400	SMALL ANIMAL MANAGEMENT
13000500	EQUINE SCIENCE
13000700	ADVANCED ANIMAL SCIENCE
13000800	PROFESSIONAL STANDARDS IN AGRIBUSINESS
13000900	AGRIBUSINESS MANAGEMENT AND MARKETING
13001400	FOOD PROCESSING
13001600	RANGE ECOLOGY AND MANAGEMENT
13001800	PRINCIPLES AND ELEMENTS OF FLORAL DESIGN
13001900	LANDSCAPE DESIGN AND TURF GRASS MANAGEMENT
13002000	HORTICULTURE SCIENCE
13002100	ADVANCED PLANT AND SOIL SCIENCE
13002500	PRACTICUM IN AGRICULTURE, FOOD, AND NATURAL RESOURCES
13004200	PRINCIPLES OF ARCHITECTURE AND CONSTRUCTION
13004600	ARCHITECTURAL DESIGN
13004700	ADVANCED ARCHITECTURAL DESIGN
13004900	CONSTRUCTION MANAGEMENT
13005100	CONSTRUCTION TECHNOLOGY
13005400	BUILDING MAINTENANCE TECHNOLOGY
13005500	ADVANCED BUILDING MAINTENANCE TECHNOLOGY
13005800	HEATING, VENTILATION, AND AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Nontraditional for Females (continued)

PEIMS Number	Course
13006000	PIPING AND PLUMBING TECHNOLOGY
13008200	PRINCIPLES OF ARTS, AUDIO VISUAL TECHNOLOGY, AND COMMUNICATIONS
13009600	PRINTING AND IMAGING TECHNOLOGY
13009700	ADVANCED PRINTING AND IMAGING TECHNOLOGY
13009900	PROFESSIONAL COMMUNICATIONS
13011300	TOUCH SYSTEM DATA ENTRY
13011800	GLOBAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13022600	CULINARY ARTS
13022700	PRACTICUM IN CULINARY ARTS
13027200	PRINCIPLES OF INFORMATION TECHNOLOGY
13027300	COMPUTER MAINTENANCE
13027400	TELECOMMUNICATIONS AND NETWORKING
13027500	COMPUTER TECHNICIAN
13029300	LAW ENFORCEMENT I
13029400	LAW ENFORCEMENT II
13029500	FORENSIC SCIENCE
13029700	CORRECTIONAL SERVICES
13029800	SECURITY SERVICES
13029900	FIREFIGHTER I
13030000	FIREFIGHTER II
13032200	PRINCIPLES OF MANUFACTURING
13032300	WELDING
13032400	ADVANCED WELDING
13032500	PRECISION METAL MANUFACTURING
13032600	ADVANCED PRECISION METAL MANUFACTURING
13032700	FLEXIBLE MANUFACTURING
13032800	ADVANCED FLEXIBLE MANUFACTURING
13032900	MANUFACTURING ENGINEERING

Nontraditional for Females (continued)

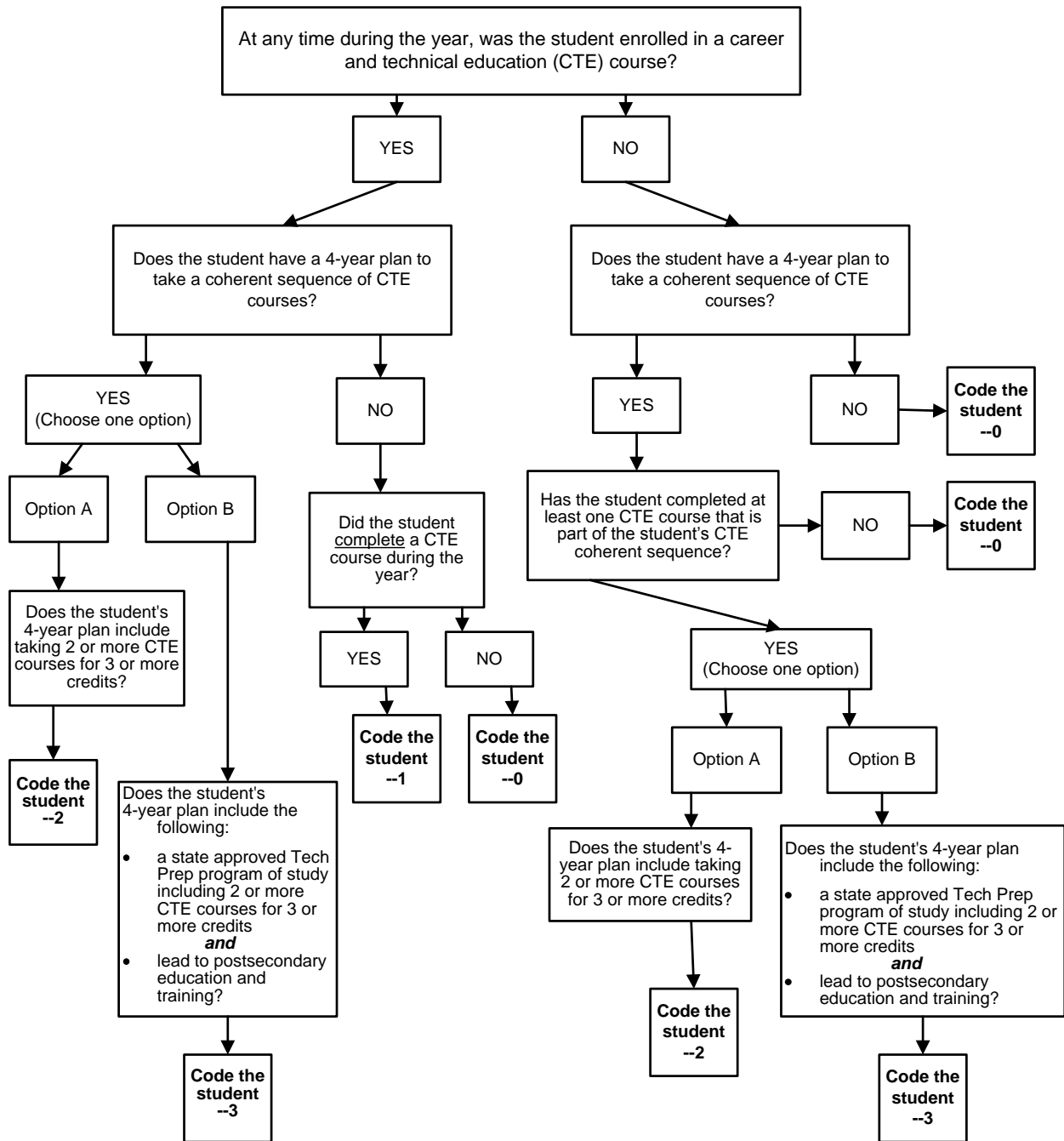
PEIMS Number	Course
13033000	PRACTICUM IN MANUFACTURING
13034400	ENTREPRENEURSHIP
13036300	BIOTECHNOLOGY
13036500	ENGINEERING DESIGN AND PRESENTATION
13036600	ADVANCED ENGINEERING DESIGN AND PRESENTATION
13036800	ELECTRONICS
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH AND DESIGN
13037210	SCIENTIFIC RESEARCH AND DESIGN II
13039300	ENERGY, POWER, AND TRANSPORTATION SYSTEMS
13039400	AIRCRAFT TECHNOLOGY
13039500	ADVANCED AIRCRAFT TECHNOLOGY
13039600	AUTOMOTIVE TECHNOLOGY
13039700	ADVANCED AUTOMOTIVE TECHNOLOGY
13039800	COLLISION REPAIR AND REFINISHING
13039900	ADVANCED COLLISION REPAIR AND REFINISHING
13040000	SMALL ENGINE TECHNOLOGY
13040100	ADVANCED SMALL ENGINE TECHNOLOGY
13040200	TRANSPORTATION SYSTEMS MANAGEMENT

Nontraditional for Males

PEIMS Number	Course
13000600	VETERINARY MEDICAL APPLICATIONS
13012000	VIRTUAL BUSINESS
13012200	PRACTICUM IN BUSINESS MANAGEMENT
13014400	INSTRUCTIONAL PRACTICES IN EDUCATION AND TRAINING
13014500	PRACTICUM IN EDUCATION AND TRAINING
13016200	MONEY MATTERS
13016300	BANKING AND FINANCIAL SERVICES
13016600	ACCOUNTING I
13016700	ACCOUNTING II
13020400	HEALTH SCIENCE
13020500	PRACTICUM IN HEALTH SCIENCE
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13024500	LIFETIME NUTRITION AND WELLNESS
13024600	COUNSELING AND MENTAL HEALTH
13024800	CHILD GUIDANCE
13025000	PRACTICUM IN HUMAN SERVICES
13025100	INTRODUCTION TO COSMETOLOGY
13025200	COSMETOLOGY I
13025300	COSMETOLOGY II
N1302531	COSMETOLOGY MANICURIST SPECIALITY
N1302532	COSMETOLOGY SHAMPOO AND CONDITIONING SPECIALIST

PEIMS Coding Summary

Career and Technical Education Indicator Code Summer Decision Chart (E0031)



Sulphur Springs High School PEIMS Summer Coding Summary

2014-15		2015-16	
PEIMS Code	# of Students	PEIMS Code	# of Students
2	912	2	
1	108	1	
0	78	0	

CTE Contact Hour Codes

A student who is enrolled in CTE courses approved for state weighted funding must have a corresponding CTE code (V1, V2, V3, V4, V5, or V6) for attendance-accounting purposes. A student's CTE code is used to calculate contact hours. To determine the CTE code to assign to a student, the district must first determine the code to assign to each CTE course. The following chart is used to determine the CTE code to assign to each CTE course:

CTE Course's Average Minutes per Day	CTE Code
45-89	V1
90-149	V2
150-180+	V3

Three contact hours is the maximum the district can claim for a single course. For students that are enrolled in more than one CTE course, CTE codes are combined to determine the correct code assigned to each student. For example, a student enrolled in three separate 45-minute CTE courses would be assigned a code of V3 ($V1+V1+V1=V3$).

**Table II - Superintendents/Principals Semester Report of Career
and Technical Education Eligible Days**

2015-2016 Summer Collection

Filename: S2016112901

District: 112901 - SULPHUR SPRINGS ISD

CTE Code	Weight Factor	Elig Days Sixweek 1	Contact Hours	Elig Days Sixweek 2	Contact Hours	Elig Days Sixweek 3	Contact Hours	Elig Days Sixweek 4	Contact Hours	Elig Days Sixweek 5	Contact Hours	Elig Days Sixweek 6	Contact Hours
V1	1.0	10,990.0	10,990.0	9,427.0	9,427.0	9,071.0	9,071.0	12,873.5	12,873.5	13,653.5	13,653.5	11,607.5	11,607.5
V2	2.0	12,587.0	25,174.0	10,481.0	20,962.0	9,846.0	19,692.0	13,676.0	27,352.0	14,397.0	28,794.0	12,159.0	24,318.0
V3	3.0	4,433.0	13,299.0	3,716.0	11,148.0	3,497.0	10,491.0	4,453.0	13,359.0	4,679.0	14,037.0	3,974.0	11,922.0
V4	4.0	976.0	3,904.0	791.0	3,164.0	740.0	2,960.0	939.0	3,756.0	1,028.0	4,112.0	853.0	3,412.0
V5	5.0	117.0	585.0	68.0	340.0	65.0	325.0	118.0	590.0	127.0	635.0	114.0	570.0
V6	6.0	48.0	288.0	43.0	258.0	40.0	240.0	41.0	246.0	33.0	198.0	29.0	174.0

Note: Eligible Contact Hours = ELIGIBLE DAYS * WEIGHT

**CTE Allotment & Perkins 2015-16
Application and NOGA**

SULPHUR SPRINGS ISD (112901)

Last Update: AUG 10, 2016

Payment Cycle: Preliminary

Payment Class: 2

Run Id: 18023

Funding Elements			
Students		LPE	DPE
1.	Refined Average Daily Attendance (ADA)	4,027.759	4,018.652
2.	Regular Program ADA (Ref ADA - Spec Ed FTEs - CT FTEs)	3,683.281	3,658.867
3.	Special Education FTEs	63.569	77.152
4.	Career & Technology FTEs	280.909	282.633
5.	Advanced Career & Technical Education FTEs	0.000	0.000
6.	High School ADA	1,078.109	1,078.623
7.	Weighted ADA (WADA)	5,355.471	5,381.248
8.	Prior Year Refined ADA	4,057.578	4,057.578
9.	Texas School for the Blind and Visually Impaired ADA	0.000	0.000
10.	Texas School for the Deaf ADA	0.000	0.000
Staff		LPE	DPE
11.	Full-Time Staff (not MSS)	231.92	231.92
12.	Part-Time Staff (not MSS)	1.25	1.25
Property Values		LPE	DPE
13.	2015 (current tax year) Locally Certified Property Value	\$1,176,720,452	\$1,176,720,452
14.	2014 (prior tax year) Adjusted State Certified Property Value	\$1,138,181,677	\$1,138,181,677
Tax Rates and Collections		LPE	DPE
15.	2005 Adopted M&O Tax Rate	1.4256	1.4256
16.	2015 (current tax year) Compressed M&O Tax Rate	0.9800	0.9800
17.	Average Tax Collection Rate	97.0%	97.0%
18.	2015 (current tax year) M&O Tax Rate	1.0400	1.0400
19.	2015-2016 (current school year) M&O Tax Collections (2015 DPE collections * 1.0571)	\$12,325,188	\$12,558,569
20.	2015-2016 (current school year) I&S Tax Collections	\$3,682,359	\$3,674,581

21.	2015-2016 (current school year) Total Tax Collections	\$16,007,547	\$16,233,150
22.	2015-2016 (current school year) Total Tax Levy	\$16,035,061	\$16,035,061
Funding Components		LPE	DPE
23.	Adjusted Allotment	\$5,425	\$5,428
24.	Revenue at Compressed Rate (RACR) per WADA	\$5,349	\$5,389
25.	Cost of Education (CEI) Index	1.060	1.060
26.	Adjusted CEI	1.060	1.060
27.	Per Capita Rate	\$180.320	\$180.320
Tier I Allotments		LPE	DPE
Program Intent Codes - Allotments			
28.	11-Regular Program Allotment	\$19,981,799	\$19,860,330
29.	23-Special Education Adjusted Allotment (spend 52% of amount)	\$2,044,483	\$2,245,212
30.	22-Career and Technology Allotment (spend 58% of amount)	\$2,057,307	\$2,071,078
31.	21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	\$117,660	\$130,410
32.	24-Compensatory Education Allotment (spend 52% of amount)	\$3,113,809	\$3,110,221
33.	25-Bilingual Education Allotment (spend 52% of amount)	\$212,109	\$242,456
34.	11-Public Education Grant	\$0	\$0
35.	99-New Instructional Facility Allotment	\$0	\$0
36.	99-Transportation Allotment	\$362,064	\$362,064
37.	31-High School Allotment	\$296,480	\$296,621
38.	Total Cost of Tier I	\$28,185,711	\$28,318,392
39.	Less Local Fund Assignment	(\$11,154,180)	(\$11,154,180)
40.	State Share of Tier I	\$17,031,531	\$17,164,212
41.	Per Capita Distribution from Available School Fund (ASF)	\$731,662	\$731,662

SULPHUR SPRINGS ISD (112901)

Last Update: AUG 10, 2016

Payment Cycle: Preliminary

Payment Class: 2

Run ID: 18023

Adjusted Allotment: LPE - \$5,425 DPE - \$5,428

Program Name	Weight	LPE ADA	LPE Allotment	DPE ADA	DPE Allotment
1. Regular Program					
Allotment	1.0000	3,683.281	\$19,981,799	3,658.867	\$19,860,330
2. Special Education					
Regular Special Education	N/A	199.793	\$1,083,878	240.725	\$1,306,655
Mainstream	1.1	163.003	\$972,720	159.222	\$950,683
Residential Care and Treatment	4.0	0.000	\$0	0.000	\$0
State Schools	2.8	0.000	\$0	0.000	\$0
Non-Public Contracts	1.7	0.000	\$0	0.000	\$0
Extended Year Special Education	N/A	0.000	\$0	0.000	\$0
(Less Early Child Intervention Set-Aside)	N/A	N/A	(\$12,115)	N/A	(\$12,126)
Special Education Allotment	N/A	N/A	\$2,044,483	N/A	\$2,245,212
3. Career & Technology					
Regular Career & Technology (CTE) Allotment	1.35	280.909	\$2,057,307	282.633	\$2,071,078
Advanced CTE Allotment	\$50	0.000	\$0	0.000	\$0
CTE Allotment	N/A	280.909	\$2,057,307	282.633	\$2,071,078

SULPHUR SPRINGS ISD (112901)

Last Update: MAY 05, 2016

Payment Cycle: Final

Payment Class: 2

Run ID: 17145

Adjusted Allotment: LPE - \$5,163 DPE - \$5,157

Program Name	Weight	LPE ADA	LPE Allotment	Final ADA	Final Allotment
1. Regular Program					
Allotment	1.0000	3,649.222	\$18,840,933	3,694.309	\$19,051,552
2. Special Education					
Regular Special Education	N/A	231.609	\$1,195,797	243.052	\$1,253,418
Mainstream	1.1	119.647	\$679,511	160.764	\$911,966
Residential Care and Treatment	4.0	0.000	\$0	0.000	\$0
State Schools	2.8	0.000	\$0	0.000	\$0
Non-Public Contracts	1.7	0.000	\$0	0.000	\$0
Extended Year Special Education	N/A	0.000	\$0	0.672	\$2,599
(Less Early Child Intervention Set-Aside)	N/A	N/A	(\$12,775)	N/A	(\$12,663)
Special Education Allotment	N/A	N/A	\$1,862,533	N/A	\$2,155,320
3. Career & Technology					
Regular Career & Technology (CTE) Allotment	1.35	264.105	\$1,840,825	285.371	\$1,986,739
Advanced CTE Allotment	\$50	0.000	\$0	50.120	\$2,506
CTE Allotment	N/A	264.105	\$1,840,825	335.491	\$1,989,245


eGrants Application TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08 School Year: 2015-2016
SAS#: PERKAA16	Vendor ID: 1756002535	

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application
Certify and Submit

	Amendment #	Version #
	00	01

Application ID:	001832-033933-00-01	Status:	Submitted
TEA Due Date:	8/28/2015 5:00:00 PM	Application Type:	Formula
Organization:	Sulphur Springs ISD	SAS #:	PERKAA16
Campus/Site:	N/A		
Warning:	Be sure to exit all schedules by using the Table of Contents button, NOT the browser BACK button.		

Form Description	Required	Last Updated
General Information		
GS2100 - Applicant Information	*	6/23/2015 2:40 PM
GS2300 - Negotiation Comments and Confirmation		
Program Description		
PS3012 - Local Plan	*	7/28/2015 1:27 PM
PS3350 - Accountability	*	7/28/2015 1:29 PM
PS3400 - Equitable Access and Participation	*	7/28/2015 1:29 PM
Program Budget		
BS6003 - Program Budget Summary and Support	*	7/28/2015 1:36 PM
Provisions Assurances and Certifications		
CS7000 - Provisions, Assurances and Certifications	*	7/28/2015 1:40 PM

	Organization: Sulphur Springs ISD	County District: 112901
	Campus/Site: N/A	ESC Region: 08
SAS#: PERKAA16	Vendor ID: 1756002535	School Year: 2015-2016

2015-2016 Title I , Part C Carl D Perkins Career and Technical Education Act Grant Application
Certify and Submit

	Amendment #	Version #
	00	01

Certification and Incorporation Statement

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations; application guidelines and instructions; the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules submitted. It is understood by the applicant that this application constitutes an offer and, if accepted by the Texas Education Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official

First Name	25 of 30	Initial	Last Name	23 of 30	Title	0 of 40
Jenny		A	Arledge		Director of College and Career Readiness	
Telephone	Ext.	Fax	E-Mail	42 of 60	Confirm E-Mail	42 of 60
903-885-2158	2203	903-439-6116	jarledge@ssisd.net		jarledge@ssisd.net	

Submitter Information

First Name	Last Name	Approval ID	Submit Date and Time
Jenny	Arledge	jarlegd0318	7/28/2015 1:53:27 PM

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

eGrants Application TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA16	Vendor ID: 1756002535	School Year: 2015-2016

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

General Information

GS2100 - Applicant Information

Part 1: Organization Information

Applicant

Organization Name

Sulphur Springs ISD

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code
631 CONNALLY ST		SULPHUR SPRINGS	TX	75482-

DUNS Number Help

025863986

School/Campus or Site

Organization Name

Mailing Address Line 1	Mailing Address Line 2	City	State	Zip Code

Part 2: Applicant Contact

First Name 25 of 30	Initial	Last Name 23 of 30	Title 0 of 40
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Jenny	A	Arledge	Director of College and Career Readines
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Telephone	Ext.	Fax	E-Mail 42 of 60	Confirm E-Mail 42 of 60
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903-885-2158	2203	903-439-6116	jarledge@ssisd.net	jarledge@ssisd.net
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Mailing Address 1 15 of 35	Mailing Address 2 35 of 35	City 20 of 35	State	Zip Code
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1200 Connally Street		Sulphur Springs	TX	75482 -
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First Name 25 of 30	Initial	Last Name 24 of 30	Title 31 of 40
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Derek		Driver	Principal
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Telephone	Ext.	Fax	E-Mail 43 of 60	Confirm E-Mail 43 of 60
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903-885-2158	2200	903-439-6116	ddriver@ssisd.net	ddriver@ssisd.net
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Mailing Address 1 15 of 35	Mailing Address 2 35 of 35	City 20 of 35	State	Zip Code
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1200 Connally Street		Sulphur Springs	TX	75482 -
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eGrants Application <small>TEXAS EDUCATION AGENCY</small> SAS#: PERKAA16	Organization: Sulphur Springs ISD Campus/Site: N/A Vendor ID: 1756002535	County District: 112901 ESC Region: 08 School Year: 2015-2016
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2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description
PS3012 - Local Plan

Part 1: Career Clusters Offered (select at least 3)

Career Cluster	Description
<input type="checkbox"/> Agriculture, Food, and Natural Resources	Producing, processing, marketing, distributing, financing and developing agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
<input type="checkbox"/> Architecture and Construction	Designing, planning, managing, building, and maintaining the built environment
<input type="checkbox"/> Arts, A/V Technology, and Communication	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services
<input type="checkbox"/> Business, Management, and Administration	Planning, organizing, directing, and evaluating business functions essential to efficient and productive business operations
<input type="checkbox"/> Education and Training	Planning, managing, and providing education and training services, and related learning support services
<input type="checkbox"/> Finance	Planning and services for financial and investment planning, banking, insurance, and business financial management
<input type="checkbox"/> Government and Public Administration	Executing governmental functions including governance, national security, foreign service, planning, revenue and taxation, regulation, and management and administration at the local, state, and federal levels
<input type="checkbox"/> Health Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development
<input type="checkbox"/> Hospitality and Tourism	Managing, marketing, and operating restaurants and other food services, lodging, attractions, recreation events, and travel-related services
<input type="checkbox"/> Human Services	Career pathways relating to families and human needs
<input type="checkbox"/> Information Technology	Entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services
<input type="checkbox"/> Law, Public Safety, Corrections, and Security	Planning, managing, and providing legal, public safety, and protective services and homeland security, including professional and technical support services
<input type="checkbox"/> Manufacturing	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering
<input type="checkbox"/> Marketing, Sales, and Services	Planning, managing, and performing marketing activities to reach organizational objectives
<input type="checkbox"/> Science, Technology, Engineering, and Mathematics	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services
<input type="checkbox"/> Transportation, Distribution, and Logistics	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail, and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, and mobile equipment and facility maintenance

Part 2: Programs of Study [Help](#)

Programs of Study Characteristics

<input type="checkbox"/> CTE students are enrolled in coherent and rigorous academic and CTE courses.
<input type="checkbox"/> Students and parents are given the opportunity to choose a program of study with an identified coherent sequence of courses.
<input type="checkbox"/> Based on recommended high school graduation plan that prepares students for college and career.
<input type="checkbox"/> Promotes seamless transition from high school to college and career.
<input type="checkbox"/> Provides opportunities for students to earn dual credit, Advanced Technical Credit, locally articulated credit, or AP/IB credit.
<input type="checkbox"/> Provides opportunities for students to learn all aspects of an industry, including industry-recognized certification if appropriate.
<input type="checkbox"/> Other (Specify):

Describe how students will be provided with strong experience in, and understanding of, all aspects of an industry. 1276 of 1500
 LEA provides strong student experiences and understanding of all aspects of industry by offering all CTE students the opportunity to participate in work-based learning, job shadowing, practicums, field trips, or internships.

Describe how the district will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in the core academic subjects. 581 of 1500

Dual credit, concurrent courses, and AP courses have a higher academic weight to encourage students to strive for a higher GPA. CTE Counselors and Teachers meet periodically with individual students and groups. Career/College days are scheduled to familiarize students with needed skill requirements. These opportunities allow students to participate in the integration of academic and CTE coursework. Through offering new Endorsements leading to Certifications through our local junior college, students are encouraged by Counselors and the Director of College and Career Readiness to take core academic dual credit and concurrent courses while in high school to help meet the twelve (12) semester hours of credit requirement for receiving articulated course credit which in turn allows CTE students an opportunity to graduate with not only an Endorsement, but a Certification through the local junior college as well.

Describe how the district will ensure that CTE students are taught to the same challenging academic standards as are taught to all other students. 1260 of 1500

All students in SSISD including CTE students are held to the same high academic standards required in TEC 28.025(b), and all Texas students must pass rigorous statewide academic achievement assessments in order to graduate from high school.

Describe how one program of study offered meets the elements found in Carl D. Perkins Career and Technical Improvement Act of 2006, P.L. 109-270, section 122(c)(1)(A). Click the Help button for more information. 669 of 1500

The Business and Finance clusters combine courses including Principles of Business, Marketing & Finance, Money Matters, Business Information Management I, Accounting I, Accounting II, and Business Law to provide high school students a seamless transition to post-secondary studies. Articulation agreements have been in place with our local junior college for students to obtain college credit upon course completion and meeting other student articulation requirements. Dual credit and concurrent courses in core academic areas work together and along with the coherent CTE courses to provide rigorous course content and college credit in high school that counts towards college certification and degree programs. Students have opportunity to obtain Microsoft Office Specialist Certifications in Word, Excel, PowerPoint, and Access.

Part 3: Integration Plan

#	Curriculum Areas	Academic Teachers	Technical Teachers	Industry Representatives	Administrators	Guidance Counselor(s)
1	English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Social Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

eGrants Application
 TEXAS EDUCATION AGENCY
 SAS#: PERKAA16

Organization: Sulphur Springs ISD
 Campus/Site: N/A
 Vendor ID: 1756002535

County District: 112901
 ESC Region: 08
 School Year: 2015-2016

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description
 PS3012 - Local Plan

Part 4: Methods of Integration

<input type="checkbox"/> b	Academic competencies in basic and higher-order skills have been identified by CTE teachers and incorporated into the curriculum, including instructional activities that lead students from theory to application.
<input type="checkbox"/> b	Academic teachers have identified, developed, and implemented classroom activities that provide real-world career applications.
<input type="checkbox"/> b	Academic and CTE teachers collaborate in the development, revision, and utilization of curriculum and instructional materials.
<input type="checkbox"/> b	Academic and CTE teachers participate in professional development activities, including business and industry training.
<input type="checkbox"/> b	Academic standards have been incorporated into CTE courses through either the adoption of new curriculum materials or the development of model curricula.
<input type="checkbox"/> b	Academic teachers have strengthened the academic components of CTE curriculum.
<input type="checkbox"/> b	Academic teachers, in some instances, teach individual lessons or modules for CTE courses, help CTE teachers to develop their own academic exercises, or provide additional opportunities for CTE students to enhance academic skills.
<input type="checkbox"/> b	The academic curriculum has been modified to incorporate CTE applications and examples so the curriculum is more relevant and engaging for students.
<input type="checkbox"/> b	Both academic curriculum and CTE curriculum have been aligned and linked by using more practical applications in academic area courses and more academic skills in CTE courses.
<input type="checkbox"/> b	Teachers from both the academic and CTE coordinate the content of what they teach at a particular time or jointly develop the curriculum for both academic and CTE courses.
<input type="checkbox"/> e	School-Within-A-School - Academic teachers in English, math, science, and social studies are paired with CTE teachers and focus on a particular career cluster such as health science technology. Teacher teams remain with the same group of students over time and coordinate course content and instruction. In some instances, close relationships have been established with business and industry partners, thereby providing students with additional motivation, mentors, and internships.
<input type="checkbox"/> b	Career Clusters - Courses have been organized around occupational clusters facilitating cooperation among academic and CTE teachers. Teachers from each of the disciplines provide emphasis appropriate to a student's career goal.
<input type="checkbox"/> b	Labor-market-driven career clusters have been implemented as a means to deliver coherent sequences of courses for addressing all aspects of the industries within each career cluster, and for providing career guidance and academic counseling.
<input type="checkbox"/> e	Career academies have been developed and implemented for one or more career clusters. A strong business and industry component supports integration of technical knowledge and skills into the instruction of all teachers in the academy.
<input type="checkbox"/> e	Other (Specify):

Part 5: Activities Utilized to Promote Preparation of Students for Nontraditional Fields

<input type="checkbox"/> b	Provision of Recruitment Materials
<input type="checkbox"/> b	Presentations by Counselors or Teachers
<input type="checkbox"/> b	Presentations by Individuals in Nontraditional Fields
<input type="checkbox"/> b	Professional Development Activities
<input type="checkbox"/> e	Other (Specify):

Part 6: Special Populations (individuals with disabilities; economically disadvantaged, including foster children; single parents, including single pregnant women; displaced homemakers, individuals with limited English proficiency; migrant students; and nontraditional enrollees)

<input type="checkbox"/> b	Written procedures have been established to provide stakeholders with the opportunity for participation in decisions that influence CTE and the services provided and/or available to students who are members of special populations.
<input type="checkbox"/> b	Parents of students who are members of special populations, students who are members of special populations, teachers, and local residents participate in the planning, designing, and evaluation of CTE programs and services provided to students who are members of special populations.
<input type="checkbox"/> b	An expedited appeals procedure has been established by which parents, students, teachers, and community members will be able to participate in local decisions regarding programs and services for students who are members of special programs.
<input type="checkbox"/> b	Parent-teacher conferences are held regularly to discuss students' progress and placement.
<input type="checkbox"/> b	Parent training is provided by the district/shared services arrangement.
<input type="checkbox"/> b	Professional development is provided that assists teachers, counselors and administrators in meeting the needs of special populations.
<input type="checkbox"/> e	Other (Specify):

Describe the steps that will be taken to ensure that individuals who are members of the special populations will not be discriminated against on the basis of their status as members of the special populations. 932 of 1500

SSHS ensures that CTE classes are available to all stakeholders regardless of their placement. During each student's academic review they are placed in the least restrictive environment, placed in inclusion classes in order to collaborate with regular education teachers and students. Response to Intervention (RTI) promotes the placement of students with disabilities into general education classes. CTE representation is available to all ARD Committee meetings. SSISD publishes a nondiscrimination notice in local news and on the website and follows that guideline.

Describe how the district will provide activities to prepare special populations, including single parents and displaced homemakers, for high-skill, high-wage or high-demand occupations that will lead to self-sufficiency. Include a list of the activities provided for special populations. 895 of 1500

SSHS encourages special population students to participate in: Career/College Day, job shadowing, extra instruction, acceleration opportunities, career guidance and counseling, and licensures/certification programs. Every opportunity is taken to ensure SSISD students have access to the tools and resources needed for students to reach their academic and career potential leading to a self-sufficient, high skill, high wage, and/or high demand occupation. Single parents have access to counseling and guidance. Limited English Proficient students have access to materials printed in their native language.

Describe how the district will review CTE programs to identify barriers for special population students' access to, or success in, CTE programs. 1170 of 1500

CTE Advisory Committee members are utilized to evaluate access for all students. Administration, Counselors, Teachers, Parents, and Students provide input for programs that enhance CTE opportunities for special populations, such as single parents. By this process, licensure/certifications were made available for student parents.

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description
PS3012 - Local Plan

Part 7: Career Guidance and Counseling Provided to All Students in the District/Shared Services Arrangement

b	The Career Development courses are offered at the middle/junior high school level.
b	Career Development courses are provided by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements.
b	Career interest and aptitude assessment is conducted for all students in the seventh or eighth grade, and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	Career interest and aptitude assessment is conducted for all students in the ninth grade and the interpretation of results is provided to students and their parents for use in the development of a graduation plan leading to college and career success.
b	A Texas Achievement Plan is developed for each student pursuing a career cluster. The graduation plan identifies an appropriate coherent sequence of courses that includes academic and CTE courses leading to college and career success.
b	Career resources are available on all high school campuses.
b	Career resource center are available on all middle school campuses.
b	A career placement coordinator assists students to continue their education and training.
b	Students are provided information on careers that are nontraditional for their gender.
b	Students are provided opportunities to understand opportunities in nontraditional fields.
b	Students are provided access to CTE courses based on personal academic and career goals.
b	Students are provided information on financial aid resources.
b	Linkage to future education training/opportunities is offered.
e	Other (Specify):

Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities. 84 of 1500

SSISD Middle School Teachers work with the Director of College and Career Readiness to administer an interest/aptitude battery during students' Grade 8 year. SSISD High School Counselors and the Director of College and Career Readiness work together to administer and help students analyze interest/aptitude tests during students' Grade 9 year. Counselors and the Director of College and Career Readiness assist students in using the data to develop career choices as well as career pathways that will help ensure students obtain the necessary skills and training that will help them be successful at the post-secondary level. Four year plans are developed with future goals planned leading to post-secondary education. All CTE courses provide resources about careers within their career cluster areas. ASVAB testing is administered during students' Grade 11 year. Counselors and the Director of College and Career Readiness help match students with technical schools, community colleges, military, or 4-year universities. Regional technical schools/colleges/universities by such activities as Career/College Day work with students to connect post-secondary opportunities for chosen career pathways. Area industry representatives working closely with CTE teachers through the CTE Advisory Committee and through internship opportunities provide students hand-on training opportunities in their chosen career pathways.

Part 8: Delivery of Professional Development

Required In-Service and Pre-Service Training

#	Professional Development	Teachers	Administrators	Counselors
1	Effective Integration and Use of Challenging Academic and Career and Technical Education Provided Jointly with Academic Teachers	b	b	b
2	Effective Teaching Skills Based on Research That Includes Promising Practices	b	b	b
3	Effective Practices to Improve Parental and Community Involvement	b	b	b
4	Effective Use of Scientifically Based Research and Data to Improve Instruction	b	b	b

Other Required Professional Development

#	Professional Development	Teachers	Administrators	Counselors
1	Education Programs to Ensure that CTE Teachers Are Current with All Aspects of an Industry	b	b	b
2	Business Internships	b	b	e
3	Train Teachers to Effectively Use Technology to Improve Instruction	b	b	e

Part 8: Delivery of Professional Development (continued)

Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development). 787 of 1500

SSISD has academic/curriculum specialists on staff that train CTE and Academic Teachers in instructional strategies including Bloom's, grouping, question/answer techniques, State testing requirements, and disaggregated data. CTE and Academic Teachers utilize Region 8 and professional organizations for training. Project-Based Learning is incorporated into Teacher professional development training. Counselors, Director of College and Career Readiness, and other administrators receive training through local, regional, and professional organizations. New Teachers receive training locally, regionally, and through professional organizations, as well as, being assigned a mentor/trainer for initial job training.

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description
 PS3012 - Local Plan

Part 9: Developing, Improving, or Expanding the Use of Technology in CTE Programs

b	Teacher Professional Development in Using Technology to Enhance Teaching and Learning
b	Teacher Professional Development in State-of-the-Art Technologies
b	Offering CTE Programs That Lead to High Technology and Telecommunications Careers
b	Partnerships with High Technology Industries for Internships and Mentoring Programs
b	Partnerships with High Technology Industries for Externships for Teachers
b	Students Earn Valuable Certifications/Licensures in High Technology Careers
e	Distance Learning Opportunities
e	Online Learning Opportunities
e	Other (Specify):

Part 10: Partnerships

#	Group	Development	Implementation	Evaluation
1	Parents	b	e	b
2	Students	b	b	b
3	Academic Teachers	b	b	b
4	Business, Industry and Labor (including small businesses)	b	e	b
5	Representatives of Special Populations	b	b	b
6	Community Partners	b	b	b
7	Faculty	b	b	b
8	Administrators	b	b	b
9	CTE Teachers	b	b	b
10	Tech Prep Consortia Representatives	e	e	e
11	Other (Specify)	e	e	e

Describe how the above groups are involved in development, implementation, and evaluation of the career and technical education program. 910 of 1500

Each CTE career cluster assembles advisory members and meets each semester. Members are: industry professionals, business representatives, local junior college representatives, workforce representatives, and/or community members and parents. All nine groups listed above are charged with aligning programs with industry standards and needs, offering counsel, providing input into establishing goals/objectives, development and implementation of CTE programs, and annual program evaluation. The local Economic Development Board and the Chamber of Commerce provide input into workforce needs.

Part 11: Educator Recruitment and Retention

Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession. 977 of 1500

SSHS employs seventeen CTE Teachers. SSISD strives to recruit highly-qualified CTE Teachers, Administrators, and Counselors by regularly visiting area universities and advertising nationwide as job openings occur. SSISD is fortunate to have a bank of CTE Teachers that desire to work in the district. The local School Board has a high priority to maintain competitive Teacher wages and stipends to compete for Teachers with districts of comparable size. Underrepresented groups are included in recruitment efforts as above.

Describe efforts to improve the transition to teaching from business and industry, including mentorship programs. 1228 of 1500

New CTE Teachers are paired with experienced mentor Teachers and attend professional development to offer guidance in making the transition from business and industry. Administration also works closely with new Teachers to guide and foster successful mentor relationships.

eGrants Application TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A Vendor ID: 1756002535	County District: 112901 ESC Region: 08 School Year: 2015-2016
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2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3350 - Accountability

Summary of Forms

You must complete this schedule for yourself and each member of your shared services arrangement. Click on the link for the Fiscal Agent, Member, or Individual Applicant listed below to access and complete the schedule. A PS3350 must be prepared for each Fiscal Agent, Member, or Individual Applicant listed below to complete this schedule. After all have been completed, click Save below.

Status	Fiscal Agent/ Member /I ndividual Applicant	Last Updated
<input type="checkbox"/> <input checked="" type="checkbox"/>	PS3350 - for Applicant - 112901-Sulphur Springs ISD	7/28/2015 1:29:00 PM

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Individual Applicant: 112901-Sulphur Springs ISD					
Part 1: Perkins Performance Measures (See the TEASE application CTER (Career and Technology Education Reports) for performance measure/core indicator definitions, described after each performance table.)					
Actual for 2010-2011	Actual for 2011-2012	Actual for 2012-2013	Statewide Target %	Local Target %	Explain why the Local Target percentage was less than the Statewide Target percentage and describe strategies the LEA will use to improve CTE student performance.
1S1 - Academic Attainment - Reading/Language Arts					
95.60	97.73	94.24	95.25	95.25	
1S2 - Academic Attainment - Mathematics					
97.67	96.55	94.16	94.00	94.00	
2S1 - Technical Skill Attainment					
100.00	100.00	100.00	79.00	79.00	
3S1 - Secondary School Completion					
97.85	94.44	98.63	96.00	96.00	
4S1 - Student Graduation Rates					
97.85	93.48	100.00	95.00	95.00	
5S1 - Secondary Placement					
73.40	75.00	74.83	71.00	71.00	
6S1 - Nontraditional Participation					
45.04	41.99	42.40	44.00	44.00	
6S2 - Nontraditional Completion					
38.22	42.42	41.48	42.00	42.00	
0.00	0.00	0.00	0.00		
Describe district programs that are designed to enable special populations students to meet Perkins performance targets.					
SSISD has incorporated multiple programs to ensure success with special populations students. These include co-teach classes, content mastery, tutoring/acceleration classes. Students have opportunity to obtain industry certifications/licensures.					
Describe the process that will be used to evaluate and continually improve the district's performance.					
SSISD uses disaggregated data from PBM, AEIS, and AYP to evaluate and improve district performance. STAAR testing, ASVAB testing, industry certifications, and annual reviews are used to evaluate student performance.					

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SAS#: PERKAA16	Vendor ID: 1756002535	School Year: 2015-2016

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barriers and Strategies						Help
		All	Students	Teachers	Others	
000	The applicant assures that no barriers exist to equitable access and participation for:	b	€	€	€	
Barrier: Gender-specific Bias						
#	Strategies for Gender-specific Bias		Students	Teachers	Others	
A01	Expand opportunities for historically under-represented groups to fully participate.		€	€	€	
A02	Provide staff development on eliminating gender bias.		€	€	€	
A03	Ensure strategies and materials used with students do not promote gender bias.		€	€	€	
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender.		€	€	€	
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender.		€	€	€	
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program.		€	€	€	
A99	Other:		€	€	€	
Barrier: Cultural, Linguistic, or Economic Diversity						
#	Strategies for Cultural, Linguistic, or Economic Diversity		Students	Teachers	Others	
B01	Provide program information/materials in home language.		€	€	€	
B02	Provide interpreter/translator at program activities.		€	€	€	
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.		€	€	€	
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds.		€	€	€	
B05	Develop/maintain community involvement/participation in program activities.		€	€	€	
B06	Provide staff development on effective teaching strategies for diverse populations.		€	€	€	
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity.		€	€	€	
B08	Seek technical assistance from Education Service Center, Technical Assistance Center, Title I, Part A School Support Team, or other provider.		€	€	€	
B09	Provide parenting training.		€	€	€	
B10	Provide a parent/family center.		€	€	€	
B11	Involve parents from a variety of backgrounds in decision making.		€	€	€	
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents come to the school.		€	€	€	
B13	Provide child care for parents participating in school activities.		€	€	€	
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.		€	€	€	
B15	Provide adult education, including GED and/or ESL classes, or family literacy program.		€	€	€	
B16	Offer computer literacy courses for parents and other program beneficiaries.		€	€	€	
B17	Conduct an outreach program for traditionally "hard to reach" parents		€	€	€	
B18	Coordinate with community centers/programs		€	€	€	
B19	Seek collaboration/assistance from business, industry, or institution of higher education.		€	€	€	
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color.		€	€	€	
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color.		€	€	€	
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program.		€	€	€	
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints.		€	€	€	
B99	Other:		€	€	€	

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Description

PS3400 - Equitable Access and Participation

Barrier: Gang-related Activities

#	Strategies for Gang-related Activities	Students	Teachers	Others
C01	Provide early intervention.	€	€	€
C02	Provide counseling.	€	€	€
C03	Conduct home visits by staff.	€	€	€
C04	Provide flexibility in scheduling activities.	€	€	€
C05	Recruit volunteers to assist in promoting gang-free communities.	€	€	€
C06	Provide mentor program.	€	€	€
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
C08	Provide community service programs/activities.	€	€	€
C09	Conduct parent/teacher conferences.	€	€	€
C10	Strengthen school/parent compacts.	€	€	€
C11	Establish collaborations with law enforcement agencies.	€	€	€
C12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
C13	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues.	€	€	€
C99	Other:	€	€	€

Barrier: Drug-related Activities

#	Strategies for Drug-related Activities	Students	Teachers	Others
D01	Provide early identification/intervention.	€	€	€
D02	Provide counseling.	€	€	€
D03	Conduct home visits by staff.	€	€	€
D04	Recruit volunteers to assist in promoting drug-free schools and communities.	€	€	€
D05	Provide mentor program.	€	€	€
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities.	€	€	€
D07	Provide community service programs/activities.	€	€	€
D08	Provide comprehensive health education programs.	€	€	€
D09	Conduct parent/teacher conferences.	€	€	€
D10	Establish school/parent compacts.	€	€	€
D11	Develop/maintain community collaborations.	€	€	€
D12	Provide conflict resolution/peer mediation strategies/programs.	€	€	€
D13	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues.	€	€	€
D99	Other:	€	€	€

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention.	€	€	€
E02	Provide program materials/information in Braille.	€	€	€
E03	Provide program materials/information in large type.	€	€	€
E04	Provide program materials/information in digital/audio formats.	€	€	€
E05	Provide staff development on effective teaching strategies for visual impairment.	€	€	€
E06	Provide training for parents.	€	€	€
E07	Format materials/information published on the internet for ADA-accessibility.	€	€	€
E99	Other:	€	€	€

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Program Description

PS3400 - Equitable Access and Participation

Barrier: Hearing Impairments				
#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention.	€	€	€
F02	Provide interpreters at program activities.	€	€	€
F03	Provide captioned video material.	€	€	€
F04	Provide program materials and information in visual format.	€	€	€
F05	Use communication technology, such as TDD/relay.	€	€	€
F06	Provide staff development on effective teaching strategies for hearing impairment.	€	€	€
F07	Provide training for parents.	€	€	€
F99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Learning Disabilities				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention.	€	€	€
G02	Expand tutorial/mentor programs.	€	€	€
G03	Provide staff development in identification practices and effective teaching strategies.	€	€	€
G04	Provide training for parents in early identification and intervention.	€	€	€
G99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Other Physical Disabilities or Constraints				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
H02	Provide staff development on effective teaching strategies.	€	€	€
H03	Provide training for parents.	€	€	€
H99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints.	€	€	€
J02	Ensure all physical structures are accessible.	€	€	€
J99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention.	€	€	€
K02	Develop and implement a truancy intervention plan.	€	€	€
K03	Conduct home visits by staff.	€	€	€
K04	Recruit volunteers to assist in promoting school attendance.	€	€	€
K05	Provide mentor program.	€	€	€
K06	Provide before/after school recreational or educational activities.	€	€	€
K07	Conduct parent/teacher conferences.	€	€	€
K08	Strengthen school/parent compacts.	€	€	€
K09	Develop/maintain community collaborations.	€	€	€
K10	Coordinate with health and social services agencies.	€	€	€
K11	Coordinate with the juvenile justice system.	€	€	€
K12	Seek collaboration/assistance from business, industry, or institution of higher education.	€	€	€
K99	Other: <input style="width: 80%;" type="text"/>	€	€	€

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Program Description

PS3400 - Equitable Access and Participation

Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies.	€	€	€
L02	Establish collaborations with parents of highly mobile families.	€	€	€
L03	Establish/maintain timely record transferal system.	€	€	€
L99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents.	€	€	€
M02	Conduct home visits by staff.	€	€	€
M03	Recruit volunteers to actively participate in school activities.	€	€	€
M04	Conduct parent/teacher conferences.	€	€	€
M05	Establish school/parent compacts.	€	€	€
M06	Provide parenting training.	€	€	€
M07	Provide a parent/family center.	€	€	€
M08	Provide program materials/information in home language.	€	€	€
M09	Involve parents from a variety of backgrounds in school decision making.	€	€	€
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€
M11	Provide child care for parents participating in school activities.	€	€	€
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities.	€	€	€
M13	Provide adult education, including GED and/or ESL classes, or family literacy program.	€	€	€
M14	Conduct an outreach program for traditionally "hard to reach" parents.	€	€	€
M15	Facilitate school health advisory councils four times a year.	€	€	€
M99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel.	€	€	€
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups.	€	€	€
N03	Provide mentor program for new personnel.	€	€	€
N04	Provide intern program for new personnel.	€	€	€
N05	Provide an induction program for new personnel.	€	€	€
N06	Provide professional development in a variety of formats for personnel.	€	€	€
N07	Collaborate with colleges/universities with teacher preparation programs.	€	€	€
N99	Other: <input style="width: 80%;" type="text"/>	€	€	€
Barrier: Lack of Knowledge regarding Program Benefits				
#	Strategies for Lack of Knowledge regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits.	€	€	€
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits.	€	€	€
P03	Provide announcements to local radio stations, newspapers, and other appropriate electronic media about program activities/benefits.	€	€	€
P99	Other: <input style="width: 80%;" type="text"/>	€	€	€


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Program Description

PS3400 - Equitable Access and Participation

Barrier: Lack of Transportation to Program Activities					
#	Strategies for Lack of Transportation to Program Activities	Students	Teachers	Others	
Q01	Provide transportation for parents and other program beneficiaries to activities.	€	€	€	
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school.	€	€	€	
Q03	Conduct program activities in community centers and other neighborhood locations.	€	€	€	
Q99	Other: <input style="width: 80%;" type="text"/>	€	€	€	
Barrier: Other Barrier					
#	Strategy for Other Barrier	Students	Teachers	Others	
Z99	Other Barrier: <input style="width: 80%;" type="text"/>	€	€	€	
	Other Strategy: <input style="width: 80%;" type="text"/>				

Schedule Status: Complete		FORMULA		Application ID: 0018320339330001		
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Vendor ID: 1756002535				School Year: 2015-2016		
2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application						
Program Budget						
BS6003 - Program Budget Summary and Support						
Statutory Authority:					Fund Code FAR/SSA	
Carl D. Perkins Career and Technical Education Act of 2006, P.L. 109-270					244/331	
Part 1: Available Funding						
Final Amount				View List of Members	46,328.00	
Incentive Amount					6,958.00	
Reallocation						
Grand Total						
				Total Funds Available:	53,286.00	
Part 2: Budget Summary by Class/Object Code						
Class/Object Code and Description				Program Costs	Admin Costs	Total Budget
6100	Payroll Costs					
6200	Professional and Contracted Services (Itemized in Part 5)			2,000		2,000
6300	Supplies and Materials (Itemized in Part 6)			49,286		49,286
6400	Other Operating Costs (Itemized in Part 7)			2,000		2,000
6500	Debt Services (Itemized in Part 8)					
6600	Capital Outlay (Itemized in Part 9)					
8911	Operating Transfers Out					
Subtotal						
Maximum Allowable Indirect Costs: \$ 522				Total Direct Costs:	53,286	53,286
0.980 % Indirect Costs Help						
Grand Total						
				Total Budgeted Costs	53,286	53,286
The remainder of Part 2 is hidden because there is no shared services arrangement.						

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 3: Waiver from the Minimum \$15,000 Requirement

€	Rural Sparsely Populated Area: The number of highway miles from the high school which is the nearest neighbor is at least 30 and the school is unable to enter into a consortium to provide programs, services, and/or activities authorized under Secondary School Career and Technology.		
	Number of Highway Miles from the High School:		Name of High School:
€	Approved Charter School That Is Unable to Join an SSA		
If either box above is checked, describe why the LEA is unable to join a shared services arrangement:			

Part 4: 6100 - Itemized Payroll Costs

Number of Positions			
#	Position Title	Number of Program Positions	Number of Admin Positions
1.	Administrators [012] (6119)		
2.	Aides [033] (6129)		
3.	Career Coordinators [058/080] (6119)		
4.	Clerical Staff (6129)		
5.	Counselors [008] (6119)		
6.	Program Coordinator (6119/6129)		
7.	Special Populations Coordinators (6119/6129)		
8.	Supervisors [080] (6119)		
9.	Support Center Staff (6119/6129)		
10.	Other:		
11.	Other:		
12.	Other:		
13.	Other:		
14.	Other:		
15.	Other:		
16.	Other:		
17.	Other:		
18.	Other:		
19.	Other:		
20.	Other:		
21.	Other:		
22.	Other:		
23.	Other:		
24.	Other:		
25.	Other:		

Substitute, Extra-Duty, Benefits			Help
1.	For Schoolwide Personnel Not Coded 8911	€	€
2.	Extra-Duty Pay/Beyond Normal Work Hours for Positions Not Indicated Above	€	€
3.	Substitutes for Public and Charter School Personnel for Positions Not Indicated Above	€	€

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Program Budget

BS6003 - Program Budget Summary and Support

Part 5: 6200 - Itemized Professional and Contracted Services Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6219/ 6239/ 6291 Professional and Consulting Services	2,000	
2.	6269 Rental or Lease of Buildings, Space in Buildings, or Land		
3.	6220 Postsecondary CTE tuition for students, for tuition in excess of the amount of ADA funds generated by those students. Allowable only when tuition payments are for groups of students and not in the name of individuals.		
Subtotal			
Remaining 6200 - Professional and Contracted Services That Do Not Require Specific Approval			
Total Professional and Contracted Services Costs		2,000	

Part 6: 6300 - Itemized Supplies and Materials Costs

Total Supplies and Materials Costs		49,286	
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Part 7: 6400 - Itemized Other Operating Costs

#	Class/Object Code and Description	Program Costs	Admin Costs
1.	6411 Out-of-State Travel for Employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	1,000	
2.	6412/ 6494 Educational Field Trip(s). Must be allowable per Program Guidelines and must attach Educational Field Trip Justification Form.		
3.	6413 Stipends for Non-Employees other than those included in 6419		
4.	6419 Non-Employee Costs for Conferences. Requires authorization in writing from the federal awarding agency. By certifying and submitting this application, the authorized official certifies that authorization is on file.		
5.	6411/ 6419 Travel Costs for Officials such as Executive Director, Superintendent or Local School Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form, if applicable.		
6.	6495 Membership Dues in Civic or Community Organizations (Excludes CTSOs)		
7.	64XX Hosting Conferences for Non-Employees. Must be allowable per Program Guidelines and must attach Hosting Conference Justification Form.		
Subtotal			
Remaining 6400 - Other Operating Costs That Do Not Require Specific Approval		1,000	
Total Other Operating Costs		2,000	



Organization: Sulphur Springs ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

SAS#: PERKAA16

Vendor ID: 1756002535

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Program Budget

BS6003 - Program Budget Summary and Support

Part 8: 6500 – Itemized Debt Service

#	Property Description				Class/Object Code and Description		Program Costs	Admin Costs
1.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
2.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
3.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
4.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
5.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
6.					6512	Capital Lease-Principal		
					6522	Capital Lease-Interest		
					6523	Interest on Debt		
	9-Digit Campus #	Property Value	Contract Dates		Subtotal			
		Begin Date	End Date					
Total Costs								
							Total Debt Service Costs	

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Program Budget

BS6003 - Program Budget Summary and Support

Part 9: 6600 - Itemized Capital Outlay

Description of Capital Expenditures for Additions, Improvements, or Modifications to Capital Assets Which Materially Increase Their Value or Useful Life (not ordinary repairs and maintenance)	Program Costs	Admin Costs

Equipment and Other Capital Outlay - Regardless of Unit Cost

€ Capital Outlay for Schoolwide Programs (not coded 8911)

#	Generic Item Description	PEIMS Code	Quantity	Program Costs	Admin Costs
1.					
2.					
3.					
4.					
5.	€				

Total Costs	Total Capital Outlay Costs	
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Describe how the capital outlay requested will be used to accomplish the objectives of the project if different from the general uses described in the instructions.

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements

1. Integrate Academics with CTE Programs Using a Coherent Sequence of Courses

<input type="checkbox"/>	We are implementing the AchieveTexas College and Career Initiative.
<input type="checkbox"/>	We are providing professional development to both CTE and academic curriculum teachers in implementing coherent sequences of CTE programs.
<input type="checkbox"/>	Our CTE students have programs of study based on career clusters with a focus on rigorous academic and appropriate CTE courses.
<input type="checkbox"/>	We utilize web pages for all teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	Our academic and CTE teachers collaborate to develop lesson plans that allow students to demonstrate skills (both academic and technical) in contextual hands-on activities.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

2. Link CTE at the Secondary and Postsecondary Level

<input type="checkbox"/>	Our CTE students follow programs of study that link secondary and postsecondary education.
<input type="checkbox"/>	Our LEA offers Tech Prep programs with seamless transitions to postsecondary education.
<input type="checkbox"/>	Some or all of our CTE teachers are qualified to teach courses for Advanced Technical Credit.
<input type="checkbox"/>	Our LEA offers opportunities for students to enroll in courses that lead to dual credit or articulated credit.
<input type="checkbox"/>	Our LEA encourages CTE students to participate in the Recommended and Distinguished Achievement Programs.
<input type="checkbox"/>	Our students use career exploration software to research postsecondary requirements for their personal career goals.
<input type="checkbox"/>	Our LEA utilizes Go Centers to assist students in planning postsecondary education.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

3. Provide Students with Strong Experience in and Understanding of All Aspects of an Industry (may include career preparation learning experiences)

<input type="checkbox"/>	Our LEA offers multiple career preparation learning opportunities for our students.
<input type="checkbox"/>	Our LEA has instructional partnerships with business and industry to provide relevant experiences for students.
<input type="checkbox"/>	Business and industry partners regularly provide us with input to ensure that our students receive strong experience in and understanding of all aspects of their industries.
<input type="checkbox"/>	Our LEA offers multiple opportunities for students to achieve industry licensures and certifications.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

4. Develop, Improve, or Expand the Use of Technology in CTE Programs

<input type="checkbox"/>	Our LEA strives to ensure that the technology and software in our classrooms are equivalent to technology used by business and industry.
<input type="checkbox"/>	Our LEA requires or encourages our students to receive industry licensures and certifications utilizing various technological applications.
<input type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.
<input type="checkbox"/>	Our LEA utilizes web pages for teachers to share lessons that integrate academic and technical skills.
<input type="checkbox"/>	We offer web-based instructional opportunities to our students.
<input type="checkbox"/>	Our students use software to explore career options and postsecondary educational requirements.
<input type="checkbox"/>	Other:
<input type="checkbox"/>	Other:

eGrants Application TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD Campus/Site: N/A	County District: 112901 ESC Region: 08
SAS#: PERKAA16	Vendor ID: 1756002535	School Year: 2015-2016

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 10: LEA Practices that Meet the Nine Perkins Funding Requirements (continued)

5. Provide Professional Development Programs to Teachers, Faculty, Administrators, and Career Guidance and Academic Counselors

Who Are Involved in Integrated CTE Programs

<input checked="" type="checkbox"/>	Our CTE and academic teachers are required to engage in professional learning to integrate academic and technical skills, to share best practices, and to improve instruction for students.
<input checked="" type="checkbox"/>	Our teachers, faculty, administrators, and career guidance and academic counselors participate in professional learning to integrate CTE and academic curriculum.
<input checked="" type="checkbox"/>	Our CTE teachers attend state professional development conferences for their instructional areas.
<input checked="" type="checkbox"/>	We offer professional development in academic/CTE integration, articulated credit, industry certifications, technology trends and products, service to special populations, nontraditional fields, and industry/job market trends.
<input checked="" type="checkbox"/>	Members of business and industry provide professional development to our staff about workplace requirements.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

6. Develop and Implement Evaluations of the CTE Programs Carried Out with Funds, Including an Assessment of How the Needs of Special Populations Are Being Met

<input checked="" type="checkbox"/>	We evaluate our CTE programs annually, and providing equitable program access to special populations is a component of the evaluation.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

7. Initiate, Improve, Expand, and Modernize Quality CTE Programs, Including Relevant Technology

<input checked="" type="checkbox"/>	Our CTE programs are evaluated each year to ensure that current industry-standard equipment is utilized.
<input checked="" type="checkbox"/>	Our CTE teachers are provided with technological tools to enhance instruction.
<input checked="" type="checkbox"/>	We offer professional development in technology and industry/job market trends.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

8. Provide Services and Activities That Are of Sufficient Size, Scope, and Quality to Be Effective

<input checked="" type="checkbox"/>	Our LEA is implementing the AchieveTexas College and Career Initiative.
<input checked="" type="checkbox"/>	All or most our CTE students are pursuing a coherent sequence of courses.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

9. Provide Activities to Prepare Special Populations for High-Skill, High-Wage, or High-Demand Occupations That Will Lead to Self-Sufficiency

<input checked="" type="checkbox"/>	Our CTE staff collaborate with special education staff to provide appropriate support activities for students of special populations and to assure that the students are being served in programs to match student interest and aptitude.
<input checked="" type="checkbox"/>	We provide activities for special populations students to gain an understanding of high-wage, high-skill, or high-demand occupations.
<input checked="" type="checkbox"/>	Our CTE teachers receive professional development in strategies to enhance teaching and learning for students with special needs.
<input checked="" type="checkbox"/>	Our LEA employs a Special Populations Coordinator to ensure that the needs of special populations students are met.
<input checked="" type="checkbox"/>	CTE and special education staff meet regularly to plan and coordinate programs and services to meet the needs of special populations.
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>
<input type="checkbox"/>	Other: <input style="width: 80%;" type="text"/>

2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application

Program Budget

BS6003 - Program Budget Summary and Support

Part 11: Required Uses of Funds

Required Uses of Funds

Use of Perkins Funds (Program Costs Plus Administration Costs)









#	Required Use of Perkins Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE Integration			2,000				2,000	3.75
2.	Link to Postsecondary CTE			2,000				2,000	3.75
3.	All Aspects of an Industry			286	2,000			2,286	4.29
4.	Expand the Use of Technology			12,000				12,000	22.52
5.	Provide Professional Development		1,500					1,500	2.81
6.	Evaluate Perkins-Funded Programs		500					500	0.94
7.	Initiate, Improve, and Expand Quality CTE Programs			29,500				29,500	55.36
8.	Sufficient Size, Scope and Quality			2,500				2,500	4.69
9.	Activities for Special Populations			1,000				1,000	1.88
Subtotals (Total percentage may not equal 100% due to rounding.)			2,000	49,286	2,000			53,286	99.99
Indirect Costs									
Total Budgeted Costs								53,286	

Use of State & Local Funds

#	Required Use of State & Local Funds	Payroll (6100)	Prof. & Contr. Services (6200)	Supplies and Materials (6300)	Other Operating Costs (6400)	Debt Services (6500)	Capital Outlay (6600)	Subtotals	%
1.	Academic/CTE integration								
2.	Link to postsecondary CTE								
3.	All aspects of an industry								
4.	Expand the use of technology								
5.	Provide professional development								
6.	Evaluate Perkins-funded programs								
7.	Initiate, improve and expand quality CTE programs								
8.	Sufficient size, scope and quality								
9.	Activities for special populations								
Subtotals (Total percentage may not equal 100% due to rounding.)									
Grand Total (Excluding Indirect Costs)			2,000	49,286	2,000			53,286	

Part 12: Pooling of Perkins Funds (SSAs Not Eligible)

<input type="checkbox"/> Funds will not be pooled	<input type="checkbox"/> Funds will be pooled
What amount of funds will be pooled?	
List County/District Numbers for LEAs That Will Pool Funds:	
<input type="checkbox"/> Improving the Initial Preparation and Professional Development of CTE Teachers, Faculty, Administrators, and Counselors	
<input type="checkbox"/> Establishing, Enhancing, or Supporting Systems for Perkins Accountability Data, or Report Perkins Data	
<input type="checkbox"/> Implementing CTE Programs of Study	
<input type="checkbox"/> Implementing Technical Assessments	

Schedule Status: Complete		FORMULA	Application ID: 0018320339330001
 TEXAS EDUCATION AGENCY	Organization: Sulphur Springs ISD	County District: 112901	
	Campus/Site: N/A	ESC Region: 08	
	SAS#: PERKAA16	Vendor ID: 1756002535	School Year: 2015-2016
2015-2016 Title I, Part C Carl D Perkins Career and Technical Education Act Grant Application			
Provisions Assurances			
CS7000 - Provisions, Assurances and Certifications			
General and Fiscal Guidelines			
	I certify my acceptance and compliance with all General and Fiscal Guidelines.		
Program Guidelines			
	I certify my acceptance and compliance with all Program Guidelines.		
General Provisions and Assurances			
	I certify my acceptance and compliance with all General Provisions and Assurances requirements.		
Debarment and Suspension Certification			
	I certify I am not debarred or suspended. I also certify my acceptance and compliance with all Debarment and Suspension Certification requirements.		
Program-Specific Provisions and Assurances			
	I certify my acceptance and compliance with all Program-Specific Provisions and Assurances requirements.		
Lobbying Certification			
	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance and compliance with all Lobbying Certification requirements.		
	This organization spends non-federal funds on lobbying activities and has attached the required OMB Disclosure of Lobbying Activities form, as described below.		
<ol style="list-style-type: none"> 1. Complete and attach the Disclosure of Lobbying Activities form. 2. To complete the online form, follow the instructions on Page 2 of the form. 3. Click the Print button on the bottom of Page 1. 4. Sign the form. 5. Scan the signed form. 6. Save the scanned form to your desktop. 7. Use the Attach File button on the Application Menu page to attach your signed form to this eGrants application. 			



Organization: SULPHUR SPRINGS ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

Vendor ID: 1756002535

School Year: 2015-2016

SAS #: PERKAA16

Notice of Grant Award

Application Submit Date: 7/28/2015

Amendment Number: 00

NOGA ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
16420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A150043 84.048A	USDE	42001606	7/28/2015	8/15/2016	\$0.00	\$53,286.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 001832033933, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

<p>Offer Accepted by Grantee</p> <p>The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract</p>	<p>Approval ID of the Commissioner of Education or Designee Texas Education Agency</p> <p style="text-align: center;"><i>Shirley Baulieu</i></p>	<p>Date</p> <p>8/10/2015</p>
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Texas Education Agency
Supplement to Notice of Grant Award (NOGA)

1	Subrecipient Name Sulphur Springs ISD 631 CONNALLY ST SULPHUR SPRINGS, TX 75482	2	Subrecipient Unique Entity Identifier 112901
3	Subrecipient Information		
	Grant name:	CARL D. PERKINS BASIC FORMULA GRANT	
	Subaward period of performance start and end date:	See NOGA certificate	
	Amount of federal funds obligated by this action:	See NOGA certificate	
	Total amount of federal funds awarded:	See NOGA certificate	
	Indirect cost rate:	0.980%	
	De minimis indirect cost rate:	Not applicable	
	Research and development grant:	Not applicable	
4	Subrecipient Terms and Conditions		
	<p>(1) New EDGAR including 2 C.F.R. Part 200 applies</p> <p>(2) Grant program requirements</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(b) Incorporated by reference in Program Guidelines</p> <p style="margin-left: 20px;">(c) Incorporated by reference in General Provisions and Assurances</p> <p style="margin-left: 20px;">(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements</p> <p style="margin-left: 20px;">Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records</p> <p style="margin-left: 20px;">Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(a) Incorporated by reference in NOGA transmittal letter</p>		
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate
7	Federal Award Information		
	Federal awarding agency:	USDE	
	Federal award identification number:	See NOGA certificate	
	CFDA number:	See NOGA certificate	
	CFDA name:	Career and Technical Education -- Basic Grants to States	
	Federal award date:	July 01, 2015	
	Total amount of federal award:	\$64,380,035	
8	Federal Award Project Description		
	Incorporated by reference in program guidelines		



Organization: SULPHUR SPRINGS ISD

County District: 112901

Campus/Site: N/A

ESC Region: 08

Vendor ID: 1756002535

School Year: 2015-2016

SAS #: PERKAA16

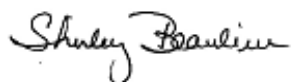
Notice of Grant Award

Application Submit Date: 7/28/2015

Amendment Number: 00

NOGA ID	Name of Grant Program	FAR Fund Code	FAR Rev Code	Fed Awd # CFDA #	Federal Aid Agency	TEA USE Only	Begin Date	End Date	Increase (Decrease)	Amount
16420006112901	CARL D. PERKINS BASIC FORMULA GRANT	244	5929	V048A150043 84.048A	USDE	42001606	7/28/2015	8/15/2016	\$2,372.00	\$55,658.00

Application and any amendment thereto identified above, Received Date/Document Control Number/Application ID 001832033933, as revised or negotiated by the Texas Education Agency (TEA) hereby incorporated by reference and, therefore, made a part of this grant award. Also incorporated by reference into this grant award are the Provisions and Assurances contained in the incorporated application, the Request for Application (if applicable), the instructions to completing the Standard Application System (SAS), any guidelines which accompany the applications, including program and fiscal guidelines, and any and all attachments or appendices submitted by the applicant or included by TEA. This grant is made contingent upon the availability of funds from the funding entity to the Texas Education Agency for distribution to the subgrantee named above. If funding is not received, TEA assumes no liability for costs incurred by the grant recipient.

<p>Offer Accepted by Grantee</p> <p>The digital signature of the applicant's authorized officer contained on the applicant's application referred to above, is hereby incorporated by reference and made a part of this grant/award contract</p>	<p>Approval ID of the Commissioner of Education or Designee Texas Education Agency</p> 	<p>Date</p> <p>11/26/2015</p>
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Texas Education Agency
Supplement to Notice of Grant Award (NOGA)

1	Subrecipient Name Sulphur Springs ISD 631 CONNALLY ST SULPHUR SPRINGS, TX 75482	2	Subrecipient Unique Entity Identifier 112901
3	Subrecipient Information		
	Grant name:	CARL D. PERKINS BASIC FORMULA GRANT	
	Subaward period of performance start and end date:	See NOGA certificate	
	Amount of federal funds obligated by this action:	See NOGA certificate	
	Total amount of federal funds awarded:	See NOGA certificate	
	Indirect cost rate:	0.980%	
	De minimis indirect cost rate:	Not applicable	
	Research and development grant:	Not applicable	
4	Subrecipient Terms and Conditions		
	<p>(1) New EDGAR including 2 C.F.R. Part 200 applies</p> <p>(2) Grant program requirements</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(b) Incorporated by reference in Program Guidelines</p> <p style="margin-left: 20px;">(c) Incorporated by reference in General Provisions and Assurances</p> <p style="margin-left: 20px;">(d) Incorporated by reference in Program-Specific Provisions and Assurances (if applicable)</p> <p>(3) Additional requirements</p> <p style="margin-left: 20px;">Incorporated by reference in the To The Administrator Addressed correspondence sent to grantee as applicable</p> <p>(4) Access to subrecipient records</p> <p style="margin-left: 20px;">Per 2 CFR §200.331, the subrecipient must permit TEA as the pass-through entity and auditors to have access to the subrecipient's records and financial statements as necessary for TEA to meet the requirements of this section.</p> <p>(5) Closeout of subaward</p> <p style="margin-left: 20px;">(a) Incorporated by reference in General and Fiscal Guidelines</p> <p style="margin-left: 20px;">(a) Incorporated by reference in NOGA transmittal letter</p>		
5	Name of Pass-Through Entity Texas Education Agency	6	Contact Information for TEA Awarding Official See NOGA certificate
7	Federal Award Information		
	Federal awarding agency:	USDE	
	Federal award identification number:	See NOGA certificate	
	CFDA number:	See NOGA certificate	
	CFDA name:	Career and Technical Education -- Basic Grants to States	
	Federal award date:	July 01, 2015	
	Total amount of federal award:	\$64,216,601	
8	Federal Award Project Description		
	Incorporated by reference in program guidelines		

Program Enhancements

Career & Technical Education Program Enhancements 2015-16

CTE Changes

- Received Articulation Agreements from PJC to increase the ability to promote pursuing Certification and Associate Degree Programs through Paris Junior College
- Ordered a color printer for the entire CTE department to use for the 2016-17 school year.

Agriculture, Food & Natural Resources

- Mounted projector and screen were added in Ag 2 and Ag 3. A projection screen was added to Ag 1. Teachers were previously sharing a projector on a cart which took up classroom space and decreased the teacher's ability to freely move during a lesson. The projector also allows students the ability to see the presentations/videos more clearly.
- Clickers were provided to each of the three Ag teachers to increase their mobility in the classroom during presentations.
- Added a new laptop with added memory for AutoCad use in the Welding programs (Ag 3).
- Added three new stick welders in the Ag Shop to update old equipment (rotation basis).
- Renewed CEV Ag Curriculum License for all three Ag teachers
- Incorporated the Outdoor Adventures curriculum, through the Dallas Ecological Foundation, into our Wildlife and Fisheries course.
- Added a new plasma cutter to the Ag Shop (\$24,828).
- Working in conjunction with Hopkins County Extension office to create a Vet Assistant training program through Ag courses and added a Practicum in Agriculture course to facilitate the process.
- Applied for a JET Grant for 10 new welding stations.
- Ordered new welding equipment to update equipment.

Architecture & Construction

- Added two new endorsements for the 2016-17 school year: Architecture Endorsement and Construction Endorsement. We are starting with the Principles of Architecture and Construction course that will be co-taught next year. Each year, subsequent courses in the endorsement sequence will be added.
- We are planning on sending a Geometry and Construction teacher to "Geometry in Construction", a three day training to tie these two curriculums together for the 2017-18 school year.
- Purchased all start-up equipment needed for the construction side of the Principles of Architecture and Construction course.
- Location for the construction side of the new course will temporarily be behind the Ag shop and the classroom instruction will be completed in the Auto Tech Shop classroom. A maintenance

request has been placed to cover the area to keep equipment out of the elements. A storage shed will house the equipment when it is not in use.

- Clayton Homes has agreed to provide materials for the course as needed for constructing small projects.

Arts, AV Technology & Communications

- Added AV equipment to update to industry standards
 - four Panasonic Pro AG DVX
 - Roland VR5 Audio/Video Mixer
- Mounted projector and screen in were added in 409.
- Clickers were provided to increase their mobility in the classroom during presentations.
- Added Graphic Design – Vinyl printing plotter, stand, and heat press for creating in-house graphic t-shirt designs and printing.
- Added 2 video camera tripods, two Pro ATD Tripod dollies, and camera cords in AV Production
- Changed the sequence of the Endorsement to lead students to a Practicum opportunity by eliminating DIM as the 2nd course in the endorsement sequence and moving up AV Production, Advanced AV Production and adding Practicum as the final course.
- Added Adobe Student Certifications through Certiport in Graphic Design, DIM, and AV Production Courses
- Added Internship experience to the local radio station through Independent Study course in journalism and plan to implement a shadowing/intern relationship for our Practicum in AV Production students for the 2016-17 school year.

Business Management & Administration

- Clickers were provided to increase their mobility in the classroom during presentations.
- Continued MOS Certifications through Certiport.
- Added Retailing & E-tailing curriculum for the course.
- Updated Century 21 Accounting I and II curriculum.
- Added GW Publisher MOS Prep Curriculum for Word, Excel, and Access.

Education & Training

- Projection screen was mounted in 313D. Teacher was previously projecting onto a whiteboard.
- Clicker was provided to increase their mobility in the classroom during presentations.

- Renewed Texas Tech online curriculum subscription.
- Added 20 Teaching textbooks.
- Added training sites for Practicum in Education students (elementary campuses).
- Added new RealCare Babies – 5 Baby starter with accessories as well as a Pregnancy Profile Simulator for Child Development courses.

Health Science

- Mounted screen was added in 301. Teacher was previously projecting on a whiteboard.

- Clicker was provided to increase their mobility in the classroom during presentations.
- Added a new hospital bed, simulator female, Welch Allyn spot vital signs with NIBP and Temp to create a simulated hospital room
- Added blood pressure cuffs (two large and two small), two diagnostix fingertip pulse oximeters, and a teaching stethoscope
- Added a human skeleton for Health Science courses.
- Added NHA – CMA study materials and student certifications for Practicum II students.
- Added several training stations for Practicum in Health Science students.
- Added a new Health Science instructor for the 2016-17 school year to increase the number of instructors to three to accommodate the growth in our Health Science Program.

Hospitality & Tourism

- Mounted screen was added in 301. Teacher was previously projecting on a whiteboard.
- Clicker was provided to increase their mobility in the classroom during presentations.
- Added a mounted TV projection system in Culinary Room.
- Renewed Texas Tech online curriculum subscription.
- Added a new commercial refrigerator and freezer to the Hospitality Services room.
- Added AAFCS Culinary Pre-Pac Student Certifications in Culinary
- Continued certifying students with Texas Food Handler Certifications.
- Added an unpaid training station, Sulphur Springs Country Club, for the Practicum in Culinary program. One student was accepted, but declined the position this year.
- Ordered a Cargo Trailer for Culinary students to use for their catering events throughout the year.

Human Services

- Added a new Endorsement in Human Services for the 2016-17 school year.

Information Technology

- Added six laptops and 20 desktops to maximize the number of students per classroom (Computer Maintenance, Computer Programming, and Graphic Design classes)
- Mounted projector and screen were added in 115. Teachers were previously sharing a projector on a cart which took up classroom space and decreased the teacher's ability to freely move during a lesson. The projector also allows students the ability to see the presentations/videos more clearly.
- Clicker was provided to increase their mobility in the classroom during presentations.
- Added a training station for Programming – Research in IT course.

Law

- Mounted projector and screen were added in T106. Teachers were previously sharing a projector on a cart which took up classroom space and decreased the teacher's ability to freely

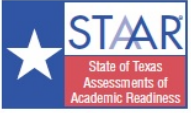
move during a lesson. The projector also allows students the ability to see the presentations/videos more clearly.

- Clicker was provided to increase their mobility in the classroom during presentations.
- Add Forensic Science Electrophoresis, power supply, micropipette equipment for Forensic Science.
- Added Texas Criminal & Traffic Law manuals for Law students.
- Added a Practicum opportunity in Law for the 4th course in the Law Endorsement sequence to provide shadowing/internship opportunities for students.
- We will continue to work with Hopkins County Fire Department in an effort to add Fire Fighter courses to our Law Endorsements in the future.

Transportation

- Renewed All Data subscription for Auto Tech students
- Added mounted TV projection system to Small Engine classroom.
- Added All-Data Student Certifications for Advanced Auto Tech students.
- Added a paid internship through HoltAg for Practicum in Transportation students.
- Increased the number of training stations for the 2016-17 school year (Dodge, Chevrolet, and Ford).
- Ordered a new, updated scan tool for Auto Tech and Advanced Auto Tech courses (MAXISYS PRO).

STAAR/EOC Results for CTE Students



**STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ALGEBRA I
All Students**

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR L			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%		#	%
All Students		33	11	33	1	---	---	7	0	0	41	11	27
Male		23	8	35	0	---	---	5	0	0	28	8	29
Female		10	3	30	1	---	---	2	---	---	13	3	23
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino		10	3	30	1	---	---	3	---	---	14	3	21
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---	0	---	---
Black or African American		6	0	0	0	---	---	2	---	---	8	0	0
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---	0	---	---
White		17	8	47	0	---	---	2	---	---	19	8	42
Two or More Races		0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	26	7	27	1	---	---	4	---	---	31	7	23
	No	7	4	57	0	---	---	3	---	---	10	4	40
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	1	---	---	0	---	---	0	---	---	1	---	---
	Nonparticipants	32	11	34	1	---	---	7	0	0	40	11	28
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---	0	---	---
	No	33	11	33	1	---	---	7	0	0	41	11	27
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	4	---	---	1	---	---	1	---	---	6	2	33
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---	0	---	---
	Other Non-LEP	29	9	31	0	---	---	6	0	0	35	9	26
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	33	11	33	1	---	---	7	0	0	41	11	27
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL	Participants	4	---	---	1	---	---	1	---	---	6	2	33
	Nonparticipants	29	9	31	0	---	---	6	0	0	35	9	26
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	Yes	5	2	40	0	---	---	7	0	0	12	2	17
	No	28	9	32	1	---	---	0	---	---	29	9	31
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	0	---	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	33	11	33	1	---	---	7	0	0	41	11	27
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	Yes	25	7	28	1	---	---	6	0	0	32	7	22
	No	8	4	50	0	---	---	1	---	---	9	4	44
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education	Participants	25	8	32	1	---	---	5	0	0	31	8	26
	Nonparticipants	8	3	38	0	---	---	2	---	---	10	3	30
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

ENGLISH I

All Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR A			Total			
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		64	27	42	14	1	7	78	28	36
Male		42	16	38	10	0	0	52	16	31
Female		22	11	50	4	---	---	26	12	46
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	9	50	5	1	20	23	10	43
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		10	2	20	3	---	---	13	2	15
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		32	13	41	5	0	0	37	13	35
Two or More Races		4	---	---	1	---	---	5	3	60
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		52	24	46	10	1	10	62	25	40
Yes		12	3	25	4	---	---	16	3	19
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Title I, Part A		1	---	---	0	---	---	1	---	---
Participants		63	26	41	14	1	7	77	27	35
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Migrant		0	---	---	0	---	---	0	---	---
Yes		64	27	42	14	1	7	78	28	36
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Limited English Proficient		10	5	50	3	---	---	13	6	46
Current LEP		0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 1st Year)		0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)		54	22	41	11	0	0	65	22	34
Other Non-LEP		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
Participants		64	27	42	14	1	7	78	28	36
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
ESL		10	5	50	3	---	---	13	6	46
Participants		54	22	41	11	0	0	65	22	34
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Special Education		9	1	11	14	1	7	23	2	9
Yes		55	26	47	0	---	---	55	26	47
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Gifted/Talented		0	---	---	0	---	---	0	---	---
Participants		64	27	42	14	1	7	78	28	36
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
At-Risk		57	25	44	13	1	8	70	26	37
Yes		7	2	29	1	---	---	8	2	25
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Career/Technical Education		55	24	44	11	0	0	66	24	36
Participants		9	3	33	3	---	---	12	4	33
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ENGLISH I
Retested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
 Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		63	26	41	13	1	8	76	27	36
Male		42	16	38	9	0	0	51	16	31
Female		21	10	48	4	---	---	25	11	44
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		18	9	50	4	---	---	22	10	45
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		10	2	20	3	---	---	13	2	15
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		32	13	41	5	0	0	37	13	35
Two or More Races		3	---	---	1	---	---	4	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		51	23	45	9	1	11	60	24	40
<i>No</i>		12	3	25	4	---	---	16	3	19
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Title I, Part A		1	---	---	0	---	---	1	---	---
<i>Participants</i>		1	---	---	0	---	---	1	---	---
<i>Nonparticipants</i>		62	25	40	13	1	8	75	26	35
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Migrant		0	---	---	0	---	---	0	---	---
<i>No</i>		63	26	41	13	1	8	76	27	36
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Limited English Proficient		10	5	50	3	---	---	13	6	46
<i>Current LEP</i>		10	5	50	3	---	---	13	6	46
<i>Non-LEP (Monitored 1st Year)</i>		0	---	---	0	---	---	0	---	---
<i>Non-LEP (Monitored 2nd Year)</i>		0	---	---	0	---	---	0	---	---
<i>Other Non-LEP</i>		53	21	40	10	0	0	63	21	33
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		63	26	41	13	1	8	76	27	36
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
ESL		10	5	50	3	---	---	13	6	46
<i>Participants</i>		10	5	50	3	---	---	13	6	46
<i>Nonparticipants</i>		53	21	40	10	0	0	63	21	33
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Special Education		9	1	11	13	1	8	22	2	9
<i>Yes</i>		9	1	11	13	1	8	22	2	9
<i>No</i>		54	25	46	0	---	---	54	25	46
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Gifted/Talented		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		63	26	41	13	1	8	76	27	36
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
At-Risk		56	24	43	12	1	8	68	25	37
<i>Yes</i>		56	24	43	12	1	8	68	25	37
<i>No</i>		7	2	29	1	---	---	8	2	25
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Career/Technical Education		54	23	43	10	0	0	64	23	36
<i>Participants</i>		54	23	43	10	0	0	64	23	36
<i>Nonparticipants</i>		9	3	33	3	---	---	12	4	33
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

ENGLISH II All Students

Report Date: FALL 2015
Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR A			Total			
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		44	16	36	10	1	10	54	17	31
Male		27	12	44	8	1	13	35	13	37
Female		17	4	24	2	---	---	19	4	21
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		13	5	38	4	---	---	17	6	35
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		11	2	18	1	---	---	12	2	17
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		18	9	50	5	0	0	23	9	39
Two or More Races		2	---	---	0	---	---	2	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		31	10	32	8	1	13	39	11	28
<i>No</i>		13	6	46	2	---	---	15	6	40
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Title I, Part A		1	---	---	0	---	---	1	---	---
<i>Participants</i>		1	---	---	0	---	---	1	---	---
<i>Nonparticipants</i>		43	16	37	10	1	10	53	17	32
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Migrant		0	---	---	0	---	---	0	---	---
<i>No</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Limited English Proficient		8	3	38	4	---	---	12	4	33
<i>Current LEP</i>		8	3	38	4	---	---	12	4	33
<i>Non-LEP (Monitored 1st Year)</i>		0	---	---	0	---	---	0	---	---
<i>Non-LEP (Monitored 2nd Year)</i>		0	---	---	0	---	---	0	---	---
<i>Other Non-LEP</i>		36	13	36	6	0	0	42	13	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
ESL		8	3	38	4	---	---	12	4	33
<i>Participants</i>		8	3	38	4	---	---	12	4	33
<i>Nonparticipants</i>		36	13	36	6	0	0	42	13	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Special Education		7	3	43	10	1	10	17	4	24
<i>Yes</i>		7	3	43	10	1	10	17	4	24
<i>No</i>		37	13	35	0	---	---	37	13	35
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Gifted/Talented		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
At-Risk		42	15	36	10	1	10	52	16	31
<i>Yes</i>		42	15	36	10	1	10	52	16	31
<i>No</i>		2	---	---	0	---	---	2	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Career/Technical Education		39	14	36	10	1	10	49	15	31
<i>Participants</i>		39	14	36	10	1	10	49	15	31
<i>Nonparticipants</i>		5	2	40	0	---	---	5	2	40
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ENGLISH II
Retested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
 Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR A			Total			
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		44	16	36	10	1	10	54	17	31
Male		27	12	44	8	1	13	35	13	37
Female		17	4	24	2	---	---	19	4	21
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		13	5	38	4	---	---	17	6	35
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---
Asian		0	---	---	0	---	---	0	---	---
Black or African American		11	2	18	1	---	---	12	2	17
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		18	9	50	5	0	0	23	9	39
Two or More Races		2	---	---	0	---	---	2	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		31	10	32	8	1	13	39	11	28
<i>No</i>		13	6	46	2	---	---	15	6	40
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Title I, Part A		1	---	---	0	---	---	1	---	---
<i>Participants</i>		1	---	---	0	---	---	1	---	---
<i>Nonparticipants</i>		43	16	37	10	1	10	53	17	32
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Migrant		0	---	---	0	---	---	0	---	---
<i>No</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Limited English Proficient		8	3	38	4	---	---	12	4	33
<i>Current LEP</i>		8	3	38	4	---	---	12	4	33
<i>Non-LEP (Monitored 1st Year)</i>		0	---	---	0	---	---	0	---	---
<i>Non-LEP (Monitored 2nd Year)</i>		0	---	---	0	---	---	0	---	---
<i>Other Non-LEP</i>		36	13	36	6	0	0	42	13	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
ESL		8	3	38	4	---	---	12	4	33
<i>Participants</i>		8	3	38	4	---	---	12	4	33
<i>Nonparticipants</i>		36	13	36	6	0	0	42	13	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Special Education		7	3	43	10	1	10	17	4	24
<i>Yes</i>		7	3	43	10	1	10	17	4	24
<i>No</i>		37	13	35	0	---	---	37	13	35
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Gifted/Talented		0	---	---	0	---	---	0	---	---
<i>Participants</i>		0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>		44	16	36	10	1	10	54	17	31
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
At-Risk		42	15	36	10	1	10	52	16	31
<i>Yes</i>		42	15	36	10	1	10	52	16	31
<i>No</i>		2	---	---	0	---	---	2	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Career/Technical Education		39	14	36	10	1	10	49	15	31
<i>Participants</i>		39	14	36	10	1	10	49	15	31
<i>Nonparticipants</i>		5	2	40	0	---	---	5	2	40
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

U.S.HISTORY

All Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR L			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%		#	%
All Students	16	10	63	2	---	---	4	---	---	22	14	64
Male	6	5	83	1	---	---	1	---	---	8	6	75
Female	10	5	50	1	---	---	3	---	---	14	8	57
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	4	---	---	2	---	---	1	---	---	7	4	57
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---	0	---	---
Black or African American	6	4	67	0	---	---	3	---	---	9	6	67
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---
White	6	4	67	0	---	---	0	---	---	6	4	67
Two or More Races	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	10	6	60	2	---	---	4	---	---	16	10	63
Yes	6	4	67	0	---	---	0	---	---	6	4	67
No	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	1	---	---	0	---	---	0	---	---	1	---	---
Participants	15	9	60	2	---	---	4	---	---	21	13	62
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---	0	---	---
Yes	16	10	63	2	---	---	4	---	---	22	14	64
No	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	1	---	---	2	---	---	1	---	---	4	---	---
Current LEP	0	---	---	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	15	10	67	0	---	---	3	---	---	18	12	67
Other Non-LEP	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---
Participants	16	10	63	2	---	---	4	---	---	22	14	64
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL	1	---	---	2	---	---	1	---	---	4	---	---
Participants	15	10	67	0	---	---	3	---	---	18	12	67
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	2	---	---	0	---	---	3	---	---	5	3	60
Yes	14	8	57	2	---	---	1	---	---	17	11	65
No	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	0	---	---	0	---	---	0	---	---	0	---	---
Participants	16	10	63	2	---	---	4	---	---	22	14	64
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	15	9	60	2	---	---	4	---	---	21	13	62
Yes	1	---	---	0	---	---	0	---	---	1	---	---
No	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education	12	8	67	1	---	---	4	---	---	17	11	65
Participants	4	---	---	1	---	---	0	---	---	5	3	60
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
U.S.HISTORY
Retested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: FALL 2015
 Date of Testing: FALL 2015

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR L			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%		#	%
All Students	12	7	58	2	---	---	4	---	---	18	11	61	
Male	5	4	80	1	---	---	1	---	---	7	5	71	
Female	7	3	43	1	---	---	3	---	---	11	6	55	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	3	---	---	2	---	---	1	---	---	6	3	50	
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	0	---	---	
Asian	0	---	---	0	---	---	0	---	---	0	---	---	
Black or African American	5	4	80	0	---	---	3	---	---	8	6	75	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---	
White	4	---	---	0	---	---	0	---	---	4	---	---	
Two or More Races	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	7	4	57	2	---	---	4	---	---	13	8	62	
No	5	3	60	0	---	---	0	---	---	5	3	60	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Title I, Part A	0	---	---	0	---	---	0	---	---	0	---	---	
Participants	0	---	---	0	---	---	0	---	---	0	---	---	
Nonparticipants	12	7	58	2	---	---	4	---	---	18	11	61	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Migrant	0	---	---	0	---	---	0	---	---	0	---	---	
Yes	0	---	---	0	---	---	0	---	---	0	---	---	
No	12	7	58	2	---	---	4	---	---	18	11	61	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Limited English Proficient	1	---	---	2	---	---	1	---	---	4	---	---	
Current LEP	1	---	---	2	---	---	1	---	---	4	---	---	
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---	
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---	0	---	---	
Other Non-LEP	11	7	64	0	---	---	3	---	---	14	9	64	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---	
Participants	0	---	---	0	---	---	0	---	---	0	---	---	
Nonparticipants	12	7	58	2	---	---	4	---	---	18	11	61	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
ESL	1	---	---	2	---	---	1	---	---	4	---	---	
Participants	1	---	---	2	---	---	1	---	---	4	---	---	
Nonparticipants	11	7	64	0	---	---	3	---	---	14	9	64	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Special Education	1	---	---	0	---	---	3	---	---	4	---	---	
Yes	1	---	---	0	---	---	3	---	---	4	---	---	
No	11	6	55	2	---	---	1	---	---	14	9	64	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Gifted/Talented	0	---	---	0	---	---	0	---	---	0	---	---	
Participants	0	---	---	0	---	---	0	---	---	0	---	---	
Nonparticipants	12	7	58	2	---	---	4	---	---	18	11	61	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
At-Risk	12	7	58	2	---	---	4	---	---	18	11	61	
Yes	12	7	58	2	---	---	4	---	---	18	11	61	
No	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Career/Technical Education	9	6	67	1	---	---	4	---	---	14	9	64	
Participants	9	6	67	1	---	---	4	---	---	14	9	64	
Nonparticipants	3	---	---	1	---	---	0	---	---	4	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

ALGEBRA I

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

First-Time Tested Students

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR L			STAAR A			Total		
		Number of Students Tested		Level II: Satisfactory	Number of Students Tested		Level II: Satisfactory	Number of Students Tested		Level II: Satisfactory	Number of Students Tested		Level II: Satisfactory
		#	%	#	%	#	%	#	%	#	%	#	%
All Students		263	238	90	5	1	20	28	11	39	296	250	84
Male		130	115	88	3	---	---	19	8	42	152	124	82
Female		133	123	92	2	---	---	9	3	33	144	126	88
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino		59	56	95	4	---	---	2	---	---	65	58	89
American Indian or Alaska Native		0	---	---	0	---	---	2	---	---	2	---	---
Asian		2	---	---	0	---	---	0	---	---	2	---	---
Black or African American		29	24	83	1	---	---	7	0	0	37	24	65
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---	0	---	---
White		167	150	90	0	---	---	15	8	53	182	158	87
Two or More Races		6	6	100	0	---	---	2	---	---	8	7	88
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged Yes		158	140	89	4	---	---	21	7	33	183	148	81
Disadvantaged No		105	98	93	1	---	---	7	4	57	113	102	90
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A Participants		0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants		263	238	90	5	1	20	28	11	39	296	250	84
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Migrant Yes		1	---	---	0	---	---	0	---	---	1	---	---
Nonmigrant No		262	237	90	5	1	20	28	11	39	295	249	84
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient Current LEP		11	8	73	5	1	20	1	---	---	17	10	59
Non-LEP (Monitored 1st Year)		3	---	---	0	---	---	0	---	---	3	---	---
Non-LEP (Monitored 2nd Year)		0	---	---	0	---	---	0	---	---	0	---	---
Other Non-LEP		249	227	91	0	---	---	27	10	37	276	237	86
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Bilingual Participants		0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants		263	238	90	5	1	20	28	11	39	296	250	84
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
ESL Participants		11	8	73	5	1	20	1	---	---	17	10	59
Nonparticipants		252	230	91	0	---	---	27	10	37	279	240	86
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Special Education Yes		8	5	63	0	---	---	22	8	36	30	13	43
Nonparticipants No		255	233	91	5	1	20	6	3	50	266	237	89
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented Participants		4	---	---	0	---	---	0	---	---	4	---	---
Nonparticipants		259	234	90	5	1	20	28	11	39	292	246	84
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
At-Risk Yes		121	104	86	5	1	20	25	9	36	151	114	75
Nonparticipants No		142	134	94	0	---	---	3	---	---	145	136	94
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education Participants		244	221	91	4	---	---	18	8	44	266	230	86
Nonparticipants		19	17	89	1	---	---	10	3	30	30	20	67
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

ALGEBRA I

Retested Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR L		STAAR A		Total				
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory			
			#	%		#	%		#	%		
All Students	19	15	79	0	---	---	5	2	40	24	17	71
Male	11	9	82	0	---	---	4	---	---	15	11	73
Female	8	6	75	0	---	---	1	---	---	9	6	67
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	6	5	83	0	---	---	2	---	---	8	6	75
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---	0	---	---
Black or African American	5	4	80	0	---	---	1	---	---	6	4	67
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---
White	8	6	75	0	---	---	2	---	---	10	7	70
Two or More Races	0	---	---	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	15	11	73	0	---	---	3	---	---	18	13	72
<i>No</i>	4	---	---	0	---	---	2	---	---	6	4	67
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	0	---	---	0	---	---	0	---	---	0	---	---
<i>Participants</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>	19	15	79	0	---	---	5	2	40	24	17	71
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---	0	---	---
<i>No</i>	19	15	79	0	---	---	5	2	40	24	17	71
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	2	---	---	0	---	---	1	---	---	3	---	---
<i>Current LEP</i>	2	---	---	0	---	---	1	---	---	3	---	---
<i>Non-LEP (Monitored 1st Year)</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>Non-LEP (Monitored 2nd Year)</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>Other Non-LEP</i>	17	13	76	0	---	---	4	---	---	21	14	67
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---
<i>Participants</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>	19	15	79	0	---	---	5	2	40	24	17	71
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
ESL	2	---	---	0	---	---	1	---	---	3	---	---
<i>Participants</i>	2	---	---	0	---	---	1	---	---	3	---	---
<i>Nonparticipants</i>	17	13	76	0	---	---	4	---	---	21	14	67
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	3	---	---	0	---	---	5	2	40	8	5	63
<i>Yes</i>	3	---	---	0	---	---	5	2	40	8	5	63
<i>No</i>	16	12	75	0	---	---	0	---	---	16	12	75
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	0	---	---	0	---	---	0	---	---	0	---	---
<i>Participants</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>Nonparticipants</i>	19	15	79	0	---	---	5	2	40	24	17	71
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	16	12	75	0	---	---	4	---	---	20	14	70
<i>Yes</i>	16	12	75	0	---	---	4	---	---	20	14	70
<i>No</i>	3	---	---	0	---	---	1	---	---	4	---	---
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education	19	15	79	0	---	---	5	2	40	24	17	71
<i>Participants</i>	19	15	79	0	---	---	5	2	40	24	17	71
<i>Nonparticipants</i>	0	---	---	0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>	0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

BIOLOGY

All Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR L			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%		#	%
All Students	315	296	94	1	---	---	18	6	33	334	302	90
Male	166	155	93	1	---	---	15	4	27	182	159	87
Female	149	141	95	0	---	---	3	---	---	152	143	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	76	71	93	1	---	---	2	---	---	79	72	91
American Indian or Alaska Native	1	---	---	0	---	---	1	---	---	2	---	---
Asian	0	---	---	0	---	---	0	---	---	0	---	---
Black or African American	35	34	97	0	---	---	3	---	---	38	35	92
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---
White	196	183	93	0	---	---	11	4	36	207	187	90
Two or More Races	7	7	100	0	---	---	1	---	---	8	7	88
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged Yes	157	145	92	1	---	---	12	3	25	170	148	87
No	158	151	96	0	---	---	6	3	50	164	154	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A Participants	1	---	---	0	---	---	0	---	---	1	---	---
Nonparticipants	314	295	94	1	---	---	18	6	33	333	301	90
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant Yes	0	---	---	0	---	---	0	---	---	0	---	---
No	315	296	94	1	---	---	18	6	33	334	302	90
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient Current LEP	14	14	100	1	---	---	0	---	---	15	14	93
Non-LEP (Monitored 1st Year)	1	---	---	0	---	---	0	---	---	1	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---	0	---	---
Other Non-LEP	300	281	94	0	---	---	18	6	33	318	287	90
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual Participants	0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants	315	296	94	1	---	---	18	6	33	334	302	90
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL Participants	15	14	93	1	---	---	0	---	---	16	14	88
Nonparticipants	300	282	94	0	---	---	18	6	33	318	288	91
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education Yes	9	6	67	0	---	---	18	6	33	27	12	44
No	306	290	95	1	---	---	0	---	---	307	290	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented Participants	23	23	100	0	---	---	0	---	---	23	23	100
Nonparticipants	292	273	93	1	---	---	18	6	33	311	279	90
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk Yes	131	115	88	1	---	---	12	4	33	144	119	83
No	184	181	98	0	---	---	6	2	33	190	183	96
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education Participants	301	284	94	1	---	---	16	5	31	318	289	91
Nonparticipants	14	12	86	0	---	---	2	---	---	16	13	81
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

BIOLOGY

First-Time Tested Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR L			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%		#	%
All Students	313	295	94	1	---	---	16	6	38	330	301	91	
Male	164	154	94	1	---	---	13	4	31	178	158	89	
Female	149	141	95	0	---	---	3	---	---	152	143	94	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Hispanic/Latino	75	70	93	1	---	---	2	---	---	78	71	91	
American Indian or Alaska Native	1	---	---	0	---	---	1	---	---	2	---	---	
Asian	0	---	---	0	---	---	0	---	---	0	---	---	
Black or African American	35	34	97	0	---	---	2	---	---	37	35	95	
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---	0	---	---	
White	195	183	94	0	---	---	10	4	40	205	187	91	
Two or More Races	7	7	100	0	---	---	1	---	---	8	7	88	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Economically Disadvantaged	156	144	92	1	---	---	10	3	30	167	147	88	
Yes	157	151	96	0	---	---	6	3	50	163	154	94	
No	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Title I, Part A	1	---	---	0	---	---	0	---	---	1	---	---	
Participants	312	294	94	1	---	---	16	6	38	329	300	91	
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Migrant	0	---	---	0	---	---	0	---	---	0	---	---	
Yes	313	295	94	1	---	---	16	6	38	330	301	91	
No	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Limited English Proficient	13	13	100	1	---	---	0	---	---	14	13	93	
Current LEP	1	---	---	0	---	---	0	---	---	1	---	---	
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---	
Non-LEP (Monitored 2nd Year)	299	281	94	0	---	---	16	6	38	315	287	91	
Other Non-LEP	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---	
Participants	313	295	94	1	---	---	16	6	38	330	301	91	
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
ESL	14	13	93	1	---	---	0	---	---	15	13	87	
Participants	299	282	94	0	---	---	16	6	38	315	288	91	
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Special Education	9	6	67	0	---	---	16	6	38	25	12	48	
Yes	304	289	95	1	---	---	0	---	---	305	289	95	
No	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Gifted/Talented	23	23	100	0	---	---	0	---	---	23	23	100	
Participants	290	272	94	1	---	---	16	6	38	307	278	91	
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
At-Risk	129	114	88	1	---	---	10	4	40	140	118	84	
Yes	184	181	98	0	---	---	6	2	33	190	183	96	
No	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	
Career/Technical Education	299	283	95	1	---	---	15	5	33	315	288	91	
Participants	14	12	86	0	---	---	1	---	---	15	13	87	
Nonparticipants	0	---	---	0	---	---	0	---	---	0	---	---	
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

ENGLISH I All Students

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		344	254	74	37	2	5	381	256	67
Male		184	125	68	25	1	4	209	126	60
Female		160	129	81	12	1	8	172	130	76
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		74	52	70	4	---	---	78	52	67
American Indian or Alaska Native		0	---	---	2	---	---	2	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		36	21	58	9	0	0	45	21	47
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		225	175	78	20	2	10	245	177	72
Two or More Races		7	5	71	2	---	---	9	5	56
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		189	121	64	29	1	3	218	122	56
Yes		155	133	86	8	1	13	163	134	82
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Title I, Part A		0	---	---	0	---	---	0	---	---
Participants		344	254	74	37	2	5	381	256	67
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Migrant		1	---	---	0	---	---	1	---	---
Yes		343	253	74	37	2	5	380	255	67
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Limited English Proficient		18	4	22	2	---	---	20	4	20
Current LEP		3	---	---	0	---	---	3	---	---
Non-LEP (Monitored 1st Year)		0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)		323	247	76	35	2	6	358	249	70
Other Non-LEP		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
Participants		344	254	74	37	2	5	381	256	67
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
ESL		18	4	22	2	---	---	20	4	20
Participants		326	250	77	35	2	6	361	252	70
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Special Education		12	1	8	31	0	0	43	1	2
Yes		332	253	76	6	2	33	338	255	75
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Gifted/Talented		24	24	100	0	---	---	24	24	100
Participants		320	230	72	37	2	5	357	232	65
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
At-Risk		154	78	51	33	2	6	187	80	43
Yes		190	176	93	4	---	---	194	176	91
No		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---
Career/Technical Education		319	237	74	28	2	7	347	239	69
Participants		25	17	68	9	0	0	34	17	50
Nonparticipants		0	---	---	0	---	---	0	---	---
No Information Provided		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ENGLISH I
First-Time Tested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%
All Students	315	252	80	28	2	7	343	254	74
Male	164	123	75	19	1	5	183	124	68
Female	151	129	85	9	1	11	160	130	81
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	69	51	74	3	---	---	72	51	71
American Indian or Alaska Native	0	---	---	2	---	---	2	---	---
Asian	2	---	---	0	---	---	2	---	---
Black or African American	29	20	69	6	0	0	35	20	57
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	208	175	84	15	2	13	223	177	79
Two or More Races	7	5	71	2	---	---	9	5	56
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	170	119	70	22	1	5	192	120	63
Yes	145	133	92	6	1	17	151	134	89
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	0	---	---	0	---	---	0	---	---
Participants	315	252	80	28	2	7	343	254	74
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	1	---	---	0	---	---	1	---	---
Yes	314	251	80	28	2	7	342	253	74
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	15	4	27	1	---	---	16	4	25
Current LEP	3	---	---	0	---	---	3	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	297	245	82	27	2	7	324	247	76
Other Non-LEP	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---
Participants	315	252	80	28	2	7	343	254	74
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	15	4	27	1	---	---	16	4	25
Participants	300	248	83	27	2	7	327	250	76
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	8	1	13	22	0	0	30	1	3
Yes	307	251	82	6	2	33	313	253	81
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	24	24	100	0	---	---	24	24	100
Participants	291	228	78	28	2	7	319	230	72
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	129	76	59	26	2	8	155	78	50
Yes	186	176	95	2	---	---	188	176	94
No	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Career/Technical Education	291	235	81	20	2	10	311	237	76
Participants	24	17	71	8	0	0	32	17	53
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ENGLISH I
Retested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%
All Students	29	2	7	9	0	0	38	2	5
Male	20	2	10	6	0	0	26	2	8
Female	9	0	0	3	---	---	12	0	0
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	5	1	20	1	---	---	6	1	17
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	7	1	14	3	---	---	10	1	10
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	17	0	0	5	0	0	22	0	0
Two or More Races	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	19	2	11	7	0	0	26	2	8
Yes	19	2	11	7	0	0	26	2	8
No	10	0	0	2	---	---	12	0	0
No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	29	2	7	9	0	0	38	2	5
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---
Yes	0	---	---	0	---	---	0	---	---
No	29	2	7	9	0	0	38	2	5
No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	3	---	---	1	---	---	4	---	---
Current LEP	3	---	---	1	---	---	4	---	---
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
Other Non-LEP	26	2	8	8	0	0	34	2	6
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	29	2	7	9	0	0	38	2	5
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	3	---	---	1	---	---	4	---	---
Participants	3	---	---	1	---	---	4	---	---
Nonparticipants	26	2	8	8	0	0	34	2	6
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	4	---	---	9	0	0	13	0	0
Yes	4	---	---	9	0	0	13	0	0
No	25	2	8	0	---	---	25	2	8
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	29	2	7	9	0	0	38	2	5
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	25	2	8	7	0	0	32	2	6
Yes	25	2	8	7	0	0	32	2	6
No	4	---	---	2	---	---	6	0	0
No Information Provided	0	---	---	0	---	---	0	---	---
Career/Technical Education	28	2	7	8	0	0	36	2	6
Participants	28	2	7	8	0	0	36	2	6
Nonparticipants	1	---	---	1	---	---	2	---	---
No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

ENGLISH II All Students

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		292	213	73	19	2	11	311	215	69
Male		148	99	67	14	1	7	162	100	62
Female		144	114	79	5	1	20	149	115	77
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		69	46	67	5	1	20	74	47	64
American Indian or Alaska Native		2	---	---	1	---	---	3	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		42	24	57	4	---	---	46	25	54
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		166	130	78	8	0	0	174	130	75
Two or More Races		11	9	82	1	---	---	12	9	75
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged		144	88	61	14	1	7	158	89	56
<i>No</i>		148	125	84	5	1	20	153	126	82
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Title I, Part A		1	---	---	0	---	---	1	---	---
<i>Participants</i>		291	213	73	19	2	11	310	215	69
<i>Nonparticipants</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Migrant		0	---	---	0	---	---	0	---	---
<i>No</i>		292	213	73	19	2	11	311	215	69
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Limited English Proficient		15	4	27	4	---	---	19	5	26
<i>Current LEP</i>		1	---	---	0	---	---	1	---	---
<i>Non-LEP (Monitored 1st Year)</i>		0	---	---	0	---	---	0	---	---
<i>Non-LEP (Monitored 2nd Year)</i>		276	208	75	15	1	7	291	209	72
<i>Other Non-LEP</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Bilingual		0	---	---	0	---	---	0	---	---
<i>Participants</i>		292	213	73	19	2	11	311	215	69
<i>Nonparticipants</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
ESL		16	4	25	4	---	---	20	5	25
<i>Participants</i>		276	209	76	15	1	7	291	210	72
<i>Nonparticipants</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Special Education		10	3	30	19	2	11	29	5	17
<i>Yes</i>		282	210	74	0	---	---	282	210	74
<i>No</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Gifted/Talented		17	17	100	0	---	---	17	17	100
<i>Participants</i>		275	196	71	19	2	11	294	198	67
<i>Nonparticipants</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
At-Risk		139	75	54	14	2	14	153	77	50
<i>Yes</i>		153	138	90	5	0	0	158	138	87
<i>No</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---
Career/Technical Education		284	210	74	17	2	12	301	212	70
<i>Participants</i>		8	3	38	2	---	---	10	3	30
<i>Nonparticipants</i>		0	---	---	0	---	---	0	---	---
<i>No Information Provided</i>		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

ENGLISH II

First-Time Tested Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students		STAAR			STAAR A			Total		
		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%
All Students		266	205	77	13	1	8	279	206	74
Male		132	94	71	10	0	0	142	94	66
Female		134	111	83	3	---	---	137	112	82
No Information Provided		0	---	---	0	---	---	0	---	---
Hispanic/Latino		62	45	73	1	---	---	63	45	71
American Indian or Alaska Native		2	---	---	1	---	---	3	---	---
Asian		2	---	---	0	---	---	2	---	---
Black or African American		34	23	68	3	---	---	37	24	65
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---
White		156	124	79	7	0	0	163	124	76
Two or More Races		10	9	90	1	---	---	11	9	82
No Information Provided		0	---	---	0	---	---	0	---	---
Economically Disadvantaged										
Yes		128	85	66	8	0	0	136	85	63
No		138	120	87	5	1	20	143	121	85
No Information Provided		0	---	---	0	---	---	0	---	---
Title I, Part A										
Participants		1	---	---	0	---	---	1	---	---
Nonparticipants		265	205	77	13	1	8	278	206	74
No Information Provided		0	---	---	0	---	---	0	---	---
Migrant										
Yes		0	---	---	0	---	---	0	---	---
No		266	205	77	13	1	8	279	206	74
No Information Provided		0	---	---	0	---	---	0	---	---
Limited English Proficient										
Current LEP		12	4	33	0	---	---	12	4	33
Non-LEP (Monitored 1st Year)		1	---	---	0	---	---	1	---	---
Non-LEP (Monitored 2nd Year)		0	---	---	0	---	---	0	---	---
Other Non-LEP		253	200	79	13	1	8	266	201	76
No Information Provided		0	---	---	0	---	---	0	---	---
Bilingual										
Participants		0	---	---	0	---	---	0	---	---
Nonparticipants		266	205	77	13	1	8	279	206	74
No Information Provided		0	---	---	0	---	---	0	---	---
ESL										
Participants		13	4	31	0	---	---	13	4	31
Nonparticipants		253	201	79	13	1	8	266	202	76
No Information Provided		0	---	---	0	---	---	0	---	---
Special Education										
Yes		10	3	30	13	1	8	23	4	17
No		256	202	79	0	---	---	256	202	79
No Information Provided		0	---	---	0	---	---	0	---	---
Gifted/Talented										
Participants		17	17	100	0	---	---	17	17	100
Nonparticipants		249	188	76	13	1	8	262	189	72
No Information Provided		0	---	---	0	---	---	0	---	---
At-Risk										
Yes		116	67	58	8	1	13	124	68	55
No		150	138	92	5	0	0	155	138	89
No Information Provided		0	---	---	0	---	---	0	---	---
Career/Technical Education										
Participants		260	202	78	11	1	9	271	203	75
Nonparticipants		6	3	50	2	---	---	8	3	38
No Information Provided		0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS
Combined Summary Report
ENGLISH II
Retested Students

District: 112-901 SULPHUR SPRINGS
 Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
 Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%
All Students	26	8	31	6	1	17	32	9	28
Male	16	5	31	4	---	---	20	6	30
Female	10	3	30	2	---	---	12	3	25
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	7	1	14	4	---	---	11	2	18
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	0	---	---	0	---	---	0	---	---
Black or African American	8	1	13	1	---	---	9	1	11
Native Hawaiian or Other Pacific Islander	0	---	---	0	---	---	0	---	---
White	10	6	60	1	---	---	11	6	55
Two or More Races	1	---	---	0	---	---	1	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	16	3	19	6	1	17	22	4	18
Yes	16	3	19	6	1	17	22	4	18
No	10	5	50	0	---	---	10	5	50
No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	26	8	31	6	1	17	32	9	28
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---
Yes	0	---	---	0	---	---	0	---	---
No	26	8	31	6	1	17	32	9	28
No Information Provided	0	---	---	0	---	---	0	---	---
Limited English Proficient	3	---	---	4	---	---	7	1	14
Current LEP	3	---	---	4	---	---	7	1	14
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	0	---	---	0	---	---	0	---	---
Other Non-LEP	23	8	35	2	---	---	25	8	32
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	26	8	31	6	1	17	32	9	28
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	3	---	---	4	---	---	7	1	14
Participants	3	---	---	4	---	---	7	1	14
Nonparticipants	23	8	35	2	---	---	25	8	32
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	0	---	---	6	1	17	6	1	17
Yes	0	---	---	6	1	17	6	1	17
No	26	8	31	0	---	---	26	8	31
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	26	8	31	6	1	17	32	9	28
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	23	8	35	6	1	17	29	9	31
Yes	23	8	35	6	1	17	29	9	31
No	3	---	---	0	---	---	3	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Career/Technical Education	24	8	33	6	1	17	30	9	30
Participants	24	8	33	6	1	17	30	9	30
Nonparticipants	2	---	---	0	---	---	2	---	---
No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

U.S.HISTORY

All Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR L			STAAR A			Total		
	Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
		#	%		#	%		#	%		#	%
All Students	281	272	97	1	---	---	10	3	30	292	276	95
Male	138	132	96	0	---	---	7	3	43	145	135	93
Female	143	140	98	1	---	---	3	---	---	147	141	96
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino	59	57	97	1	---	---	3	---	---	63	60	95
American Indian or Alaska Native	1	---	---	0	---	---	0	---	---	1	---	---
Asian	3	---	---	0	---	---	0	---	---	3	---	---
Black or African American	39	36	92	0	---	---	2	---	---	41	36	88
Native Hawaiian or Other Pacific Islander	1	---	---	0	---	---	0	---	---	1	---	---
White	174	170	98	0	---	---	5	1	20	179	171	96
Two or More Races	4	---	---	0	---	---	0	---	---	4	---	---
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	128	123	96	1	---	---	8	3	38	137	127	93
Yes	128	123	96	1	---	---	8	3	38	137	127	93
No	153	149	97	0	---	---	2	---	---	155	149	96
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	0	---	---	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants	281	272	97	1	---	---	10	3	30	292	276	95
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---	0	---	---
Yes	0	---	---	0	---	---	0	---	---	0	---	---
No	281	272	97	1	---	---	10	3	30	292	276	95
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	7	6	86	1	---	---	3	---	---	11	9	82
Current LEP	7	6	86	1	---	---	3	---	---	11	9	82
Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---
Non-LEP (Monitored 2nd Year)	2	---	---	0	---	---	0	---	---	2	---	---
Other Non-LEP	272	264	97	0	---	---	7	1	14	279	265	95
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---	0	---	---
Nonparticipants	281	272	97	1	---	---	10	3	30	292	276	95
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL	7	6	86	1	---	---	3	---	---	11	9	82
Participants	7	6	86	1	---	---	3	---	---	11	9	82
Nonparticipants	274	266	97	0	---	---	7	1	14	281	267	95
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	8	5	63	0	---	---	10	3	30	18	8	44
Yes	8	5	63	0	---	---	10	3	30	18	8	44
No	273	267	98	1	---	---	0	---	---	274	268	98
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	15	15	100	0	---	---	0	---	---	15	15	100
Participants	15	15	100	0	---	---	0	---	---	15	15	100
Nonparticipants	266	257	97	1	---	---	10	3	30	277	261	94
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	94	85	90	1	---	---	9	3	33	104	89	86
Yes	94	85	90	1	---	---	9	3	33	104	89	86
No	187	187	100	0	---	---	1	---	---	188	187	99
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education	273	265	97	1	---	---	10	3	30	284	269	95
Participants	273	265	97	1	---	---	10	3	30	284	269	95
Nonparticipants	8	7	88	0	---	---	0	---	---	8	7	88
No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

U.S.HISTORY

First-Time Tested Students

District: 112-901 SULPHUR SPRINGS
Campus: 002 SULPHUR SPRINGS

Report Date: SPRING 2016
Date of Testing: SPRING 2016

Legend		STAAR			STAAR L			STAAR A			Total		
--- = No Data Reported For Fewer Than Five Students		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory		Number of Students Tested	Level II: Satisfactory	
			#	%		#	%		#	%		#	%
All Students		277	269	97	1	---	---	9	3	33	287	273	95
Male		137	131	96	0	---	---	7	3	43	144	134	93
Female		140	138	99	1	---	---	2	---	---	143	139	97
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Hispanic/Latino		58	56	97	1	---	---	2	---	---	61	59	97
American Indian or Alaska Native		1	---	---	0	---	---	0	---	---	1	---	---
Asian		3	---	---	0	---	---	0	---	---	3	---	---
Black or African American		38	35	92	0	---	---	2	---	---	40	35	88
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	0	---	---	1	---	---
White		172	169	98	0	---	---	5	1	20	177	170	96
Two or More Races		4	---	---	0	---	---	0	---	---	4	---	---
No Information Provided		0	---	---	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	Yes	125	121	97	1	---	---	7	3	43	133	125	94
	No	152	148	97	0	---	---	2	---	---	154	148	96
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Title I, Part A	Participants	0	---	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	277	269	97	1	---	---	9	3	33	287	273	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Migrant	Yes	0	---	---	0	---	---	0	---	---	0	---	---
	No	277	269	97	1	---	---	9	3	33	287	273	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Limited English Proficient	Current LEP	7	6	86	1	---	---	2	---	---	10	9	90
	Non-LEP (Monitored 1st Year)	0	---	---	0	---	---	0	---	---	0	---	---
	Non-LEP (Monitored 2nd Year)	2	---	---	0	---	---	0	---	---	2	---	---
	Other Non-LEP	268	261	97	0	---	---	7	1	14	275	262	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Bilingual	Participants	0	---	---	0	---	---	0	---	---	0	---	---
	Nonparticipants	277	269	97	1	---	---	9	3	33	287	273	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
ESL	Participants	7	6	86	1	---	---	2	---	---	10	9	90
	Nonparticipants	270	263	97	0	---	---	7	1	14	277	264	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Special Education	Yes	8	5	63	0	---	---	9	3	33	17	8	47
	No	269	264	98	1	---	---	0	---	---	270	265	98
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Gifted/Talented	Participants	15	15	100	0	---	---	0	---	---	15	15	100
	Nonparticipants	262	254	97	1	---	---	9	3	33	272	258	95
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
At-Risk	Yes	91	83	91	1	---	---	8	3	38	100	87	87
	No	186	186	100	0	---	---	1	---	---	187	186	99
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---
Career/Technical Education	Participants	269	262	97	1	---	---	9	3	33	279	266	95
	Nonparticipants	8	7	88	0	---	---	0	---	---	8	7	88
	No Information Provided	0	---	---	0	---	---	0	---	---	0	---	---

Student Certifications

CTE Student Certifications by Area

Agriculture, Food & Natural Resources

Fourteen students took the Texas Beef Quality Assurance Certification exam. Twelve students earned the certification.

- | | |
|----------------------|----------------------|
| 1. Jasmine Boyd | 7. Kris Nottingham |
| 2. Josh Couch | 8. Mia Pharis |
| 3. Tristan Fairchild | 9. Sierra Sells |
| 4. Mollie Gibbins | 10. Fantasia Thomas |
| 5. Jacob Hurley | 11. Dakota Watkins |
| 6. Tyler McKinney | 12. Mileena Zirretta |

Fourteen students took and passed the Boater's Education Certification exam.

- | | | |
|-------------------|-----------------|----------------------|
| 1. Kendall Blak | 6. Zach Jarvis | 11. Jessica Smithers |
| 2. Spencer Brewer | 7. Skylar Long | 12. Nala Stowater |
| 3. Kade Brown | 8. Cason Parks | 13. Samantha Vargas |
| 4. Molly Clegg | 9. Hunter Pogue | 14. Tyler Young |
| 5. Sam Gilbreath | 10. Karen Price | |

Twenty-six students took and passed the Hunter's Education Certification:

- | | | |
|------------------------|-----------------------------|---------------------|
| 1. Tyler Armstron | 10. Jerry Hill | 18. Cason Parks |
| 2. Kendell Blake | 11. Zechariah Jarvis | 19. Hunter Pogue |
| 3. Spencer Brewer | 12. Vontese Johnson | 20. Kasen Price |
| 4. Benjamin Brown | 13. Quentin Latham | 21. Sierra Sells |
| 5. Natalie Contreras | 14. Celeste Leeds-Laliberte | 22. Easton Silman |
| 6. Jacob Couch | 15. Mark Maddox | 23. Nala Stowater |
| 7. Samuel Gilbreath | 16. Maci Merrell | 24. Story Thompson |
| 8. Heston Golightly | 17. Conner Nix | 25. Samantha Vargas |
| 9. Christopher Goodson | | 26. Tyler Young |

Arts, AV & Communications

Twenty-seven students took the Visual Design using Photoshop CC 2015 Certification exam. Eight students passed the certification.

- | | |
|--------------------|---------------------|
| 1. Kassandra Cerda | 5. Wade Parks |
| 2. Harrison Harbin | 6. Angelina Stewart |
| 3. McKenna Kager | 7. Beverly Lune |
| 4. Dakota Kane | 8. Dylan Joiner |

Business Management & Administration

Twenty-three students took the Microsoft Office Specialist (MOS) Certification exam in Access 2013. Fifteen students passed the certification.

- | | |
|---------------------|-------------------------|
| 1. Sarah Anderson | 9. Sarah Massey |
| 2. Peyton Baugh | 10. Samantha Pennington |
| 3. Trey Barnett | 11. Payton Pierce |
| 4. Spencer Brewer | 12. Kate Potts |
| 5. Shaden Burton | 13. Cody Price |
| 6. Jamia Hall | 14. Landry Tyson |
| 7. Kaylee Jefferson | 15. Elizabeth Vega |
| 8. Dylan Joiner | |

Forty-two students took the Microsoft Office Specialist Excel 2013 Certification exam. Thirty-two students passed the certification.

- | | | |
|--------------------|----------------------|-------------------------|
| 1. Sarah Anderson | 12. Drew Fisher | 23. Brennan Murray |
| 2. Allie Avery | 13. Natalee Foster | 24. Payton Pierce |
| 3. Trey Barnett | 14. Tyler Griffin | 25. Samantha Pennington |
| 4. Peyton Baugh | 15. Noah Hemby | 26. Cody Price |
| 5. Renayia Black | 16. Israel Hernandez | 27. Taylor Robinson |
| 6. Maddie Boshears | 17. Kaylee Jefferson | 28. Elisha Sellers |
| 7. Spencer Brewer | 18. Dylan Joiner | 29. Landry Tyson |
| 8. Samantha Buck | 19. Taylor Jones | 30. Samantha Vargas |
| 9. Zackery Burgin | 20. Erika Lara | 31. Elizabeth Vega |
| 10. Shaden Burton | 21. Sarah Massey | 32. Elizabeth Yarbrough |
| 11. Peyton Dietze | 22. Emily Moran | |

Seventeen students took and passed the Microsoft Office Specialist PowerPoint 2013 Certification exam.

- | | | |
|--------------------|--------------------|---------------------|
| 1. Sarah Anderson | 7. Dylan Joiner | 13. Cody Price |
| 2. Maddie Boshears | 8. Taylor Jones | 14. Taylor Robinson |
| 3. Spencer Brewer | 9. Nichole Kennedy | 15. Elisha Sellers |
| 4. Shaden Burton | 10. Sarah Massey | 16. Terrell Turman |
| 5. Tyler Griffin | 11. Payton Pierce | 17. Landry Tyson |
| 6. Jamia Hall | 12. Kate Potts | |

Thirty-nine students took the Microsoft Office Specialist Word 2013 Certification exam. Thirty students passed.

- | | | |
|------------------------|----------------------|-------------------------|
| 1. Sarah Anderson | 12. Jamia Hall | 22. Samantha Pennington |
| 2. Allie Avery | 13. Israel Hernandez | 23. Lauren Potts |
| 3. Peyton Baugh | 14. Delores Hughes | 24. Cody Price |
| 4. Maddie Boshears | 15. Dylan Joiner | 25. Joseph Pyle |
| 5. Spencer Brewer | 16. Taylor Jones | 26. Elisha Sellers |
| 6. Samantha Buck | 17. Erika Lara | 27. Terrell Turman |
| 7. Zackery Burgin | 18. Gavin Millsap | 28. Landry Tyson |
| 8. Shaden Burton | 19. Emily Moran | 29. Elizabeth Vega |
| 9. Peyton Dietze | 20. Ignacio Orozco | 30. Elizabeth Yarbrough |
| 10. Alejandro Figueroa | 21. Ruby Pennington | |
| 11. Drew Fisher | | |

Health Science

Twenty-four students took the Certified Medical Assistant (CMA) Certification exam. Three students earned the CMA Certification.

1. Brooklyn Moon
2. Hodalis Olmos
3. Evan Ost

Ninety students took and passed the Health Care Provider CPR Certification exam.

- | | | |
|--------------------------|------------------------|--------------------------|
| 1. Alyssa Abron | 21. Job Escobar | 42. Kayla Hill |
| 2. Makenzie Alexander | 22. Karolina Espinoza | 43. Kinley Hiller |
| 3. Kristen Allen | 23. William Fain | 44. Sierra Hillis |
| 4. Pamela Alonso | 24. Aubrey Faulks | 45. Delores Hughes |
| 5. Rachel Anderson | 25. Marissa Flemens | 46. Sierra Hutchings |
| 6. Jessica Ash | 26. Kate Flores | 47. Kaylee Jefferson |
| 7. Brittany Bales | 27. Kaylin Fluitt | 48. Makenna Kager |
| 8. Amanda Bautista | 28. Natalee Foster | 49. Laila King |
| 9. Allison Bledsoe | 29. Hunter Freeman | 50. Alyssa Leuzinger |
| 10. Jady Booth | 30. Leslie Garcia | 51. Emily Livsey |
| 11. Alexi Boyd | 31. Diana Gonzales | 52. Jessica Marban |
| 12. Gracie Boyer | 32. Marissa Greenway | 53. Maggie McGlamery |
| 13. Kynlie Burnett | 33. Briannon Groves | 54. Jacie McKinney |
| 14. Miyesha Calhoun | 34. Yaneli Gutierrez | 55. Jocelyn McMillan |
| 15. Gladys Cardona Perez | 35. Dustin Hall | 56. Maria Mejia |
| 16. Logan Caton | 36. Anden Hammack | 57. Katelynn Monk |
| 17. Cassidy Davis | 37. Destiny Hammargren | 58. Emily Moran |
| 18. Madison Deaton | 38. Angenay Harrington | 59. Jocelyn Moreno-Garza |
| 19. Brandon Diosdado | 39. Tyler Harris | 60. Courtney Neal |
| 20. Hannah Dixon | 40. Montana Hatley | 61. Isaiah Neal |
| | 41. Zane Haywood | |

62. Maria Nunez
63. Airy Osorio
64. Logan Oxford
65. Cason Parks
66. Abbey Peery
67. Ruby Pennington
68. Karla Pizano
69. Tammy Poole
70. Lauren Potts
71. Jazmine Ramirez

72. Omar Ramirez
73. Alesha Reed
74. Jasmin Rodriguez
75. Chloe Ross
76. Luis Sanchez
77. Poled Sanchez
78. Anna Sapaugh
79. Jacklyn Semler
80. Charity Sims
81. Jayden Sims

82. Samantha Spurlock
83. Jhatea Syrie
84. Kelsie Thomas
85. Malarie White
86. Joshua Whitten-Edwards
87. Jhaliyaha Wilkins
88. Brooke Williams
89. Brooke Woodall
90. Alexa Wyly

Hospitality & Tourism

Four students took the AAFCS Pre-Pac Culinary Arts Certification exam. All four students passed the certification.

1. America Luna
2. Tyler Maloney
3. Peyton McAllister
4. Diego Perea

Twenty-seven students took and passed the Texas Food Handlers Certification.

- | | | |
|------------------------|--------------------|------------------------|
| 1. Stephanie Arciga | 10. Marquise Hale | 19. Shalik Reed |
| 2. Patrick Arizmendez | 11. Lacosha Hood | 20. Katelyn Reynolds |
| 3. Alexi Boyd | 12. Alexis Hooten | 21. Ashlee Rincon |
| 4. Carrington Chandler | 13. Emily Kuipier | 22. Jeramy Shearin |
| 5. Koree Clark | 14. Corrina Morris | 23. Drake Smith |
| 6. Kylie Cooper | 15. Tyler Neal | 24. Cheyenne Thompson |
| 7. Chandler Eichenour | 16. Arlyn Negron | 25. Mieke Van Benthem |
| 8. Jesus Escobedo | 17. Jazmin Ortiz | 26. Aleas Weir |
| 9. Ashley Franklin | 18. Alex Ramirez | 27. Michaela Wickerson |

Twenty-six students took the Adult CPR/AED Certification exam. Twenty-four completed the certification process.

- | | | |
|-----------------------------|----------------------|------------------------|
| 1. Stephanie Arciga | 9. Alexis Hooten | 18. Ashlee Rincon |
| 2. Patrick Arizmendez | 10. Emily Kuiper | 19. Jeramy Shearin |
| 3. Alexi Boyd | 11. Martin Loera | 20. Drake Smith |
| 4. Carrington
Chancellor | 12. Corrina Morris | 21. Cheyenne Thompson |
| 5. Kylie Cooper | 13. Tyler Neal | 22. Mieke Van Benthem |
| 6. Chandler Eichenour | 14. Arlyn Negron | 23. Aleas Weir |
| 7. Maria Gonzalez | 15. Jazmin Ortiz | 24. Michaela Wickerson |
| 8. Marquise Hale | 16. Alex Ramirez | |
| | 17. Katelyn Reynolds | |

Transportation

Seven students took the ALLDATA Automotive Information Specialist Exam. Five (5) of those students passed the certification exam.

1. Oscar Bustillo Alvarado
2. David Delgado
3. David Estrada
4. Alejandro L Figueroa
5. Adrian Rodriguez

In 2014-15, there were 103 SSSH students who received industry certifications that were recognized on the Perkins list. In 2015-16, there were 121 students earning industry certifications listed on Perkins.

In 2014-15, the only Perkins certifications offered to students were Microsoft Office Specialist Certifications in Word, Excel, Access, and PowerPoint. In 2015-16, CTE added the following Perkins recognized certifications:

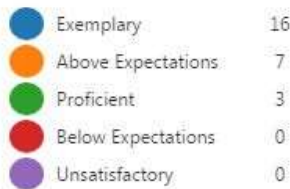
- AAFCS (American Association of Family & Consumer Sciences) Pre-Professional Certification in Culinary Arts
- Adobe Certified Associate - PhotoShop
- Certified Medical Assistant (CMA) Certification
- Texas Beef Quality Assurance Certifications through the Livestock Production Class

Survey Results - Program Evaluation

Survey – CTE Advisory Committee Members

Twenty-six CTE Advisory Committee Members responded to the CTE Evaluation Survey in May, 2016. The results are as follows:

1. The Advisory Committee meets as a group in scheduled meetings, maintains records of each meeting, and includes appropriate industry representatives.



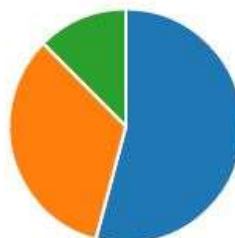
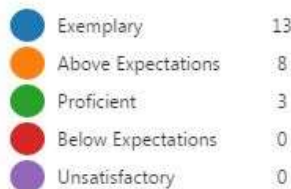
[Details](#)

2. Comments and/or suggestions:

4 Responses

ID	Name	Responses
1	Lynn Smith	I would like to have more guest speakers from the community relating to what we are studying at the time but this is something I will need to set up.
2	anonymous	None.
3	anonymous	I can see progress being made.
4	anonymous	attendance to the meetings is the only part that is lacking.

3. The Advisory Committee includes representatives from school administration, counselors, parents and/or students, academic faculty, and appropriate industry representatives.



[Details](#)

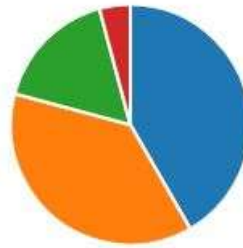
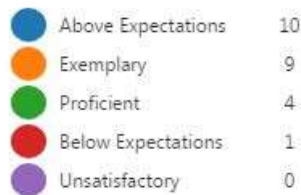
4. Comments and/or suggestions:

5 Responses

ID	Name	Responses
1	anonymous	Lots of different professionals.
2	anonymous	Enjoy hearing the students presentations. They always do a good job.
3	anonymous	None.
4	anonymous	Good feedback both ways.
5	anonymous	some areas are not as well represented as they should be

5. The recommendations from the advisory committee are acted upon and/or incorporated into the curriculum and the results relayed to all committee members.

[Details](#)



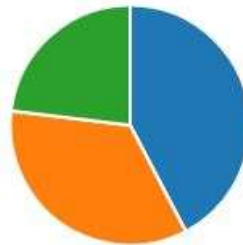
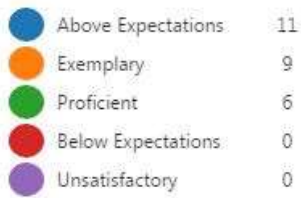
6. Comments and/or suggestions:

5 Responses

ID	Name	Responses
1	anonymous	We are working on them trying to get better.
2	anonymous	Add illustrator big plus. Could do more from 9th to 12th. Need to reorganize class structures to ensure best portfolio upon graduation. Get rid of the brain jello classes get the students started hands-on 9th.
3	anonymous	None.
4	anonymous	Making strides in certifications
5	anonymous	this is a work in progress, but it is getting better

7. Informative materials and/or meetings are used to enlighten educators, parents, students, businesses/industries, and the general public concerning CTE programs.

[Details](#)



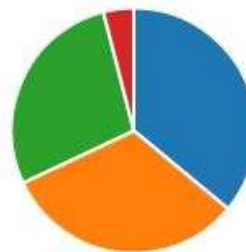
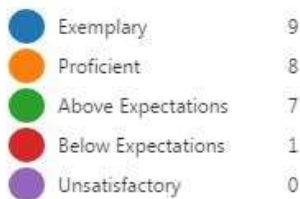
8. Comments and/or suggestions:

3 Responses

ID	Name	Responses
1	anonymous	Perhaps parents who are not in the school system already. I invited Angelica Hernandez to serve in that capacity and forgot she's employed by the school system.
2	anonymous	Enjoy hearing from students in organizations
3	anonymous	I'm not sure the public is seeing enough about our programs in a positive light

9. A sound public relations program is being conducted in the school and community (radio, TV, news stories, brochures, civic appearances, etc.).

[Details](#)








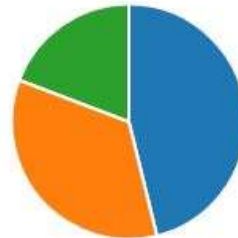
10. Comments and/or suggestions:

7 Responses

ID	Name	Responses
1	Lynn Smith	I thought Career Fair this year was a great addition
2	anonymous	We got wonderful/comprehensive coverage.
3	anonymous	WNN - Continued growth.
4	anonymous	We need more business for interns.
5	anonymous	None.
6	anonymous	Continue to contact media to get coverage of activities
7	anonymous	There is plenty of room for growth in this area

11. Advisory committee members are encouraged to review facilities, courses, and instructional materials.

	Exemplary	12
	Proficient	9
	Above Expectations	5
	Below Expectations	0
	Unsatisfactory	0



[Details](#)

12. Comments and/or suggestions:

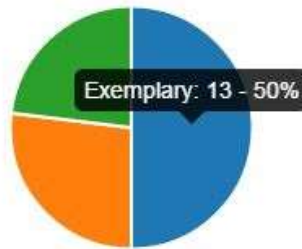
2 Responses

ID	Name	Responses
1	anonymous	None.
2	anonymous	they are encouraged to do so but seldom ever come

13. The CTE programs have a mission and measurable performance targets that are aligned with industry expectations.

[Details](#)

Exemplary	13
Proficient	7
Above Expectations	6
Below Expectations	0
Unsatisfactory	0



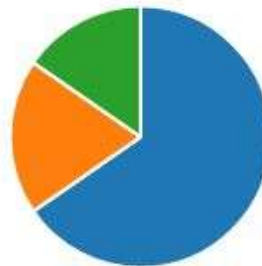
14. Comments and/or suggestions:

2 Responses

ID	Name	Responses
1	Lynn Smith	I feel like this is an area that I need to work on.
2	anonymous	Well done in the writing of and carrying out of the mission.

15. A process is in place to review CTE goals, performance targets, and evaluate CTE programs on an annual basis.

Exemplary	17
Above Expectations	5
Proficient	4
Below Expectations	0
Unsatisfactory	0



16. Comments and/or suggestions:

2 Responses

ID	Name	Responses
1	anonymous	Very well organized Advisory Committee Meeting!
2	anonymous	yes, every spring, but could possible do more good at the end of the first semester as well.

17. The computer hardware, software, lab equipment, tools, etc. provided in the CTE programs are comparable to those used in the industry.



18. Comments and/or suggestions:

6 Responses

ID	Name	Responses
1	anonymous	We are very up to par.
2	anonymous	We are continuing to get the equipment needed.
3	anonymous	The software is there it needs to be a requirement vs an option. Replace calculus with PhotoShop or Illustrator. When was the last time you used Chemistry?
4	anonymous	Manuals, laptop, will have safety literature, format for service reports.
5	anonymous	None.
6	anonymous	NOT INVOLVED TO ANSWER

19. It is important that the CTE programs provide opportunities for students to earn industry certifications.



20. Comments and/or suggestions:

1 Responses

ID	Name	Responses
1	anonymous	None.

21. There is adequate communication between the CTE programs and business partners.

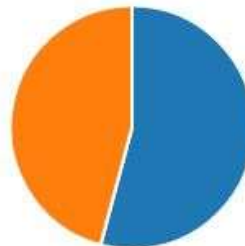


22. Comments and/or suggestions:

2 Responses

ID	Name	Responses
1	anonymous	Meetings and various activities throughout the year are more than adequate.
2	anonymous	I don't communicate with my business community committee members as I should.

23. The following list represents Career Pathways/Endorsements that we currently do NOT offer. Which do you feel would be most important to offer in satisfying the needs of our community and students?



[Details](#)

Survey – CTE Instructors

Twenty CTE instructors responded to the CTE Evaluation Survey. The results are as follows:

1. The instructional planning and organization provided in the courses I teach allow adequate opportunity for each student to develop the necessary skills and competencies for successful employment.

Proficient	16
Exemplary	4
Developing	0
Improvement Needed	0



[Details](#)

2. My instruction is delivered toward appropriate and clearly formulated objectives with input from partnerships such as community, business/industry, and local administration.

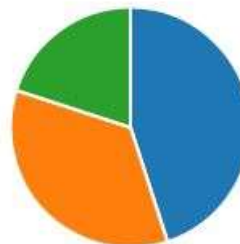
Proficient	14
Exemplary	4
Developing	2
Improvement Needed	0



[Details](#)

3. I maintain an annual plan of instruction with specific goals and objectives.

Proficient	9
Exemplary	7
Developing	4
Improvement Needed	0



[Details](#)

4. I utilize a well-defined grading system and a copy was provided to each student at the beginning of the school year/semester.

[Details](#)

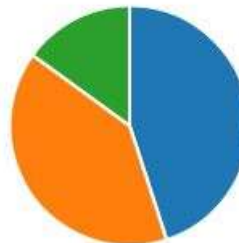
Proficient	10
Exemplary	7
Developing	3
Improvement Needed	0



5. I have access to individual student information containing student's interests, abilities, and special needs, and the information is used appropriately to direct effective student learning.

[Details](#)

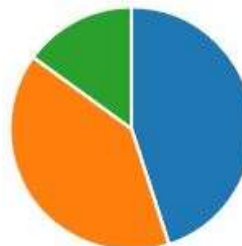
Proficient	9
Exemplary	8
Developing	3
Improvement Needed	0



6. The curriculum I use is enriched with related resources (audiovisuals, guest speakers, field trips, other community resources, internet activities, etc).

[Details](#)

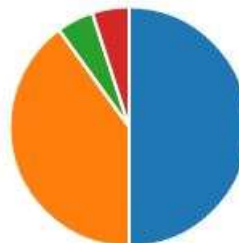
Proficient	9
Exemplary	8
Developing	3
Improvement Needed	0



7. I have documentation to support that I am teaching the state-approved curriculum and all of the TEKS for the instructional programs assigned to me.

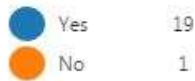
[Details](#)

Proficient	10
Exemplary	8
Developing	1
Improvement Needed	1



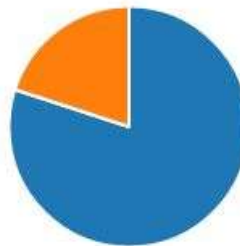
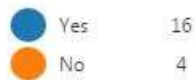
8. I have attended or am planning to attend a professional development conference or program specific workshop(s).

[Details](#)

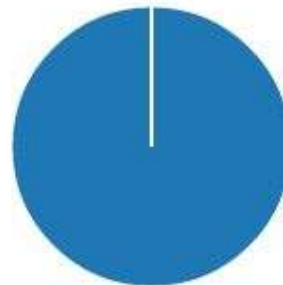
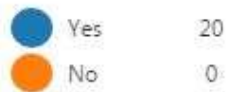


9. I maintain membership with a related professional organization.

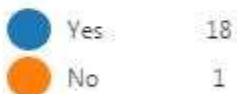
[Details](#)



10. My teaching methods are periodically evaluated by administrators.

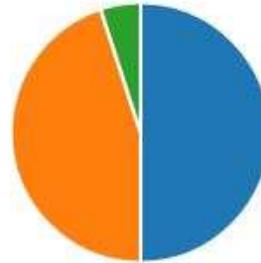


11. Enrollment and class sizes are manageable.



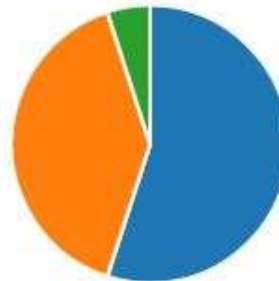
12. I have a recruitment plan in place, and students are provided equal opportunities to participate in all activities regardless of race, color, national origin, gender, or disability.

Exemplary	10
Proficient	9
Developing	1
Improvement Needed	0



13. Classes are scheduled to avoid conflicts with other courses students need for graduation.

Proficient	11
Exemplary	8
Developing	1
Improvement Needed	0



14. There is adequate equipment and supplies that are representative of those used in the industry used by students in the courses that I teach.

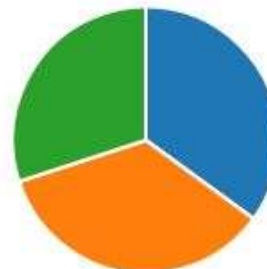
[Details](#)

Proficient	9
Exemplary	6
Developing	5
Improvement Needed	0



15. I maintain a current inventory of equipment and/or tools and update annually.

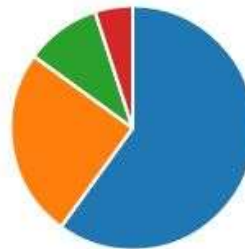
Proficient	7
Developing	7
Exemplary	6
Improvement Needed	0



16. There are procedures and sufficient funds for replacement and/or immediate repair of malfunctioning equipment and/or tools.

[Details](#)

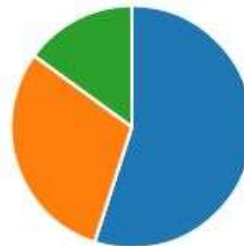
Proficient	12
Exemplary	5
Developing	2
Improvement Needed	1



17. Facilities are arranged in a manner as to maximize instructional function, supervision, class control, and student safety and simulate an industry environment as appropriate.

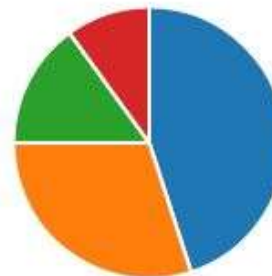
[Details](#)

Proficient	11
Exemplary	6
Developing	3
Improvement Needed	0



18. Storage space is functional and adequate for instructional materials, supplies, equipment, and projects of the program.

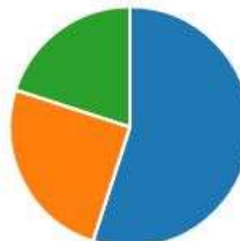
Proficient	9
Exemplary	6
Developing	3
Improvement Needed	2



19. The present facility can be changed/adapted to accommodate a change in the direction of curriculum or to accommodate other modifications in equipment, safety, etc.

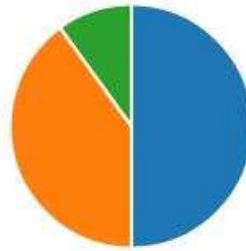
[Details](#)

Proficient	11
Developing	5
Exemplary	4
Improvement Needed	0

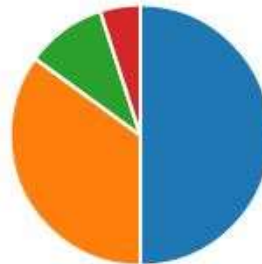


20. Safety instruction is planned, presented, demonstrated, and practiced by the teacher in instructional and laboratory activities.

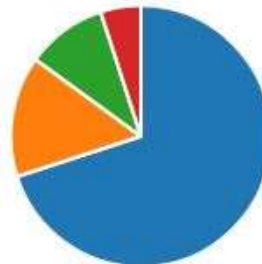
[Details](#)



21. The instructional facility provides adequate heat, light, ventilation, dust control, and noise control to provide a safe environment conducive to learning.

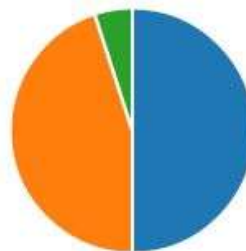


22. Each student is encouraged and afforded the opportunity to become a member of a Career & Technical Student Organization (CTSO) in the courses that I teach.



23. The statement of nondiscrimination is included on promotional publications and other materials that I distribute to students and parents.

[Details](#)



24. CTSO activities are an integral part of my instructional program.



25. Each CTSO member was encouraged and provided an opportunity to attend and/or participate in local, state, and/or national level activities/competitions.



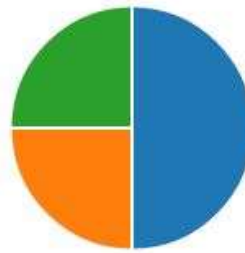
26. My lesson plans were created with a focus on student engagement, instructional activities, and a variety of assessment types.



27. I would benefit from working together in a Career Cluster team to help align instruction to better serve students working through a career pathway/endorsement.

[Details](#)

● Yes	10
● No	5
● Undecided	5



28. Students are provided the opportunity to gain industry certifications in the intermediate and/or advanced levels of the career cluster program area in which I teach.

[Details](#)

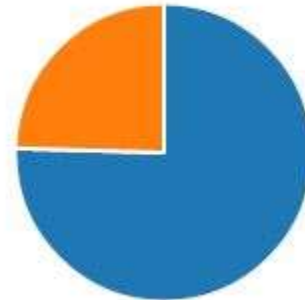
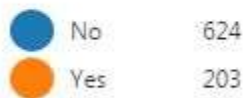
● Yes	12
● No	8



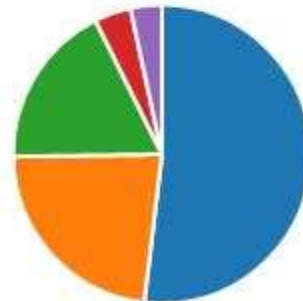
Survey – CTE Students

There were 831 students that responded to the CTE Evaluation Survey at the end of the 2015-16 school year. The results of the survey is as follows:

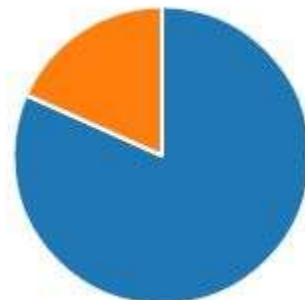
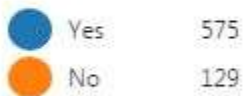
1. Have you already completed this survey in another CTE class?



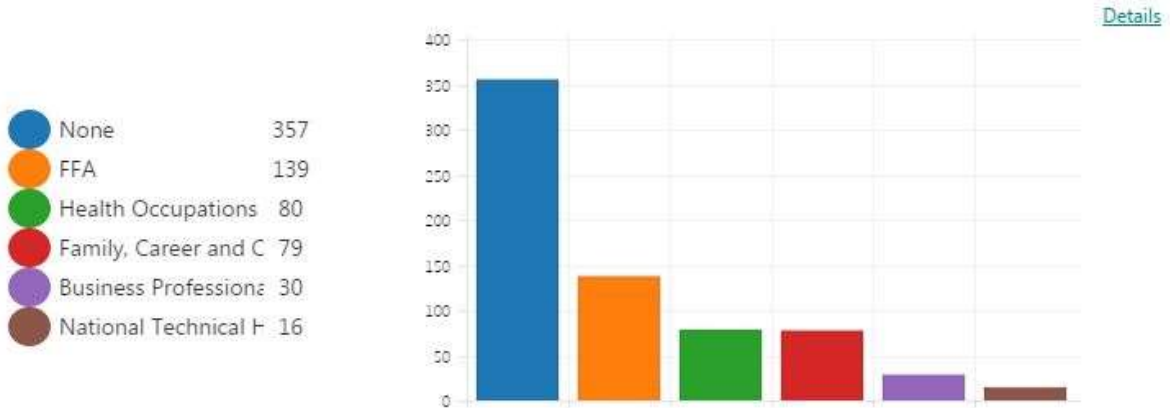
2. What are your plans after graduation?



3. I have reviewed my 4-Year Plan in Career Cruising this year.



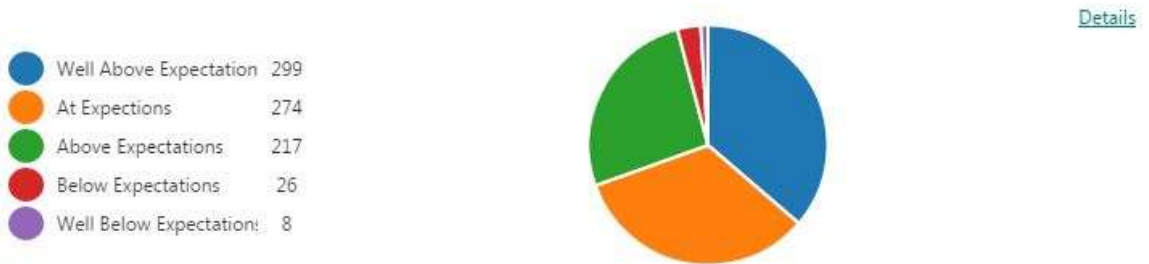
4. What Career & Technical Student Organization (CTSO) were you a member of this year?



5. The following list represents Career Pathways/Endorsements that we currently do NOT offer at SSSH. If offered, which would you have been interested in pursuing?



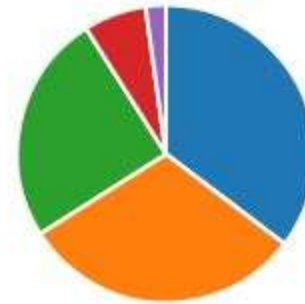
8. The instructor clearly outlined the objectives of the course at the beginning of the school year/semester.



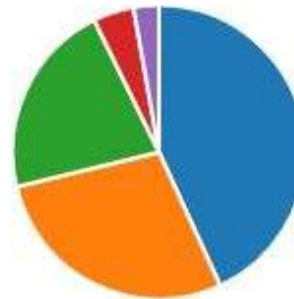
9. The instructor was prepared for class with organized materials for the content being taught.



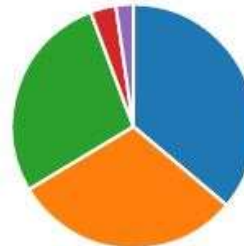
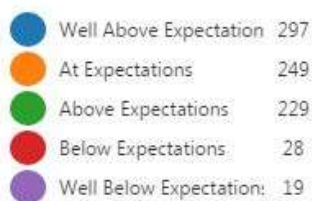
10. The learning and teaching methods encouraged student participation.



11. I felt free to ask questions, agree, disagree, and express ideas in this class.

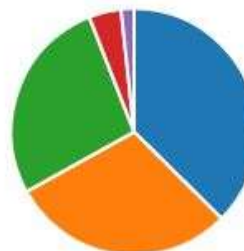
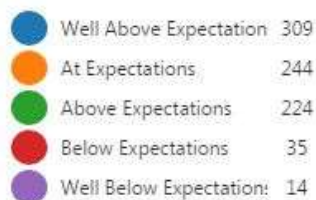


12. The units of study in the CTE course enabled me to learn new skills and information that will prepare me for college and for a future career.



[Details](#)

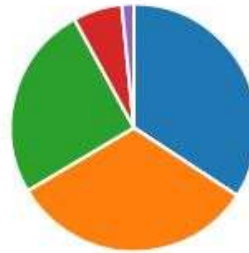
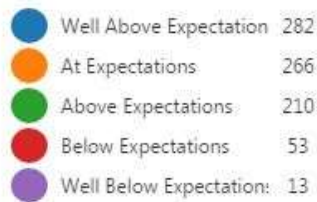
13. The teacher presented/taught the content of the course in a manner that I was able to understand.



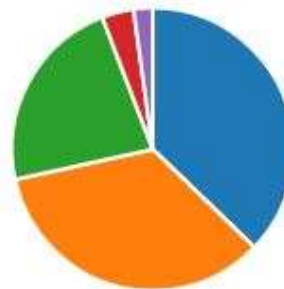
[Details](#)

14. I think the class was well organized/structured with a good balance of lectures, practice, and project-based learning activities for me to be successful in learning.

[Details](#)

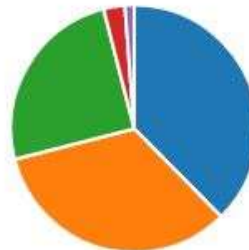
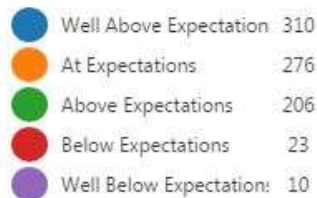


15. The methods of assessments (tests, quizzes, assignments) were reasonable.

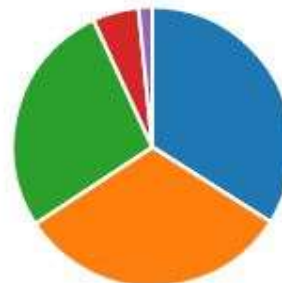
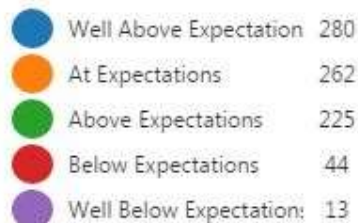


16. Assessments (tests, quizzes, assignments) were graded and returned in a timely manner.

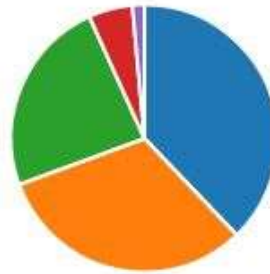
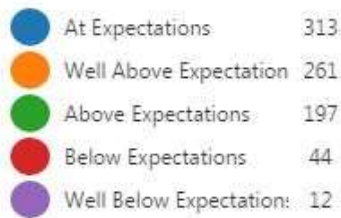
[Details](#)



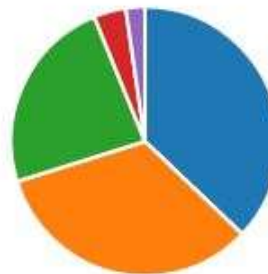
17. The teacher allowed adequate time to cover the material in the course.



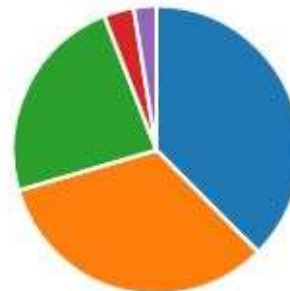
18. The textbook and/or learning materials used in the class were relevant and useful.



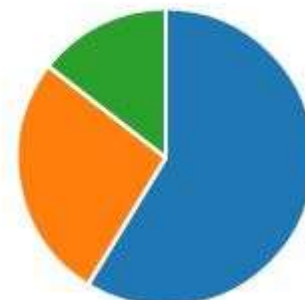
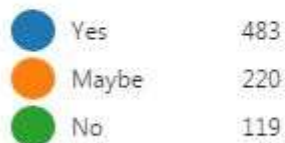
19. The instructor was fair and impartial in his/her evaluations of students in the class.



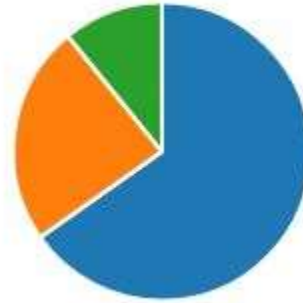
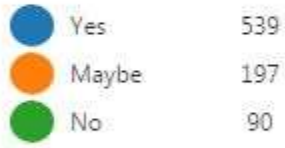
20. The instructor was responsive to student needs and problems in the class.



21. Would you consider taking another course taught by this instructor?



22. Would you recommend this course to a friend?



26. I earned an industry certification in this course.

