Regular

Monday, December 13, 2010 6:00 PM
Granbury ISD Board Room, 600 West Pearl St., Granbury, TX 76048, W Pearl St, Granbury, TX 76048

1. **Call to order - 6:00 PM - GISD Board Room**
2. **Convene in closed session under the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq.**

a. Chapter 551.074 - Personnel
1. Consider staff appointments
2. Superintendent Evaluation
b. Chapter 551.072 - Purchase, exchange, lease or value of real property

3. **Reconvene in open session - 7:00 PM**
4. **Opening Comments/Invocation**
5. **Pledges - U.S. Flag & Texas Flag**
6. **Achievement Spotlight**

a. Emma Roberson Elementary, Lillian Fuller, Second Place Winner, Score a Goal in the Classroom's Texas Reading Bee
b. GHS Choir Students, All-State Choir Audition Qualifiers, Blake Bridges, Josh Carpenter, Carley White, Alysia Murphy, Meredith Ball
c. District History Fair First Place Winners, Jeffrey Robinson, BreAnne Daly, Ally Gonzalez, Blair Cowden, Acton Middle School and Granbury High School
d. Coach Leta Andrews and Lady Pirates Basketball Team, Maddie Cox, Catherine Matthews, Morgan Northcutt, Kristen Mozingo, Lauren Clough, Hayden Jordan, Lilley VanderZee, Katie Muellenberg, Ashlee Parish, Candice Young
e. Accounting Team 1st place, Kirk Wallace, Quade Gibson, Connor Hammond and Evangelina Oviedo
Accounting Individual, 1st place and scholarship winner Kirk Wallace, 4th place Quade Gibson and 5th place Connor Hammond
Editoral Writing, 6th place Kelly Burns
Healine Writing, 4th place Maggie Smith, 5th place Bret Roper
Ready Writing, 2nd place Katy Lucas
Social Studies, 5th place Chris Langer

7. **Public comments/audience participation**
8. **Discussion/Action**

a. Consider Consent Agenda Items
1. Minutes of the November 15, 2010 Regular Meeting and December 6, 2010 Special Meeting
2. Consider Budget Amendments
3. Consider Charter Bus Services
b. Consider Policy DCB(LOCAL)
c. Consider Policy DEA(LOCAL)
d. Consider 2011-2012 GISD & STARS School Calendar
e. Consider Technology Plan
f. Consider Course Catalogues for Grades 6 - 12
g. Consider Annual Financial Audit
h. Consider Impact of Brazos River Charter School

9. **Discussion/Information**

a. Financial Statements as of 10-31-10
b. Technology Purchases

c. AEIS Report
d. High School Allotment Report
e. Board Continuing Education Hours
f. Legislative/Financial Update
g. Highlights of House Bill 3 Transition Plan
h. Senate Interim Report

10. **Consider action on items discussed in closed session**

a. Consider staff appointments
b. Superintendent Evaluation
c. Consider purchase, exchange, lease or value of real property

11. **Adjourn**

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL REGULAR MEETING
MINUTES
November 15, 2010

The Board of Trustees of the Granbury Independent School District convened in an official **REGULAR** meeting on Monday, November 15, 2010, at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer ..... Barbara Herrington, President

Board Members Present

Nancy Alana
Charlie Cloud
Mark Jackson
Don Walton

Board Members Absent

Micky Shearon
B. J. Wallace

School Officials Present

Ron Mayfield, Superintendent
Carol Howard, Assistant Superintendent
Sharay Boynton, Executive Director of Finance
Tom Howard, Director of Human Resources
Amy Wood, Technology Director
Jeff Meador, Public Information Officer
Carola Bradley, Recording Secretary

Others Present

School Employees
Media
Community Members

Meeting Called to Order

Barbara Herrington, President, called the meeting to order at 6:00 p.m. and noted that a quorum of board members was present, the meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:00 p.m. under the Texas Open Meeting Act, Chapter 551.072 – purchase, exchange, lease or value of real property and 551.074 – personnel.

Reconvened

The Board reconvened in open session at 7:04 p.m.

Invocation/Opening Comments

Superintendent Ron Mayfield led the invocation.

Pledge U.S. Flag and Texas Flag

Lillian Fuller, Tyler Ellis and Alexander Call from Emma Roberson Elementary led the pledges.

Achievement Spotlight

Jimmy Dawson, Acton Middle School Principal, recognized Kellan Jones as the second place winner in the Red Stegall Cowboy Poetry contest, winning a $2500.00 scholarship.

Kelly Lambert, Emma Roberson Elementary Principal, recognized Lillian Fuller and Tyler Ellis as the district winner and alternate of the Score a Goal in the Classroom reading bee. Both students are second graders reading on an 11th grade level.

Beverly Huffman, Nettie Baccus Elementary Principal, recognized Lani Hickey and Leila Arbabi as National Geography Awareness Week poster contest winners.

Diane Fullerton, Granbury Middle School Principal, recognized the Robotics Team placing fourth at the Cowtown BEST robotics competition.

Head football coach Scotty Pugh and Granbury High School principal, Jeremy Ross recognized Bret Roper who was recently selected the WFAA Student-Athlete of the Week.

Joy Hope, Granbury High School Choir Director, recognized students qualifying for the All-Region and All- District Choirs.

Ron Mayfield, Superintendent, recognized our campuses and their achievements listed below.

Acton Elementary School – Commended Performance – Reading, Mathematics, Writing and Science.
Acton Middle School – Commended Performance – Writing and Social Studies; Comparable Improvement – Mathematics
Crossland Ninth Grade Center – Commended Performance – Reading/ELA
Granbury High School – Commended Performance – Social Studies
Granbury Middle School – Comparable Improvement – Mathematics
Mambrino School – Commended Performance – Science
Oak Woods School – Commended Performance – Reading, Mathematics, Writing, and Science; Comparable Improvement Reading and Mathematics
STARS Academy - Advanced Courses; Commended Performance – Social Studies

Public comments/audience participation

None

Consent Agenda Items

A motion was made by Charlie Cloud and seconded by Mark Jackson to approve consent agenda items as presented: 1. minutes of the October 25, 2010 regular meeting; 2. budget amendments; 3. renewal of towing services CSP 2010-07; 4. copy paper bid 2011-03; 5. custom Label bottled water CSP 2011-01; 6. Renewal of printing and copying CSP 2010-06; 7. Renewal of promotional items, district clothing and student awards CSP 2009-10. **MOTION CARRIED**: Yes 5 - Noe 0

Consider Technology Purchases

A motion was made by Mark Jackson and seconded by Charlie Cloud to approve technology purchases as presented. **MOTION CARRIED**: Yes 5 - Noe 0

Consider Hood County Appraisal District Board of Directors

A motion was made by Nancy Alana and seconded by Don Walton to cast Granbury ISD votes for Charlie Cloud and Mark Jackson. **MOTION CARRIED**: Yes 5 - Noe 0

Consider ESL Certification Requirements

A motion was made by Don Walton and seconded by Mark Jackson to approve ESL certification requirements as presented. **MOTION CARRIED**: Yes 5 – Noe 0

Reports

Amy Wood, Director of Technology, presented the Board with the technology purchases for the Period ending November 15, 2010.

Randy Leach, Director of Facilities and Maintenance, presented the Board with a report for the Facilities and Maintenance Department.

Terry Slemmons, Director of Transportation, presented the Board with report on the Transportation Department.

Tom Howard, Director of Human Resources, gave the Board a report on Teacher Quality (Highly Qualified).

Sharon Williams, Director of Curriculum and Instruction, presented the Board with a report on the GISD Gifted and Talented program.

Ron Mayfield, Superintendent, gave the Board a report on the progress of the 2010-2011 School Calendar.

Ron Mayfield, Superintendent, gave the Board an update on GISD's financial picture.

Action on Items Discussed in Closed Session
Staff Appointments

A motion was made by Charlie Cloud and seconded by Don Walton to approve the appointment of Constance "Connie" Wimberly as a CTE teacher at Granbury High School. **MOTION CARRIED**: Yes 5 – Noe 0

Consider purchase, exchange, lease or value of real property

None

Adjournment

There being no further business, the meeting was adjourned at 8:35 p.m.

_____ _____

Barbara Herrington, Board President Charlie Cloud, Board Secretary

GRANBURY ISD
BOARD OF TRUSTEES
OFFICIAL SPECIAL MEETING
MINUTES
December 6, 2010

The Board of Trustees of the Granbury Independent School District convened in an official **SPECIAL** meeting on Monday, December 6, 2010, at 6:00 p.m. in the Board Room of the Administration Building, 600 West Pearl St., Granbury, Texas.

Presiding Officer ..... Barbara Herrington, President

Board Members Present

Nancy Alana
Charlie Cloud
Mark Jackson
Micky Shearon
B. J. Wallace
Don Walton

Board Members Absent

None

School Officials Present

Ron Mayfield, Superintendent
Tom Howard, Director of Human Resources

Others Present

School Employee
Media
Attorneys

Meeting Called to Order

Barbara Herrington, President, called the meeting to order at 6:02 p.m. and noted that a quorum of board members was present, the meeting was duly called and that notice of the meeting was posted in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551.

Convened in Closed Session

The Board of Trustees convened in closed session at 6:04 p.m. under the Texas Open Meeting Act, Chapter 551.001 and 551.074 – personnel.

Reconvened

The Board reconvened in open session at 7:14 p.m.

Action on Level III grievance filed by Ray Horton

A motion was made by Charlie Cloud and seconded by Micky Shearon that the Level III grievance filed by Mr. Horton be denied and the position of the administration be upheld as to the timeliness of the filing of the grievance. **MOTION CARRIED**: Yes 7 – Noe 0

Adjournment

There being no further business, the meeting was adjourned at 7:16 p.m.

_____ _____

Barbara Herrington, Board President Charlie Cloud, Board Secretary

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Consider Board Policy DCB (LOCAL)**

SUMMARY:
Last year, Carola informed me that TASB Policy Service has requested that Granbury ISD address this portion of DCB (LOCAL) for the past five years. The current language addresses the employees that will receive a contract as certified professional employees. It does not address positions that do not require a contract even though that person might be a certified employee.

I have not been comfortable bringing this to the forefront as I have not been comfortable with TASB's suggested language. I have not felt the language they suggested to be clear as to all positions; therefore, I wrote what I believe reflects the wishes of this Board and our current practice as I understand it.

TASB's language listed specific positions as presented in the second paragraph below. I used language that will provide the flexibility to address any specific positions in the future as they develop. TASB attorneys have blessed the language I prepared.

Current GISD language:
The Board has chosen to employ by term contracts, as authorized by Education Code 21.202 and 21.201, the following categories of full-time certified professional employees: certified central office and campus administrators, teachers, counselors, librarians and nurses.

TASB's recommended language:
In addition, educator term contracts shall be provided to employees in the following positions and hired prior to the 2009-10 school year for which neither SBEC nor the District requires current SBEC certification: Executive Director of Finance, Director of Transportation, Director of Facilities/Safety, and speech pathologists. Employees hired after the 2009-10 school year to fill one of the positions listed above shall be classified as at-will employees and shall not receive term contracts. (It doesn't include Director of Support Services, which is an example of how positions could be left out and GISD would have to be continually adjusting this policy.)

My recommended language:
In addition, educator term contracts shall be provided to employees holding a contract prior to the 2009-10 school year for positions which neither SBEC nor the District requires current SBEC certification. Employees hired after the 2008-09 school year to fill any position described above shall be classified as at-will employees and shall not receive term contracts.

RECOMMENDATION:
I recommend using the language I prepared.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Granbury ISD
111901

EMPLOYMENT PRACTICES DCB
TERM CONTRACTS (LOCAL)

PROPOSED REVISIONS

CERTIFICATION REQUIRED BY SBEC

Term contracts governed by Chapter 21 of the Education code (educator term contracts) shall be provided to:

1. SBEC-certified employees serving full-time as principal, assistant principal, teachers, counselors, diagnosticians, librarians, and the athletic director; and
2. Full-time nurses.

CERTIFICATION REQUIRED BY THE DISTRICT

Educator term contracts shall be provided also to persons in the following positions for which the District requires current SBEC certification: speech therapists.

NO CERTIFICATION REQUIREMENT

~~In addition, educator term contracts shall be provided to employees in the following positions and hired prior to the 2009-2010 school year for which neither SBEC nor the District requires current SBEC certification: Executive Director of Finance, Director of Transportation. Director of Facilities/Safety, and speech pathologists. Employees hired after the 2009-2010 school year to fill one of the positions listed above shall be classified as at-will employees and shall not receive term contracts.~~

In addition, educator term contracts shall be provided to employees holding a contract prior to the 2009-2010 school year for positions which neither SBEC nor the District requires current SBEC certification.

Employees hired after the 2008-2009 school year to fill any position described above shall be classified as at-will employees and shall not receive term contracts.

~~**ELIGIBLE POSITIONS**~~

~~The Board has chosen to employ by term contracts, as authorized by Education Code 21.002 and 21.201, the following categories of ful-time certified professional employees: certified central office and campus administrators, teachers, counselors, librarians; and nurses.~~

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Consider Board Policy DEA (LOCAL)**

SUMMARY:
I presented the issue of "Pay for Employees during Emergency Closings" in the September board meeting in 2009 and again in the October board meeting of 2009. For some reason this ended up on the back burner in conjunction with the many items we were addressing last year.

I have provided an attachment of this policy that reflects our discussion in October of 2009. The recommendation at the time stated, "I recommend that once we are comfortable with the language, I will get it to our attorney and to the TASB policy consultant. Once they are comfortable with the language, I will bring it back to you for adoption."

The additional language is in blue and underlined.

Our attorney and TASB Policy service have blessed the language.

We had discussed the need to have a policy in place to avoid decisions being made on emotion at times of emergency closings. Please remember that this issue came about after issues with hurricanes along the gulf coast and swine flu in Fort Worth after they closed for a week or so.

RECOMMENDATION:
I recommend approving the language as presented.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

PROPOSED REVISIONS

The Superintendent shall recommend to the Board for approval compensation plans for all District employees. Compensation plans may include wage and salary structures, stipends, benefits, and incentives.

PAY ADMINISTRATION

The Superintendent shall administer the compensation plans consistent with the budget approved by the Board. The Superintendent or designee shall classify each job title within the compensation plans based on the qualifications and duties of the position. Within these classifications, the Superintendent or designee shall determine appropriate pay for new employees and employees reassigned to different positions.

ANNUAL PAY INCREASES

The Superintendent shall recommend to the Board an amount for employee pay increases as part of the annual budget. The Superintendent or designee shall determine annual increases for individual employees, within budgeted amounts.

MID-YEAR PAY INCREASES

CONTRACT EMPLOYEES

A contract employee's pay shall not be increased after performance on the contract has begun unless there is a change in the employee's job assignment or duties that warrants additional compensation. Any such changes in pay during the term of the contract shall require Board approval.

NONCONTRACT EMPLOYEES

The Superintendent may grant a pay increase to a noncontract employee after duties have begun only when there is a change in the employee's job assignment or duties, or when an adjustment in the market value of the job warrants additional compensation. The Superintendent shall report any such pay increases to the Board at the next regular meeting.

CLASSIFICATION OF POSITIONS

The Superintendent or designee shall determine the classification of positions or employees as "exempt" or "nonexempt" for purposes of payment of overtime in compliance with the Fair Labor Standards Act (FLSA).

EXEMPT

The District shall pay employees who are exempt from the overtime pay requirements of the FLSA on a salary basis. The salaries of these employees are intended to cover all hours worked, and the District shall not make deductions that are prohibited under the FLSA.

An employee who believes deductions have been made from his or her salary in violation of this policy should bring the matter to the District's attention, through the District's complaint policy. [See DGBA] If improper deductions are confirmed, the District will reim-

burse the employee and take steps to ensure future compliance with the FLSA.

The Superintendent or designee may assign noncontractual supplemental duties to personnel exempt under the FLSA, as needed. [See DK(LOCAL)] The employee shall be compensated for these assignments according to the District's compensation plans.

NONEXEMPT

Nonexempt employees may be compensated on an hourly basis or on a salary basis. Employees who are paid on an hourly basis shall be compensated for all hours worked. Employees who are paid on a salary basis are paid for a 40-hour workweek and do not earn additional pay unless the employee works more than 40 hours.

A nonexempt employee shall have the approval of his or her supervisor before working overtime. An employee who works overtime without prior approval is subject to discipline but shall be compensated in accordance with the FLSA.

WORKWEEK DEFINED

For purposes of FLSA compliance, the workweek for District employees shall be 12:00 a.m. Sunday until 11:59 p.m. Saturday.

COMPENSATORY TIME

ACCRUAL

At the District's option, nonexempt employees may receive compensatory time off, rather than overtime pay, for overtime work. The employee shall be informed in advance if overtime hours will accrue compensatory time rather than pay.

Compensatory time earned by nonexempt employees may not accrue beyond a maximum of 60 hours. If an employee has a balance of more than 60 hours of overtime, the employee will be required to use compensatory time or, at the District's option, will receive overtime pay.

USE

An employee shall use compensatory time within the duty year in which it is earned. If an employee has any unused compensatory time remaining at the end of a fiscal year, the employee shall receive overtime pay.

Compensatory time may be used at either the employee's or the District's option. An employee may use compensatory time in accordance with the District's leave policies and if such use does not unduly disrupt the operations of the District. [See DEC(LOCAL)] The District may require an employee to use compensatory time when in the best interest of the District.

PAY DURING EMERGENCY CLOSINGS

The emergency closing of schools for any cause shall be at the discretion of the Superintendent. The Superintendent shall call a Board meeting as soon as possible to provide information and determine the direction of the District in the emergency situation.

During an emergency closing, all employees shall continue to be paid for their regular duty schedule and continue to report to work. The Superintendent may take up to three days to prepare assignments for employees to assist the District in the emergency situation.

While a prolonged closure is doubtful, the Board reserves the right to stop payment to employees if the prolonged closure creates a financial crisis for the District.

ANNUALIZED SALARY REQUIRED

The District shall pay all salaried employees over 12 months, regardless of the number of months employed during the school year. A salaried employee shall receive his or her salary in equal monthly or bimonthly payments, beginning with the first pay period of the school year.

EARLY SEPARATION

If a salaried employee separates from service before the last day of instruction, the employee shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. For purposes of this policy, "separation from service" shall be as defined in IRS regulation 26 CFR 1.409A-1(h).

A salaried employee who separates from service on or after the last day of instruction shall be paid as follows:

1. An employee who is retiring under the Texas Teacher Retirement System shall receive in his or her final paycheck the unpaid amount the employee has actually earned from the beginning of the 12-month pay period until the date of separation. If the employee is eligible and elects to continue enrollment in the District's group health coverage for one or more months of the summer, the employee's share of premiums shall be withheld from the final paycheck.

2. All other employees shall be paid according to the annualized salary provisions above.

[For provisions on continuation of coverage after resignation, see CRD(LEGAL).]

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**
From:	**Ron Mayfield**
Date:	**December 13, 2010**
Re:	**Consider Approval of District and STARS Calendars for 2011-2012**

SUMMARY:
I presented the calendar to you in November. The District Advisory Committee looked at the calendar in October and again in December.

There is not much leeway since the state dictates the start date and most everyone wishes to end school before June 1.

We must recognize there is concern over the difference in length of semesters; however, there is also the feeling of a loss of class time for test review and administering final exams the second week that students come back after Christmas. Many believe this to be a loss of ten days of instruction. This coming semester will be the first one that teachers at the secondary level will be able to return after Christmas and begin a new semester immediately. My observations through the years identify greater satisfaction among teachers of ending a semester before the Christmas break and beginning a new semester immediately after Christmas.

At our last meeting, we discussed the number of activities in the spring that take significant numbers of students out of the classroom. Also, new information that we received from TEA this week included in the Highlights of the House Bill 3 Transition Plan identifies that the High School will go from 25 days of testing in the spring to 45 days of testing for End-of-course over a four-year period.

We also discussed the popularity of the three days prior to the Thanksgiving Holidays. I'm fine with going to school those three days; however, once these days are given to employees, it is a huge morale problem to take them away.

RECOMMENDATION:
I recommend approval of the District calendar and STARS calendar as presented.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

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GRANBURY ISD
Helping Students Reach New Heights

SCHOOL CALENDAR 2011-12

DRAFT

July 2011

S	M	T	W	T	F	S
					1	2
3	H	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2011

S	M	T	W	T	F	S
	1	NH	NH	4	5	6
7	8	SC	SC	SC	WD	13
14	C	SD	SD	SD	W	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

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October 2011

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9	WD	11	12	13	14	15
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23	24	25	26	27	28	29
30	31					

November 2011

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27	28	29	30			

December 2011

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25	H	H	H	H	H	31

January 2012

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29	30	31				

February 2012

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March 2012

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April 2012

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29	30					

May 2012

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June 2012

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CALENDAR KEYS

NH	New Hire Orientation
SC	Summer Conference
C	Convocation/Staff Development
SD	Staff Development
W	Work Day/Student Holiday
WD	Waiver Day/Professional Service and Student Holiday
NC	Non-Contract Days
	First & Last Day of School
H	Student/Teacher Holiday
	Bad Weather Days
	Beginning of six weeks
	End of six weeks

DATES AT A GLANCE

Aug 2 - 3 New Hire Orientation
Aug 9 - 11 Summer Conference
Sept 5 Labor Day
Oct 10 Columbus Day
Nov 21 - 25 Thanksgiving Break
Dec 19 - 30 Christmas Break
Mar 12 - 16 Spring Break
May 28 Memorial Day
May 25 Graduation/
Last Day of School

Bad Weather Days

April 9 1st to be used
April 6 2nd to be used

Grading Periods

First Semester - 78 days
1st Six Weeks - Aug 22 - Sep 30
2nd Six Weeks - Oct 3 - Nov 4
3rd Six Weeks - Nov 7 - Dec 16

Second Semester - 97 days
4th Six Weeks - Jan 3 - Feb 17
5th Six Weeks - Feb 20 - Apr 5
6th Six Weeks - Apr 10 - May 25

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Draft

STARS Academy
SCHOOL CALENDAR 2011-12

July 2011

S	M	T	W	T	F	S
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24	25	26	27	28	29	30
31						

August 2011

S	M	T	W	T	F	S
	1	NH	NH	4	5	6
7	8	SC	SC	SC	[WD	13
14	C	SD	SD	SD	W	20
21	22	23	24	25	26	27
28	29	30	31			

September 2011

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October 2011

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30	31					

November 2011

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20	WD	WD	WD	H	H	26
27	28	29	30			

December 2011

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January 2012

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February 2012

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March 2012

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25	26	27	28	29	30	31

April 2012

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22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	H	29	30	31		

June 2012

S	M	T	W	T	F	S
					W	2
3	W	W	W	W]	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

CALENDAR KEYS

NH	New Hire Orientation
SC	Summer Conference
C	Convocation/Staff Development
SD	Staff Development
W	Work Day/Student Holiday
WD	Waiver Day/Professional Service and Student Holiday
NC	Non-Contract Days
	First & Last Day of School
H	Student/Teacher Holiday
	Bad Weather Days
	Beginning of six weeks
	End of six weeks

DATES AT A GLANCE

Aug 2 - 3 New Hire Orientation
Aug 9 - 11 Summer Conference
Sept 5 Labor Day
Oct 10 Columbus Day
Nov 21 - 25 Thanksgiving Break
Dec. 13 Graduation
Dec 19 - 30 Christmas Break
Mar 12 - 16 Spring Break
May 28 Memorial Day
June 1 Graduation/
Last Day of School

Bad Weather Days

April 9 1st to be used
April 6 2nd to be used

Grading Periods

First Semester - 78 days
Aug 22 - dec. 16
Second Semester- 100 days
Jan. 3- June 1

Teachers 194 days

www.granburyisd.org

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Consider Approval of the Technology Plan**

SUMMARY:
Amy Wood will present our Technology Plan for approval.

RECOMMENDATION:
I have not had an opportunity to study the plan yet. I will have a recommendation on Monday night.

Respectfully submitted,



Ron Mayfield
Superintendent

Granbury ISD Technology Plan

2011 - 2012

Ron Mayfield

Superintendent

DISTRICT PROFILE

ESC Region	11
City, State Zip	Granbury, TX 76048-2046
Phone	(817) 408-4000
Fax	(817) 408-4014
County District Number	111901

Number of Campuses	11
Total Student Enrollment	6614
District Size	5,000 - 9,999
Percent Econ. Disadvantaged	46.30%

Technology Expenditures		$1,392,630.00
Technology budgets reported in plan by category	Teaching and Learning Budget	$470,130.00
	Educator Preparation and Development Budget	$92,000.00
	Leadership, Administration and Support Budget	$145,500.00
	Infrastructure for Technology Budget	$685,000.00
	Total:	**$1,392,630.00**
Technology Expenditure Per Pupil	$210.56	
Number of Campuses with Direct Connection to Internet	11	
Percentage of Campuses with Direct Connection to Internet	100.00%	
Number of Classrooms with Direct Connection to Internet	522	
Percentage of Classrooms with Direct Connection to Internet	100.00%	
Computer/Student Ratio	4 student(s) for every computer	
Computer/Teacher Ratio	1 teacher(s) for every computer	
Number of campuses that need to complete the Texas Campus STaR Chart	11	
Percentage of campuses that have completed the Texas Campus STaR Chart	100.00 %	

Plan Introduction

Plan Last Edited 12/04/2010

Plan status:	not submitted
Years Included in the Plan:	2011 - 2012
Number of years covered by the plan:	1

Does the district file E-Rate? yes
The district had a "written" plan before E-Rate Form 470 was filed on .

Technology Planning Committee
Amy Wood - Director of Technology
Curtis Starnes - Network Administrator
Diane Sudman - Instructional Technology Coordinator
Julie Ward - Skyward Applications Coordinator
Campus Technology Committees (members include principals, teachers, and librarians)
District Advisory Council (members include teachers, staff, district administration, community members, and parents)

Executive Summary

Granbury Independent School District recognizes that the focus of technology in education is less about the hardware and infrastructure than how technology is integrated with the instructional program. Therefore, GISD's Technology Plan is to ensure that the necessary and appropriate technology is available to enable students to maximize their potential, foster creativity, advance their knowledge of the world around them, and promote global citizenship.

Our goal is that all students and staff will develop technology literacy; that is, the ability to responsibly use appropriate technology to communicate, collaborate, problem solve, improve learning in all subject areas, and to access, manage, evaluate, and create information.

To facilitate this, the district will provide sufficient technology support, both technical and instructional, for all aspects of technology integration. Necessary hardware, software, and network infrastructure will be provided to ensure the effective use of technology in instruction and operations. Ongoing professional development will be offered to both departmental and instructional staff to enhance skill development, provide the development of curriculum projects, and model best practices in the effective integration of educational technology into the curriculum.

Needs Assessment

Assessment Process:
A comprehensive needs assessment utilizing inventories, campus technology plans submitted by the campus technology committees, goals established by the District Advisory Council in the District Improvement Plan, and the Texas (Teacher/Campus) STaR Charts are used to analyze the current status of technology in the district and determine future needs. The items analyzed include: infrastructure, hardware, software, technology resources, staff development, and technical support.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD were considered, the campus technology committees were utilized to assist in the development of the needs assessments and campus goals/objectives/activities and evaluations. The campus technology committee members consist of teachers, librarians, campus administration, and central office administration. The core district technology committee compiled the results to create the common vision for Granbury ISD. Special committees and task forces are created as specific needs arise in order to determine the best means for meeting specific needs.

Existing Conditions:
Granbury ISD is experiencing an increased use of technology by both teachers and students. However, according to the STaR Chart, the district remains at the Developing Tech level in the areas of Teaching and Learning and Educator Preparation and Development.

The district offers a wide variety of software. Software programs include curriculum-specific software packages for all core subject areas as well as technology tools, productivity software, and multimedia programs. Most software programs are integrated into the core curriculum areas.

All district staff and students have internet access and email accounts. Teachers can take their students on electronic field trips around the world via the internet and with distance learning equipment. Students are using the internet for research and other learning activities. Email and internet video-calling software are allowing teachers and students to communicate with other classrooms within the district and around the world.

Existing Conditions:

* A district wide area network (WAN) is in place, linking all campuses and ancillary facilities together with the use of fiber optic cable.

* A fast ethernet local area network (LAN) is in place on every campus.

* Centralized purchasing for technology items is in place for standardization of computer equipment and supplies.

* Cisco CallManager is in place to support the district's IP telephony communications network. CallManager is the software-based call-processing component of the Cisco IP telephony solution, part of Cisco AVVID (Architecture for Voice, Video, and Integrated Data).

* Granbury ISD district, campus, and teacher web sites (www.granburyisd.org) are created, maintained and hosted by SchoolWires. The Granbury ISD website offers quality, current information to staff, students, and the community.

* Internet and distance learning access is maintained and distributed throughout the district from a central source. An Opt-E-Man connection to the internet is in place providing 80 Mpbs of bandwidth. For distance learning, one T1 line connects the district's WAN and the Regional Service Center.

* Various software programs are used to support instruction.

* Staff development is provided during summer months, at selected times during the school year, online, and on demand.

* Technology hardware such as interactive whiteboards, digital cameras, video cameras, web cameras, FlipVideos, document cameras, projectors, scanners, and classroom performance systems are available for checkout in the libraries.

* Video conference/distance learning equipment is available on all campuses.

* An acceptable use policy (AUP) is enforced for all staff and students.

Technology Needs:
The technology plan must ensure that appropriate resources are in place to support and maintain networks and equipment. Technology never rests, so it is essential that the systems work 24/7. To maintain the ability to meet the needs of students and staff, the infrastructure is evaluated on an ongoing basis. Growth in enrollment and staffing numbers and changes in

curriculum needs, such as online testing, online textbooks and other resources, require additions and updates to the district's software, servers, network, and telephone equipment. The need continues for the district to provide timely access to information and to have the ability to easily share that information with students, parents, and the community.

Findings from the needs assessment are as follows:

* Increase infrastructure and continue to support additional technologies and the movement to a 1:1 learning environment.

* Continue maintenance and lease agreements to support network hardware and telecommunication services.

* Enhance network redundancy and disaster recovery.

* Increase classroom technology to include a ceiling-mounted LCD projector, interactive whiteboard, classroom performance system, and document camera in every classroom.

* Increase the technology available for instruction at all campuses by adding items such as: netbooks, computers on wheels (COWS), MP3 players, and other innovative technologies.

* Continue to provide and expand staff development opportunities that enable teachers to effectively integrate technology seamlessly into their curriculum.

* Maintain and expand the database of model lessons incorporating technology in all classrooms and subject areas.

* Evaluate available instructional software to enhance student performance.

* Maintain five-year replacement cycle of computers and servers in order to support additional technology.

* Enhance communication within the district, especially in the areas of facilities and maintenance.

Goals, Objectives, and Strategies

GOAL 1: Teaching and Learning: Utilize technology as a tool to foster improvement in academic achievement, curriculum integration, and increased accessibility and innovation.

OBJECTIVE 1.1:

Granbury ISD will facilitate and support integration of technology into all areas of the curriculum.

Budget Amount $18,000.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 04a, 07, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.1.1:	Continue to expand and maintain a district-wide database of lessons integrating technology into the core curriculum in grades PK-12. Comments: The Technology Department will work closely with the Curriculum Department, campuses, and teachers to develop and revise lessons in the database. LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator in conjunction with the Curriculum Department	Increased number of items in the shared database of instructional lessons including SharePoint.
1.1.2:	TA TEKS will be integrated into the current curriculum documents in grades PK-5. Comments: The Curriculum Department works with teachers and instructional specialists to develop curriculum documents. The Technology Deparment will coordinate with these teams to incorporate the appropriate TA TEKS. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator in conjunction with the Curriculum Department	TA TEKS will be embedded into the existing curriculum documents.
1.1.3:	Technology resources and support for lessons will be integrated into all curriculum documents. Comments: The curriculum department works with teachers and instructional specialists to develop curriculum documents. The technology department will work closely with these teams to assist in the insertion of technology resources. LEA LRPT Correlates: TL01, TL03, TL05, TL06, TL07, TL14	State: Revised Status: In Progress	July 2011 - June 2012	Technology Director Instructional Technology Coordinator in conjunction with the Curriculum Department	Technology resources including lessons, websites, distance learning opportunities, and videos will be embedded into the curriculum documents.
1.1.4:	The Technology Applications teachers in grade 6 will work with core teachers to incorporate meaningful projects into the Technology Applications course.	State: Revised Status: In	August 2011 - May 2012	Director of Technology Instructional Technology	Projects outlined in the technology applications scope and sequence will mirror specific topics in the

	Comments: The Technology Applications teachers will also work with the Career and Technology Director to explore different career options, complete a career inventory, and plan for the future. LEA LRPT Correlates: TL01, TL03, TL05, TL12, TL13, TL14	Progress		Coordinator Technology Applications Teachers	core content area. Career inventories will be complete and avialable for studuents and parents.

OBJECTIVE 1.2:

All GISD students will receive instruction and show proficiency in the appropriate TA TEKS.

Budget Amount $7,500.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.2.1:	Lessons and skills from EasyTech, the current Technology Applications textbook, will be integrated into the core classes. Comments: The Technology Department will work to make lessons easily accessible to all classroom teachers and train the teachers on how to effectively implement. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Teachers	Usage reports from EasyTech, student work, and teacher feedback.
1.2.2:	EasyTech and other quailty lessons will be used for technology instruction in the computer labs in grades K-8. Comments: The Technology Department will work with teachers and campus technology committees to effectively implement. LEA LRPT Correlates: TL01, TL03, TL05, TL14	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Teachers Librarians	EasyTech usage reports, student work, and teacher feedback.
1.2.3:	A checklist of skills will be created and implemented to ensure that all necessary technology skills are mastered at appropriate grade level benchmarks. LEA LRPT Correlates: TL01, TL05, TL06, TL07, TL14	State: Original Status: Planned	July 2011 - June 2012	Technology Director Instructional Technology Coordinator Teachers	Completed checklists by teachers. Student performance.
1.2.4:	All students in grades 6 and 8 will take a technology literacy assessment. Comments: All 6th grade students are required to take a Technology Applications course. The assessment will be given in all classes. All 8th grade students will test in May during a scheduled timeframe. The instructional technology coordinator will help facilitate	State: Revised Status: In Progress	August 2010 - May 2011	Director of Technology Instructional Technology Coordinator Teachers	Data from the technology literacy assessment.

	this process and compile the results. LEA LRPT Correlates: TL01, TL03, TL05, TL14				
1.2.5:	Continue to offer Technology Applications courses in grades 9-12. Comments: Granbury ISD will continue to offer Technology Applications courses in grades 9-12 even though they are required for graduation. LEA LRPT Correlates: TL02, TL03	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Campus Principals Campus Counselors	Course catalogs and course selection sheets.

OBJECTIVE 1.3:

GISD libraries will effectively support technology integration.

Budget Amount $58,500.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 02, 10, 11

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.3.1:	All GISD libraries will assist in teaching appropriate research skills, acceptable use, copyright laws, and cyber safety. Comments: Library instruction will emphasize topics such as research, copyright, and cyber safety to ensure that students can effectively evaluate and synthesize information available via the internet. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Campus Librarians Campus Principals	Research database usage reports and the agendas and feedback from Librarian Meetings.
1.3.2:	GISD libraries will continue to purchase and effectively integrate eBooks, audio books, and other high quality resources such as Discovery Learning, TumbleBooks, Encyclopedia Brittanica, Gale, CultureGrams, and other items as they become available. Comments: Quality resources must be available for our students both in the library and at home. LEA LRPT Correlates: TL05, TL10, TL11	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Librarians Campus Principals	Library inventories and student usage reports.
1.3.3:	All GISD libraries will provide State Standards Search to assist teachers in finding web and library resources aligned to the TEKS Comments: This tool will help teachers effectively utilize library resources. LEA LRPT Correlates: I05, TL05, TL10, TL11	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Librarians Campus Principals	Statistics of use from Follett Destiny Library Manager.

1.3.4:	A library automation system will be utilized on all campuses. LEA LRPT Correlates: LAS09, TL10, TL11	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Technology Department Librarians	Reports from the district's Follett Destiny Library Management software.
1.3.5:	Provide technology items for checkout to all staff. Items include interactive whiteboards, interactive slates, projectors, document cameras, digital cameras, video cameras, FlipVideos, web cams, etc. LEA LRPT Correlates: TL09, TL10, TL11	State: Revised Status: In Progress	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Librarians Campus Principals	Inventory of equipment available in the library and equipment check-out logs. Professional development records.
1.3.6:	Campus librarians are a resource for relevant software, trainings, and workshops available to the staff and students on their campus. LEA LRPT Correlates: EP06, I05, I09, TL05, TL09, TL10, TL11	State: Original Status: Planned	August 2011 - May 2012	Director of Technology Instructional Technology Coordinator Librarians Campus Principals	Software lists and descriptions. Library websites.

OBJECTIVE 1.4:

Appropriate technology tools will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $158,530.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.4.1:	Maintain and investigate the expansion of the following equipment in every classroom: a mounted projector, interactive whiteboard, student response system, and document camera. Comments: This item is listed in all campus technology plans and is a priority for our district. With budget shortfalls, we understand that this will occur a little each year. LEA LRPT Correlates: TL09	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals	Inventory of all items placed in classroom, documentation of additional items, and a working plan to implement in all classrooms.
1.4.2:	Maintain and expand mini-labs in classrooms for instruction. Comments: This goal is identified on all campus technology plans and is a priority for the district, especially as we prepare for end-of-course and the possibility of full online testing. With budget shortfalls, we do understand that this will be a work in progress. We will continue to explore new technologies such as NComputing in order to expand the technology available in each classroom.	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals	Technology inventory and student to computer ratio in classrooms.

	LEA LRPT Correlates: I05, TL09				
1.4.3:	Expand the purchasing and use of netbooks for student use and expore the implementation of NComputing for expanded technology in the classroom. Comments: The netbook and NComputing options arema cost-effective option as we move toward a 3:1 and eventually towards a 1:1 student to computer ratio. LEA LRPT Correlates: I05, TL09	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals	Technology inventory and student use as reported by campus administration and teachers.
1.4.4:	Expand the purchasing and use of mobile computer labs (COWS) to reach a minimum of one per campus. Comments: With space restrictions and very little available lab time COWS are a great option for the classroom teacher. This is a priority in all campus technology plans, however with budget shortfalls we understand that this is a work in progress. LEA LRPT Correlates: I05, TL09	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals	Technology inventory and student use as reported by campus administration and teachers.
1.4.5:	Continue and expand the purchasing and use of digital cameras, web cams, and video cameras in the classroom. LEA LRPT Correlates: I05, TL09, TL15	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals Librarians	Technology inventory and student use as reported by campus administration, teachers, and librarians.
1.4.6:	Provide necessary adaptive hardware such as adaptive keyboards, touch screens, on-screen keyboards, trackballs, and other technologies as required. Comments: Adaptive technology needs change with students and their various needs. LEA LRPT Correlates: I05, TL09	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Director of Special Education Diagnosticians	Technology inventory and needs as outlined by the special education staff and in student IEPs.
1.4.7:	The district will provide economically disadvantaged students with computers that are being replaced through the district's replacement cycle. Comments: The GISD School-2-Home project will provide computers for students. Computers that are no longer usable will be recycled through a recycling company. LEA LRPT Correlates: TL05, TL08, TL09, TL12, TL14	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Technology Department	Distribution reports and computer inventory.
OBJECTIVE 1.5:					

Appropriate software will be utilized for students and staff to ensure students are prepared to live and learn in a technology-rich environment.

Budget Amount $227,600.00
LRPT category: Teaching and Learning

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 03, 05, 06, 08

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
1.5.1:	Continue to provide and research new software to enhance classroom instruction. Current software includes OdysseyWare, PLATO, Renaissance Place, Voyager, BrainPop, V-Math Live, Ticket to Read, iStation, Microsoft Office Suite, Rosetta Stone, Atomic Learning and others as necessary for instruction. Comments: Student needs drive the selection of software in Granbury ISD. We will continue to research various software programs beneficial to the education of students. LEA LRPT Correlates: TL08, TL09, TL13, TL15	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Senior Network Administrator Director of Curriculum Director of Special Education Campus Principals Classroom Teachers	Software inventory database and software usage statistics.
1.5.2:	Continue to use and investigate new technology tools in the classroom. Comments: We need to increase student use of technology in the classroom and prepare them for the tools required in the work place or in higher education. LEA LRPT Correlates: I05, TL08	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Senior Network Administrator	Expanded use of various technologies.
1.5.3:	Provide necessary adaptive software such as adaptive math software, voice recognition, word prediction, and other software as necessary to meet the needs of all GISD students. Comments: Adaptive technology needs change with students and their various needs. LEA LRPT Correlates: I05, TL08, TL09	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Director of Special Education	Technology inventory and needs as outlined by the special education staff and in student IEPs.

GOAL 2: Educator Preparation and Development: Promote growth of educators' effectiveness in integrating technology into the curriculum, achieve proficiency in SBEC Technology Standards, and transform teaching practices by promoting student-centered learning.

OBJECTIVE 2.1:

Staff will demonstrate proficiency in all SBEC Standards for Technology Literacy.

Budget Amount $47,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 06, 07, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.1.1:	Implement a standard framework of technology skills for all faculty and staff. Basic structure will include basic skills, copyright, word processing, web usage and design, and technology integration. Comments: Standardized staff development, especially for minimum technology skills, is vital to the success of integration. LEA LRPT Correlates: EP02, EP03, EP04, EP05, LAS12, TL14	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	Posted, implemented framework in place.
2.1.2:	Continue to provide opportunities for all faculty and staff to increase technology literacy and seamless technology integration. Comments: Face-to-face and online training will be available. LEA LRPT Correlates: EP02, EP03, EP04, EP05, LAS12, TL14	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	Training sign-in sheets, staff produced projects, and classroom walk-throughs will provide evidence of opportunities.
2.1.3:	Investigate the use of incentives for successfully completing the framework of technology skills. Comments: Funding for incentives is always an issue. LEA LRPT Correlates: EP04	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	gendas and minutes from planning meetings.
2.1.4:	Continue to utilize online staff development opportunities such as Atomic Learning and Moodle. LEA LRPT Correlates: EP01, EP04, EP05, EP08, LAS15, TL13	State: Revised Status: In Progress	Planning meeting	Director of Technology Instructional Technology Coordinator Director of Curriculum	Statistics of use from the various online programs.
2.1.5:	Increase staff development offerings through Moodle, the Education Service Center, and state and regional conferences.	State: Original Status: In	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	Report of all course offerings through Moodle and certificates from out-of-district training.

	LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP06, EP07, EP08, LAS15, TL13, TL16	Progress		Director of Curriculum Campus Principals	
2.1.6:	Continue to offer and develop new training to improve technology literacy of faculty and staff. LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05, EP06	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Technology Committees Campus Principals	Training sign-in sheets, performance on assessments, and classroom walk-throughs will be used to show evidence.
2.1.7:	Utilize the Texas Teacher STaR Chart and campus technology committees to determine needs and effectiveness of staff development offered in GISD. Comments: Although the STaR Chart Summary shows we remain at the Developing Tech level, gains were made in specific areas. LEA LRPT Correlates: EP01, EP05, LAS01, LAS02, LAS03, LAS08	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals Campus Technology Committees	Minutes from committee meetings and increased performance on the STaR Chart.

OBJECTIVE 2.2:

Instructional staff will integrate technology effectively into the foundation and enrichment TEKS.

Budget Amount $45,000.00
LRPT category: Educator Preparation and Development

E-Rate Correlates: ER02
NCLB Correlates: 01, 02, 03, 04a, 04b, 07, 08, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
2.2.1:	Continue to offer and develop new training to enhance integration of technology into the classroom. Comments: Staff development is the most critical piece of integration. LEA LRPT Correlates: EP01, EP02, EP03, EP04, EP05	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	Sign-in sheets for training sessions.
2.2.2:	Expand the database of TEKS-based model lessons for use in all core content in grades PK-12. LEA LRPT Correlates: EP01, TL01	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator	Increased number of lessons available in the lesson database.
2.2.3:	Investigate the use of and the ability to have technology specialists on each campus. Comments: With current budget constraints, this will remain in the investigation stage.	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals	Planning meeting agendas and minutes.

	LEA LRPT Correlates: EP01, EP09				
2.2.4:	Encourage distance learning opportunities whenever possible, including connections between campuses and external resources. LEA LRPT Correlates: EP01, LAS13, LAS15, TL12, TL13	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instrucitonal Technology Coordinator Librarians Campus Administration	RETN contract with ESC XI, certificates of participation, system usage reports, increased usage of SKYPE.
2.2.5:	Increase course support on Moodle and investigate expanded use of the Texas Virtual Schools Network. (TxVSN) LEA LRPT Correlates: EP01, LAS15, TL13	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Director of Curriculum Campus Administration	Course statistics on Moodle and enrollment in TxVSN.

GOAL 3: Leadership, Administration, and Support Services: Improve the quality of communication used to facilitate data-driven decision making in the areas of student records (achievement, attendance, discipline, and special education), community partnerships, parent awareness and involvement, and other support services.

OBJECTIVE 3.1:

All GISD staff will utilize electronically-delivered systems to communicate with guardians and the community.

Budget Amount $45,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 06, 09, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.1.1:	Continue to expand the use of Skyward Family Access and Skyward Student Access. Comments: All students in grades 6-12 have received a login to Skyward Student Access at the beginning of the year. All parents with email addresses on file also received Skyward Family Access login information. LEA LRPT Correlates: LAS09, LAS11, TL11, TL15, TL16	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Skyward Application Coordinator	Usage reports from SkyWard Family Access and SkyWard Student Access.
3.1.2:	The Granbury ISD web site will be updated regularly with news and information for community members including campus and teacher websites, current employment opportunities, and resources for adult literacy and continuing education. Comments: The website is the face of Granbury ISD and it is vital that it remain current at all times. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Public Relations Officer Campus Administration Teachers	Web hosting (SchoolWires) contract with ESC XI, website subscriptions, and web page content.
3.1.3:	Granbury ISD will maintain a district FaceBook page, Twitter account, and other social networking tools in order to reach more parents and members of the community. LEA LRPT Correlates: LAS09, TL15, TL16	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Public Relations Officer	Current information on all sites.
3.1.4:	Continue to utilize a district-wide notification service for emergency broadcasts, parent outreach, and student attendance communications. LEA LRPT Correlates: LAS09, TL15, TL16	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Public Relations Officer Campus Administration	Contract with SchoolMessenger and reports of usage statistics.

3.1.5:	All faculty and staff will be encouraged to utilize electronic means including use of email, faculty web pages, newsletters, and Skyward electronic gradebook to communicate student progress. LEA LRPT Correlates: LAS09, LAS11, TL15, TL16	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Skyward Applications Coordinator Campus Administration	Web hosting (SchoolWires) contract with ESX XI, district calling system (SchoolMessenger), email statistics, Skyward use, and district surveys to staff and community members
3.1.6:	Utilize eSped as an instructional tool to monitor progress and achievement of Special Education Students. LEA LRPT Correlates: I01, LAS01, LAS02, LAS05, LAS10, TL04	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Skyward Applications Coordinator Director of Special Education Diagnosticians	All special education student records available in eSped.

OBJECTIVE 3.2:

GISD will utilize technology as a tool to access and maintain student records.

Budget Amount $68,500.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.2.1:	Provide district-wide student management software for attendance, grades, discipline, transcripts, and PEIMS reporting. LEA LRPT Correlates: I05, LAS11	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Skyward Applications Coordinator District PEIMS Coordinator	Student management system (Skyward) in place and utilized for attendance, grades, discipline, transcripts, and PEIMS reporting.
3.2.2:	Maintain Granbury ISD website with current forms and documents. LEA LRPT Correlates: I05	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Public Information Officer Appropriate Departments	Web hosting (SchoolWires) contract with ESC XI and forms and documents posted on the website.
3.2.3:	All necessary faculty and staff will be trained in the use of the student information system and online forms and documents. LEA LRPT Correlates: LAS10	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Skyward Applications Coordintor Appropriate Departments	Sign-in sheets from various trainings.

OBJECTIVE 3.3:

Granbury ISD will use a comprehensive planning process to ensure technology plans include a needs assessment, the establishment of clear goals, realistic strategies, and critical components. and a yearly, comprehensive evaluation. There is no budget for this item. All meetings are held after school.

Budget Amount $0.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01, ER02
NCLB Correlates: 01, 03, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.3.1:	Campus technology committees will meet a minimum of once per six weeks to ensure that campus technology plans meet the needs of the staff and students. Comments: Campus technology committees are crucial in development of a focused district technology plan. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals Technology Committee Chairs	Agendas and minutes from the meetings.
3.3.2:	The district advisory council will be used to ensure the technology plan meets the needs of the staff and students in Granbury ISD. Comments: The District Advisory Council members consist of staff, teachers, parents, community members, and campus and district administration. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06, LAS07, LAS08	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology	District Advisory Council agendas and minutes.
3.3.3:	The campus, department, and district technology plans will be revisited at least once per year. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Principals Deparment Directors Technology Committee Chairs	Revised plans for the district, campuses, and departments.
3.3.4:	STaR Chart data and district/campus-developed needs assessments will be used in developing the technology plan for Granbury ISD. LEA LRPT Correlates: LAS01, LAS02, LAS03, LAS04, LAS05, LAS06	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Instructional Technology Coordinator Campus Administration Department Directors	Necessary components in the technology plan and strong district technology goals.

OBJECTIVE 3.4:

GISD will employ technology as a tool to streamline information reporting and facilitate data-driven decision making.

Budget Amount $32,000.00
LRPT category: Leadership, Administration and Support

E-Rate Correlates: ER01
NCLB Correlates: 01, 02, 04a, 04b, 06, 07, 08, 09, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
3.4.1:	Granbury ISD will effectively use all available software including DMAC, iStation, AgileMind, Study Island, PDAS, Eduphoria, etc., to make informed decisions for increasing student achievement, determining technology needs, and enhancing the overall educational experience. LEA LRPT Correlates: EP03, LAS08, TL04, TL07	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Curriculum Department Special Education Department Campus Administration Teachers	Data to support all software decisions.

GOAL 4: Infrastructure for Technology: All students and staff in Granbury ISD will have a cost-efficient, effective, stable, and safe educational technology infrastructure.

OBJECTIVE 4.1:

Granbury ISD will maintain an infrastructure that facilitates good communication, instruction, and other educational services.

Budget Amount $675,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates: ER01
NCLB Correlates: 03, 05, 06, 08, 11, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.1.1:	Maintain a Gigabit Ethernet WAN between campuses and a Fast Ethernet LAN on each campus. LEA LRPT Correlates: I01, I04, I05, I08	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Valid fiber optic lease contract. Network statistics/monitoring.
4.1.2:	Maintain internet access with appropriate content filtering for every network computer in the district. LEA LRPT Correlates: I01, I05, I06, I08	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Viable 75/80 Mbps internet access contract. Monitoring and usage statistics.
4.1.3:	Maintain basic telephone service (2 ISDN Prime Interfaces, 46 ISDN B-Channels, Direct Inward Dialing) shared by campuses. LEA LRPT Correlates: I01, I05, I08	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Valid telephone service contract, monitoring and assessment of all programs.
4.1.4:	Maintain a distance learning circuit (T1) to Region XI Education Service Center. LEA LRPT Correlates: I01, I05, I08, TL13	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology	T1 service contract and evidence of distance learning programs.
4.1.5:	Work to move from an overall student to computer ratio of 4:1 to a ratio of 3:1 while maintaining a professional educational staff to computer ratio of 1:1. Comments: This is a step toward a 1:1 environment. With current budget constraints we realize this evolve over time. LEA LRPT Correlates: I01, I04, I05, I07, I08, I09, TL09	State: Revised Status: Planned	July 2011 - June 2012	Director of Technology	Technology inventory database and a workable student and teacher computer replacement schedule.
4.1.6:	Maintain a 5-year replacement cycle for student computers, teacher laptops, district servers, networking devices, and UPS.	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Technology inventory database.

	Comments: In order to ensure students have access to the technology needed, it is vital that equipment meet necessary standards. LEA LRPT Correlates: I01, I05, I07, I08, I09, TL09				
4.1.7:	Maintain and improve network monitoring and management software. Research the implementation of improved network redundancy and disaster recovery. LEA LRPT Correlates: I01, I08, LAS14, TL14	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Network statistics and a viable disaster recovery solution in place.
4.1.8:	Work to secure grants and other funding resources to enhance IT infrastructure. LEA LRPT Correlates: I02, I03	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology	Grants and other funding in place.
4.1.9:	Maintain network switches and wireless access points (IEEE 802.11 b/g/n). LEA LRPT Correlates: I01, I05, I07, TL09	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Technology inventory and network statistics.
4.1.10:	Maintain a district-wide standardized IP telephony system with integrated messaging. LEA LRPT Correlates: I01, I08	State: Original Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	Network inventory and statistics.

OBJECTIVE 4.2:

Granbury ISD will investigate new and emerging technologies to enhance education.

Budget Amount $10,000.00
LRPT category: Infrastructure for Technology

E-Rate Correlates:
NCLB Correlates: 05, 08, 12

Strategies		*State/Status:*	*Timeline:*	*Person(s) Responsible:*	*Evidence:*
4.2.1:	Continue the implementation of IEEE 802.11 n wireless access points. LEA LRPT Correlates: I01, I05, I07	State: Revised Status: Planned	July 2011 - June 2012	Director of Technology Network Administrator	Technology inventory and network statistics.
4.2.2:	Maintain the district's SIF (Schools Interoperatbility Framework) and evaluate the need to purchase additional SIF agents. LEA LRPT Correlates: I01, I08	State: Revised Status: In Progress	July 2011 - June 2012	Director of Technology Network Administrator	SIF support contracts and available SIF agents in GISD.
4.2.3:	Maintain and expand the use of document sharing software (Microsoft SharePoint).	State: Revised	July 2011 - June 2012	Director of Technology	Statistics of use and documents available.

	LEA LRPT Correlates: I01, I08	Status: Planned			
4.2.4:	Continue to investigate a new email archiving solution. LEA LRPT Correlates: I01, I07	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Network Administrator	Documentation of research of new solutions.
4.2.5:	Implement migration of IPv6 due to the depletion of the IPv4 address space. LEA LRPT Correlates: I01, I03, I05, I07, I08, I09	State: Original Status: Planned	July 2011 - June 2012	Director of Technology Senior Network Administrator	Bank of IPv6 addresses and full access to both IPv4 and IPv6 networks.

Budget

Total amount of Title II, Part D formula funds received for the current year of this plan: $0.00

Method of application for formula funds: Local Application

Budget year 2011		
Budget item	**Cost**	**Funding Sources with amount per source**
Staff Development	$99,630.00	Local Funds: $99,630
Telecommunications & Internet Access	$223,000.00	E-Rate: $130,000 Technology Allotment: $93,000
Materials & Supplies	$232,400.00	IDEA: $2,500 Local Funds: $229,900
Equipment	$655,500.00	IDEA: $2,500 Technology Allotment: $135,000 Local Funds: $518,000
Maintenance	$150,100.00	Local Funds: $5,600 Technology Allotment: $144,500
Miscellaneous Expenses	$32,000.00	Local Funds: $32,000
Total	$1,392,630.00	

Evaluation

Evaluation Process:
Granbury ISD actively monitors all technology implementation as a part of an ongoing evaluation plan. The district technology plan will be revisited and revised semi-annually.

To facilitate the development of the plan, and to ensure that all areas of Granbury ISD are considered, district and campus technology committees will be utilized to assist in the needs assessment and the development of district/campus technology goals/objectives/activities respectively. The intention of the evaluation is to make informed decisions about technology and its impact on student achievement.

Texas STaR Chart results for each campus will be used to help Granbury ISD assess progress made toward meeting the goals of the Long Range Plan for Technology. An annual report will be given to the Superintendent, District Advisory Council, and the Board of Trustees.

Evaluation Method:
* Integration of technology in the classroom as evidenced by student performance, curricular projects, lesson plans, and walk-throughs.

* Monitoring and documentation of community access to technology resources, including the Granbury ISD web site, district social networking pages, campus and teacher web sites, Skyward Student Access, and Skyward Family Access.

* Records of staff participation in technology training monitored by sign-in sheets and teacher professional development records.

* Surveys of technology training needs will determine trainings offered throughout the year.

* Support and maintenance of the technology infrastructure as documented by technical support records and performance reports.

* Surveys of staff conducted yearly regarding their use of technology in the classroom.

* Accurate inventory of hardware and software.

* Administrative reports on the technology strand of the educator appraisal system.

* Annual Texas STaR Chart results.

* Campus and district technology committee feedback.

Granbury ISD does not discriminate on the basis of sex, disability, race, color, age, or national origin in its educational programs, activities, or employment as required by Title IX, Section 504 and Title VI.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Consider Approval of the Course Catalogues for Grades 6-12**

SUMMARY:
Ms. Howard, our principals and curriculum department and others have spent a great deal of time preparing and planning for us to move toward satisfying STAARS and End-of-Course expectations, which are designed to prepare for Post Secondary Readiness and/or College Readiness.

They have also put together a comprehensive calendar to educate all faculty and staff of the courses available and to meet with parents and students for course selection.

RECOMMENDATION:
I recommend approval of the Course Catalogues.

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Granbury ISD

2011-2012

Middle School Course Catalog

Acton Middle School and Granbury Middle School Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Acton Middle School and Granbury Middle School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Jimmy Dawson
Principal
Acton Middle School

Diane Fullerton
Principal
Granbury Middle School

SIXTH GRADE COURSES

ACCELERATED 6TH GRADE MATH

Pre-requisite for this class: A good working knowledge of basic math, including 2 and 3 digit multiplication and division, fractions, and decimals, as well as the readiness to tackle a rigorous and fast-paced curriculum. Students need to be mindful of the additional challenges they will face while transitioning, not only from intermediate school to middle school, but also from a GT classroom to an accelerated classroom.

This course is a **7th grade level advanced course**. Advanced (Accelerated) 6th grade Math not only extends and enriches the 6th grade TEKS, it addresses **half** of 7th grade TEKS as well. Taking accelerated 6th grade math provides the background needed to take Accelerated Math as a 7th grade student, and Algebra as an 8th grader.

6TH GRADE CHOIR

Sixth grade choirs are mixed boys and girls. Students learn how to sing, how to read music, and how to perform. Students will do a fall and winter concert, have an opportunity to compete at a Solo and Ensemble Contest, sing as a group in a contest, and perform a spring program. Learning is stressed within the framework of being part of a team.

BEGINNER BAND

Beginning Band is open to any student in the 6th grade regardless of musical background or experience. The beginning band classes provide instruction on basic music theory as well as the fundamentals of how to play the following instruments: flute, oboe, clarinet, bassoon, saxophone, trumpet, trombone, baritone, tuba, and percussion. Students will have an opportunity to tryout the different instruments in the spring of their 5th grade year or when school begins in the fall. Once an instrument is chosen for that individual student it is their responsibility to furnish that instrument. AMS will provide some of the more expensive instruments (tuba, baritone, bassoon, oboe) for a one-time fee at the beginning of each year.

ART

This course is designed to provide an appreciation for art and to emphasize techniques in problem solving, and creative thinking through development of the following skills:
Perception- activities that help students illustrate themes through direct observation, personal experience using the elements and principles of art.
Creative Expression- activities illustrating original artwork using a variety of media: pencil, printmaking, paint, sculpture, ceramics, fiber-art, photographic, imaginary, and electronic media-generated art. Historical/Cultural Heritage- activities that expose students to art from different historical eras and cultural influences.
Response/Evaluation- comparing and analyzing artworks of others and self through group and individual critiques and shows.

TECHNICAL APPLICATIONS /CAREER EXPLORATIONS

Technology Applications is a hands-on course will allow students the opportunity to explore various computer applications. This course will work in conjunction with the core content teachers to create projects, develop presentations, and advance students' knowledge of current technology. The student's will integrate technology into their academic subjects.

The following areas will be approached:

- Keyboarding
- Word processing
- Databases and Spreadsheets
- File Management
- PowerPoint Presentations
- Internet
- Web Publishing (HTML, Graphics)
- Scanners, Digital Cameras, etc.

Students will additionally be provided the opportunity to investigate Career and Technology Education Career Clusters. Students will complete interest inventories and surveys to gain a better understanding of themselves, their interests, and their abilities. Students will incorporate decision-making tools and problem-solving skills through career investigation, college and career readiness exploration, and will gain industry standards knowledge. This technology course will enable students to make informed decisions in the design of a four-year educational plan.

PREPLACEMENT COURSES

TAKS READING & MATH LAB

This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.

All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course.

ESL (ENGLISH AS A SECOND LANGUAGE)

The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. The committee also decides exit from this program after testing shows mastery of basic English skills.

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. *Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

STUDY SKILLS

Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study of strategies learned in this course is applied to the content that they're learning in their science and social studies classes.

SEVENTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

ENGLISH LANGUAGE ARTS

Seventh grade ELA students will analyze a speaker's persuasive techniques and credibility. They will evaluate spoken messages in terms content, credibility, and delivery. Seventh grade students will continue to read widely in classic and contemporary selections and informational texts. Students will learn Greek and Latin roots and prefixes and suffixes to supplement their reading. They will learn to recognize tone, style, and mood, and each element's contribution to the text. Seventh grade students will be able to select and use different forms of writing for specific purposes, such as to inform, persuade, and entertain. They will learn to vary sentence structure and use verb tenses appropriately and consistently, such as past, present, future, perfect, and progressive. Students will edit their writing based on their knowledge of grammar, usage, spelling, punctuation, and other conventions of written language. Additionally, students will learn to draw data from multiple primary and secondary sources for use in research reports and projects.

MATH

This course is designed to reinforce the basic math skills. Concepts to be studied include the following: addition, subtraction, multiplication, and division of whole numbers; decimals; fractions; number theory; ratio, proportion, and percent; measurement; geometry (lines, angles, perimeter, area, and volume); probability and statistics; integers; algebraic expressions; and equations. Applications are made to life experiences: financial skills, marketing, domestic planning, and travel.

ACCELERATED 7TH GRADE MATH

Pre-requisite for this class: A good working knowledge of fractions and decimals, and the maturity to persevere when problems seem difficult. Successfully completion of Accelerated Math in 6th grade is recommended,
This course is an **8th grade level advanced course**. Accelerated 7th Grade Math covers 7th grade TEKS, 8th grade TEKS, *plus* extensions and additions of that curriculum. Taking accelerated 7th Grade Math provides the background to take Algebra 1 as an 8th grade student.

SCIENCE

Science will begin to incorporate concepts from the life, earth and physical sciences into innovative hands-on explorations, so those students can be effective problem solvers. Scientific concepts in all the major science areas will be explored, along with current events and developments in the areas of science and technology. Application of science concepts in lab experiences allows the students to draw their own logical conclusions about the world around them. Labs include the use of many kinds of scientific instruments, including the microscope, dissection material and tools of metric measure.

TEXAS HISTORY

Texas History is a required course for all seventh graders. The essential elements include the geography, early beginnings, cultural contributions, history, economic development, and political structure of Texas. While the course is a standard part of the seventh grade curriculum, it offers opportunities for enrichment and transfer of concepts and knowledge to other courses. This will be done through hands-on, life experiences, comprehension, application, and analysis of interdisciplinary studies used.

ATHLETIC/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS

The athletic program offers three sports for young men – football, basketball, and track. Three sports are offered for young ladies – volleyball, basketball, and track. The young men and ladies who choose to take athletics should be competitive, disciplined, responsible, and dependable. Too, they must make passing grades in order to participate. In order to participate in athletics a student is required by law to have a physical on file before the student can work out. Parents are expected to provide transportation to/from before or after school practices.

PHYSICAL EDUCATION

Boys and girls will be divided into separate PE classes. Classes meet every day and each student is expected to change into PE shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student will be asked to set a fitness goal for the year. Sports that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training.

FINE ARTS ELECTIVES

CHOIR

Seventh grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the seventh grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all of the programs are outside the school day.

BAND
There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument. All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

THEATER ARTS
This course appeals to students seeking experience in theatrical performance and group participation in goal-related activities. The seventh grade program is an introduction to theater. Students will recognize and begin to develop the many skills needed for an apprentice performer.
This course might include:

1. Movement and dance
2. Pantomime and Improvisation
3. Vocal production
4. Theatre History
5. Technical theatre design
6. Analysis of dramatic literature
7. Playwriting

ART
This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.
This course might include: drawing skills, sculpture, painting, print art, scratch art, graphic design, and study of the elements of art.

TEEN LEADERSHIP
This course builds personal responsibility and leadership skills through role plays, group activities, speeches, and projects. This course teaches students to take responsibility, express themselves, and handle problems and decisions when they arise.
Through the Teen Leadership curriculum, students will:

- Develop a healthy self-concept, healthy relationships, and a sense of personal responsibility
- Understand Emotional Intelligence and the skills it measures, including self-awareness, self-control, self-motivation, and social skills
- Build skills in public speaking and communication as well as an understanding of personal image
- Develop an understanding of principle-based decision-making and learn to make responsible personal and financial decisions
- Recognize and resist peer pressure
- Learn to become better family members and citizens
- Appreciate the need for vision in goal-setting, personally and professionally

PRE-PLACEMENT CLASSES

TAKS READING & MATH LAB
This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.
All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course.

RESOURCE PROGRAM
This program provides an opportunity for students with identified learning disabilities and other educational handicaps to find academic success. Students follow a regular schedule, yet the resource classes maintain a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready. **Admission into the resource program is by ARD (Admission, Review, and Dismissal) committee after testing by the diagnostician.**

ESL (ENGLISH AS A SECOND LANGUAGE)
The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. Exit from this program is also decided by the committee after testing shows a mastery of basic English skills.

STUDY SKILLS
Study Skills in middle school focuses on helping students learn how to organize their class materials, manage their time, read informational text, learn vocabulary words, study for tests, use test-taking strategies, and use reference materials to research topics. The study strategies learned in this course are applied to the content that they're learning in their science and social studies classes.

EIGHTH GRADE COURSES

REQUIRED COURSES

All required courses are College Readiness Courses. These courses are focused on a high rigor to successfully prepare all students the opportunity for post secondary education. Providing college readiness courses will better prepare students to take dual-credit and/or AP courses in high school. Dual credit & AP courses allow students the opportunity to earn college credit during their high school years.

ENGLISH LANGUAGE ARTS

Eighth grade ELA students will continue to read widely in classic and contemporary selections and informational texts. Students will be able to identify characteristics of various literary forms. Eighth grade students will be able to select and use different forms of writing for specific purposes, such as to inform, persuade, and entertain. Students will produce multi-paragraph compositions with varied sentence structure, while editing their writing based on their knowledge of grammar, usage, spelling, punctuation, and other conventions of written language. Additionally, students will present oral and written reports.

ENGLISH 1

This is a 9th grade level Pre-AP course.

This course provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills. Successful completion of this course places a student on track to enroll in Pre-AP English II in the ninth grade.

MATH

This course builds on previous math skills and introduces basic algebra concepts. Elements to be studied include the following: whole numbers and operations; decimals; fractions; number theory; solving equations; ratio, proportion, and percent; measurement; geometry (perimeter, area, and volume); probability and statistics; integers; rational numbers; real numbers; the coordinate plane; right triangles; and similarity. These elements will be applied to solving real-life situations.

ALGEBRA 1

It is recommended that students successfully complete Accelerated Math in the 7th grade prior to taking Alegebra 1.
This course is a **9th grade level Pre-AP course**. The course covers 9th grade Algebra TEKS, *plus* extensions and additions of that curriculum. Taking Algebra as an 8th grader sets a student on the course to take **5** high school math courses before graduation.
A student intending to take Calculus as a senior would need to complete Algebra as an 8th grader.
Successful completion of this course places a student on track to enroll in Pre-AP Geometry in the ninth grade.

SCIENCE

In Grade 8, the study of science follows the Texas Essential Knowledge and Skills for Science. Students will conduct investigations using the scientific method, critical thinking, problem solving and tools that develop skills to learn about the natural world. An integrated approach linking the physical sciences, earth and space sciences, and life science will provide the opportunity to use multiple resources in order to understand environmental interactions, energy, changes over time, and systems and structures.

AMERICAN HISTORY, Part I

This is a required course for all eighth graders. This course covers the geography, early beginnings, European colonization, the formation of government and the constitution, and cultural and historical contributions up to 1877.
In addition to studying the development of the American system of government and economics, students will have opportunities to examine the responsibilities of citizenship and to develop an appreciation for the many patriotic contributions of Americans.
Students will take the second half Part II of American History in high school. Both are full year courses.

ATHLETICS/PE ELECTIVES

BOYS' ATHLETICS OR GIRLS' ATHLETICS

The athletic program offers three sports for young men - football, basketball and track. Three sports are offered for young ladies - volleyball, basketball, and track. The young men and ladies who choose to take athletics rather than Physical Education should be competitive, disciplined, responsible, and dependable. Too, they must make passing grades in order to participate. In order to participate in athletics a student is required by law to have a physical on file before the student can work out. Parents are expected to provide transportation to before or after school practices.

PHYSICAL EDUCATION

Boys and girls will be divided into separate classes.
Classes meet every day and each student is expected to change into P.E. shorts, shirt, shoes, and socks every day. Students are expected to strive for 100% participation. Each student needs to set a fitness goal for the year. The students will be tested on the one-mile run in the fall and again in the spring. Sports that will be covered are soccer, volleyball, basketball, flag football, softball, floor hockey, badminton, and weight training.

DRILL TEAM PREP/DANCE

This course is designed to prepare young ladies to be physically and mentally ready to try out for the Varsity Stowaways drill team at the end of their eighth grade year. Students will learn dance technique and skills based on classical ballet and jazz as well as drill team technique. Students must have parent permission and a health release (physical) form to enroll in the class. Students must purchase team practice/performance attire (about $200-$250). The team will have limited performances and will have some after school practices and performances. This performing group will be under the UIL no pass/no play guidelines.

FINE ARTS/FOREIGN LANGUAGE ELECTIVES

BAND
There are three ability based band classes available; Beginner, Concert, and Symphonic. Students that are interested in playing in band do not need any musical experience to be in the Beginning Band. Once a student has signed up for Beginning Band they will be given the opportunity to tryout the different instruments at the start of the class in the fall semester. Placement in the Concert and Symphonic Bands will be based on results from auditions held in May. An emphasis is placed on rhythmic accuracy and note reading as well as tone production and technique for each instrument.

All bands will perform in a Holiday and Spring Concert as well as have an end of the year band trip. In addition to that members of the Concert and Symphonic Bands will perform at various football games and participate in the UIL Concert and Sight Reading Contest.

CHOIR
Eighth grade choirs are divided into boys' choir and girls' choir, but opportunity is made to sing in a mixed choir. We continue the study of how to sing correctly, how to read music, and how to perform, and a higher level of excellence is expected of the eighth grade choir. We do a fall concert, audition for All-Region Choir, sing a Christmas concert, participate in Solo and Ensemble Contest, sing for Concert and Sight-Reading Contest, and perform a spring program. There are some outside rehearsals, but only a few, and all the programs are outside the school day. Eighth grade students are given many opportunities to perform in the community, and are encouraged to do independent singing.

ART 1
This course is designed to provide an appreciation for art and to emphasize techniques in problem solving and creative thinking. The major emphasis of the art program is individual development.
The art department participates in UIL competitions in the spring.

THEATER ARTS
This course serves as an introduction to Theatre and further explorations of the skills needed for the theatre.
1. Perceptions – activities and exercises in developing characters based upon perceptions of others.
2. Creative expression and performance through movement, improvisation, original play production, and play production.
3. Historical/cultural heritage – study of timeline and progression of theatre over time.
4. Critical evaluation – Analyze and evaluate any kind of performance.

SPANISH I
Spanish I will be a yearlong study in which reading, writing, and listening and speaking will be reinforced with daily practice. Students will acquire an understanding of basic grammatical structures. You must have passed the English portion of the TAKS test and have a recommendation from your language arts teacher to take this class. Successful completion of this class will take the place of Spanish I in high school.

TECHNOLOGY
Gateway To Technology (GTT) is an activity-oriented program designed to challenge and engage the natural curiosity of middle school students. The program is taught in conjunction with a rigorous academic curriculum.
Courses:
Design and Modeling introduces students to the design process. Using design briefs, students create models and documentation to solve problems.
The Magic of Electrons gives students the opportunity to explore the science of electricity, the movement of atoms, circuit design, and sensing devices.
The Science of Technology teaches students about the mechanics of motion, the conversion of energy, and energy transfer.
Automation and Robotics explores the history and development of automation and robotics while teaching students about structures, energy transfer, machine automation, and computer control systems.
Energy and the Environment investigates the importance of energy in our lives and the impact energy use has on the environment.
Flight and Space studies the history of aerospace through hands-on activities, research and various projects that allow students to apply what they have learned.
For the latest news about members of PLTW's Innovation Generation, visit the PLTW website, www.pltw.org.

PRE-PLACEMENT CLASSES

TAKS READING & MATH LAB

This course is designed to help students be successful on the TAKS Math & Reading Test. Students will work on TAKS objectives, as well as reinforcing concepts taught in the regular classes.

All students who do not master the math or reading portion of the TAKS test in the previous year will be required to take this course. Other students who are weak in. math or reading may be placed into this course to improve their skills. Strong students will not be accepted in this course

ESL (ENGLISH AS A SECOND LANGUAGE)

The four language skills: listening, speaking, reading, and writing are offered in a developmental sequence. The course is designed to consider students' cultural backgrounds and incorporate those with instruction. In order to qualify for this class, a committee decision must be made on the basis of language survey testing. The committee also decides exit from this program after testing shows mastery of basic English skills.

RESOURCE PROGRAM

This program provides an opportunity for students with identified learning disabilities and other educational handicaps to have academic success. Students follow a regular schedule, yet the resource classes can have a smaller teacher/student ratio in order to provide more individual help for the student. The goal at middle school is to mainstream the resource student as soon as that student is ready.

Admission into the resource program is by ARD (Admission, Review, and Dismissal committee after testing by the diagnostician).

AP SPANISH 4 (0616)

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

YEARBOOK

Yearbook provides students with the opportunity to compose the yearbook. Composition includes laying out pages, taking photos and creating write-ups.

The yearbook staff is looking for dedicated, committed, creative, organized, enthusiastic individuals who are willing to work as part of a team. Yearbook staff members must be able to work with others, must be reliable, must meet deadlines and must put in extra work sessions outside of the regular school day. Staff members must be dedicated to creating the best yearbook this school has ever seen!

GRADUATION PLANS for CLASSES OF 2011- 2014

Requirements	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	**Four credits:** • Algebra I • Geometry • Algebra II • The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: ▪ Mathematical Models with Applications ▪ Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II • The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: ▪ Precalculus ▪ Independent Study in Mathematics ▪ AP Statistics ▪ AP Calculus AB ▪ AP Calculus BC ▪ AP Computer Science ▪ IB Mathematical Studies Standard Level ▪ IB Mathematics Standard Level ▪ IB Mathematics Higher Level ▪ IB Further Mathematics Standard Level ▪ Engineering Mathematics (CTE) ▪ Statistics and Risk Management (CTE)
Science ♦	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics • The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics • After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: ▪ Aquatic Science ▪ Astronomy ▪ Earth and Space Science ▪ Environmental Systems ▪ AP Biology ▪ AP Chemistry ▪ AP Physics B ▪ AP Physics C ▪ AP Environmental Science ▪ IB Biology ▪ IB Chemistry ▪ IB Physics ▪ IB Environmental Systems ▪ Scientific Research and Design (CTE) ▪ Anatomy and Physiology (CTE) ▪ Engineering Design and Problem Solving (CTE) ▪ Medical Microbiology (CTE) ▪ Pathophysiology (CTE) ▪ Advanced Animal Science (CTE) ▪ Advanced Biotechnology (CTE) ▪ Advanced Plant and Soil Science (CTE) ▪ Food Science (CTE) ▪ Forensic Science (CTE)
Social Studies ♦	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)

Economics with emphasis on the free enterprise system and its benefits ♦	**One-half credit**	**One-half credit**
Academic Elective	**None**	**None**
Languages Other Than English ♦	**Two credits:** The credits must consist of any two levels in the same language.	**Three credits:** The credits must consist of any three levels in the same language.
Physical Education	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: ▪ Foundations of Personal Fitness ▪ Adventure/Outdoor Education ▪ Aerobic Activities ▪ Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: ▪ Athletics ▪ JROTC ▪ Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: ▪ Drill Team ▪ Marching Band ▪ Cheerleading • All allowed substitution activities must include at least 100 minutes per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	**None**	**None**
Speech	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	**None**	**None**
Fine Arts ♦	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	**Five and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	**Four and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	26	26

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas. ***** Distinguished Achievement Program requirements also include student achievement of four advanced measures.

Granbury ISD

2011-2012

Course Catalog

Granbury High School and Crossland Ninth Grade Center Students,

We are very pleased to present this Pirate Course Catalog. Please use it as a guide for designing a successful academic path at Crossland Ninth Grade Center and Granbury High School. As you choose your classes, consider your future very purposefully. Do you plan to enter college, a technical school, serve in the armed forces, or move directly into a chosen career upon your graduation from GHS? You will need to be enrolled in the courses our state has mandated, and choose electives that will lead you to your future goals.

Granbury Independent School District is committed to guiding you in helping make your future goals a reality. The career clusters will assist you in selecting the courses and programs that will best serve your needs. You will be able to identify a career area of interest and develop an academic plan to support your choices. Activities and electives will be reflective of your chosen career area.

You are to select one of the fourteen career clusters prior to your freshman year of school. A four-year plan will be established to support your choice. We will do our best to schedule you for the classes you have carefully chosen within the pathway. If a conflict is unavoidable, we will consider every option that is focused on your success.

We look forward to the coming school year and want it to be a positive building block in your future. We are joining with your parent/guardian to form a partnership promoting your educational success. We encourage you to become and remain an active member of our campus life. Consider joining one of our many clubs and organizations. We are committed to excellence and your academic success now and in the future!

Lynn Pool
Principal
Crossland Ninth Grade Center

Jeremy Ross
Principal
Granbury High School

INCLUDES COURSES OFFERED AT BOTH CROSSLAND NINTH GRADE CENTER AND GRANBURY HIGH SCHOOL

Graduation Plans			
Requirements	Minimum HSP	Recommended HSP	Distinguished Achievement Program*
English Language Arts ♦	**Four credits:** • English I, II, and III • English I and II for Speakers of Other Languages may be substituted for English I and II for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency. • The fourth credit of English may be selected from any of the following: • English IV • Research/Technical Writing • Creative/Imaginative Writing • Practical Writing Skills • Literary Genres • Business English (CTE) • Journalism • AP English Language Composition • AP English Literature and Composition	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.	**Four credits:** • English I, II, III, and IV • English I and II for Speakers of Other Languages may be substituted for English I and II only for students with limited English proficiency who are at the beginning or intermediate levels of English language proficiency.
Mathematics ♦	**Three credits:** • Algebra I • Geometry The third credit may be selected from any of the following: • Algebra II • Precalculus • Mathematical Models with Applications • Independent Study in Mathematics • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II The additional credit may be selected from either of the following and must be successfully completed prior to Algebra II: • Mathematical Models with Applications • Mathematical Applications in Agriculture, Food, and Natural Resources (CTE) The fourth credit may be selected from the following after successful completion of Algebra I, Geometry, and Algebra II: • Precalculus • Independent Study in Mathematics • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE)	**Four credits:** • Algebra I • Geometry • Algebra II The fourth credit may be selected from any of the following after successful completion of Algebra I, Algebra II, and Geometry: • Precalculus • Independent Study in Mathematics • AP Statistics • AP Calculus AB • AP Calculus BC • AP Computer Science • IB Mathematical Studies Standard Level • IB Mathematics Standard Level • IB Mathematics Higher Level • IB Further Mathematics Standard Level • Engineering Mathematics (CTE) • Statistics and Risk Management (CTE)
Science ♦	**Two credits:** • Biology • Integrated Physics and Chemistry May substitute Chemistry or Physics for IPC but must use the other as academic elective credit	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, Principles of Technology, AP Physics, or IB Physics The additional credit may be IPC and must be successfully completed prior to chemistry and physics. • The fourth credit may be selected from any of the following: • Aquatic Science • Astronomy • Earth and Space Science • Environmental Systems • AP Biology	**Four credits:** • Biology, AP Biology, or IB Biology • Chemistry, AP Chemistry, or IB Chemistry • Physics, AP Physics, or IB Physics After successful completion of a biology course, a chemistry course, and a physics course, the fourth credit may be selected from any of the following: • Aquatic Science • Astronomy • Earth and Space Science • Environmental Systems • AP Biology • AP Chemistry • AP Physics B

		• AP Chemistry • AP Physics B • AP Physics C • AP Environmental Science • IB Biology • IB Chemistry • IB Physics • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology (CTE) • Engineering Design and Problem Solving (CTE) • Medical Microbiology (CTE) • Pathophysiology (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE)	• AP Physics C • AP Environmental Science • IB Biology • IB Chemistry • IB Physics • IB Environmental Systems • Scientific Research and Design (CTE) • Anatomy and Physiology (CTE) • Engineering Design and Problem Solving (CTE) • Medical Microbiology (CTE) • Pathophysiology (CTE) • Advanced Animal Science (CTE) • Advanced Biotechnology (CTE) • Advanced Plant and Soil Science (CTE) • Food Science (CTE) • Forensic Science (CTE)
Social Studies ♦	**Two and one-half credits:** • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit) • The final credit may be selected from the following: • World History Studies (one credit) • World Geography Studies (one credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)	**Three and one-half credits:** • World History Studies (one credit) • World Geography Studies (one credit) • U.S. History Studies Since Reconstruction (one credit) • U.S. Government (one-half credit)
Economics with emphasis on the free enterprise system and its benefits ♦	**One-half credit**	**One-half credit**	**One-half credit**
Academic Elective	**One credit from any of the following**: • World History Studies • World Geography Studies • Any science course approved by SBOE (If substituting Chemistry or Physics for IPC, must use the other as academic elective credit here.)	**None**	**None**
Languages Other Than English ♦	**None**	**Two credits:** The credits must consist of any two levels in the same language.	**Three credits:** The credits must consist of any three levels in the same language.
Physical Education	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes	**One credit:** • The required credit may be from any combination of the following one-half to one credit courses: • Foundations of Personal Fitness • Adventure/Outdoor Education • Aerobic Activities • Team or Individual Sports • In accordance with local district policy, credit for any of the courses listed above may be earned through participation in the following activities: • Athletics • JROTC • Appropriate private or commercially-sponsored physical activity programs conducted on or off campus • In accordance with local district policy, up to one credit for any one of the courses listed above may be earned through participation in any of the following activities: • Drill Team • Marching Band • Cheerleading • All allowed substitution activities must include at least 100 minutes

	per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.	per five-day school week of moderate to vigorous physical activity. • Credit may not be earned for any TEKS-based course more than once. No more than four substitution credits may be earned through any combination of substitutions.
Health Education	**None**	**None**	**None**
Speech	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)	**One-half credit from either of the following:** • Communication Applications • Professional Communications (CTE)
Technology Applications ♦	**None**	**None**	**None**
Fine Arts ♦	**None** for students who entered Grade 9 before 2010-11. **One credit** for students who enter Grade 9 in 2010-11 or later from any of the following: • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV; • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)	**One credit from any of the following:** • Art, Level I, II, III, or IV • Dance, Level I, II, III, or IV • Music, Level I, II, III, or IV • Theatre, Level I, II, III, or IV • Principles and Elements of Floral Design (CTE)
Elective Courses ♦	**Seven and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit) * For students who enter Grade 9 in 2010-11 or later, the number of electives will be six and one-half credits.	**Five and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)	**Four and one-half credits from any of the following:** • The list of courses approved by the SBOE for Grades 9-12 (relating to Essential Knowledge and Skills) • State-approved innovative courses • JROTC (one to four credits) • Driver Education (one-half credit)
Total Credits	**22**	**26**	**26**

♦ College Board advanced placement, college-level concurrent/dual enrollment, and International Baccalaureate courses may be substituted for requirements in appropriate areas. * Distinguished Achievement Program requirements also include student achievement of four advanced measures

DISTINGUISHED ACHIEVEMENT

****Advanced Measures for Class of 2011 - 2014**
(Four Required)

Standards for Approval of Requirements

- The measures must focus on demonstrated student performance at the college or professional level.
- Student performance on advanced measures must be accessed through an external review process.

Requirements:

- A student must achieve any combination of four of the following:

Original research/project:

- Judged by a panel of professionals in the field that is the focus of the project; or
- Conducted under the direction of mentor(s) and reported to an appropriate audience; and
- Related to the required curriculum (relating to TEKS)
- May not be used for more than two of the four advanced measures

Test Data:

- A score of three or above on The College Board Advanced Placement examination;
- A score on the PSAT that qualifies a student for recognition as a Commended Scholar or higher by the National Merit Scholarship Corporation; as part of the National Hispanic Scholar Program of The College Board; or as part of the National Achievement Scholarship Program for Outstanding Negro Students of the NMSQT. The PSAT score may count as only one advanced measure regardless of the number of honors received by the student.

College Courses:

- A grade of 3.0 or higher on courses that count for college credit, including tech prep programs.

SEMESTER SCHEDULE
Students in Grades 9-12

School Year: 2 Semesters

- Each semester is 3 six weeks long
- ½ credit per semester for class passed with 70 or better
- Semesters will be averaged to award a full credit if applicable.
- Students entering 9th grade in 2011 will be required to take End-of-Course Exams in the 4 core areas including Math, English, Science, and Social Studies. Each of these assessments will count as 15% of the final course average.
- Most courses are two semesters for 1 credit
- Some courses are only one semester for ½ credit

GRADE CLASSIFICATION
After the ninth grade, students are classified according to the number of units/credits earned toward graduation. Reclassifications are made at the beginning of each school year.

Credits Earned	Grade Classification
6	10th(Sophomore)
12	11th(Junior)
17	12th(Senior)

CLASS LOAD
ALL STUDENTS **MUST TAKE** A FULL CLASS LOAD EACH SEMESTER.

SUMMER SCHOOL
Summer school classes may be available for:

- Restoration of credit for a failed course or lost credit due to lack of attendance. See your counselor concerning tuition/fee waiver availability.
- Credit acceleration

SCHEDULE CHANGES
Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after **THREE CLASS DAYS**. **The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.**

When a student selects a course, he/she is expected to complete it.

NOTE: A course dropped after the change period may be recorded as an F.

DUAL CREDIT COURSES**
Students who are exempt or have passed one of the tests under the Texas Success Initiative (TSI) may register for concurrent college and high school credit in selected courses offered by cooperating colleges.

The student is responsible for paying tuition, books and any fees, which are required by the college for credit. Dual credit courses will be offered pending arrangements with colleges for onsite instructors.

If you pre-register for a Dual Credit class, register to take one of the TSI tests: THEA, COMPASS, ACCUPLACER, or ASSET. You must take one of the tests before you enroll in college courses ***unless you are exempt*** by your TAKS, SAT or ACT scores.

The exemption policy is posted in all English classes and in the Counseling Office. See your Counselor if you have questions.

You must provide proof of the scores or exemption by August 15st or you will be removed from the Dual Credit classes.

**It is the student's responsibility to contact the college(s) to find out which dual credit courses will transfer or the AP test score required to earn college credit.

REGISTRATION INSTRUCTIONS

Courses selected during pre-registration are considered **final**. Please, choose carefully!

1. **Choose a Career Cluster**. The Career Clusters offer you a chance to guide your learning in the context of personal career interests. There are 14 clusters from which to choose. Pick a first and second choice. Use your choices to help you select your core classes and electives.
2. **Fill out your four-year plan** using the graduation plan and career cluster you have selected.
3. **Choose the classes** necessary to complete your schedule for next year. **Choose 3 alternative classes** for each of the elective classes you selected.
4. **Carefully fill out your Course Selection Sheet**, following the information printed on the form.
5. BE SURE TO **HAVE YOUR PARENT/GUARDIAN SIGN** YOUR COURSE SELECTION SHEET.

ENGLISH

English 1 (0110)
1 credit - Grade 9
Prerequisites: None

Provides a year-long program of interrelated language skills with study in the areas of reading, writing, spelling and vocabulary. Includes a study of literature, creative writing, and introductory research skills.

English 2 (0120)
1 credit - Grade 10
Prerequisites: English 1

Develops writing skills through a study of grammar, usage, mechanics, and vocabulary. The course provides a survey of world literature and integrates writing with the study of literature.

English 3 (0130)
1 credit - Grade 11
Prerequisites: English 1 and English 2

Provides a survey of American literature, including representative writers and their contributions to the literary heritage of the U.S. Also, integrates writing skills with the study of literature and the research process. Time is devoted to preparation and practice for the TAKS Exit Level Exam.

English 4 (0140)
1 credit - Grade 12
Prerequisites: English 1, English 2, and English 3

Provides a survey of English literature, which traces the development of literary forms and movements through the reading of representative selections from significant British writers. The course also includes an intense study of composition and research skills.

Pre-Advanced Placement English 1 (0115)
1 credit – *CNGC Grade 9 only*
Prerequisites: Required reading

Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition. Examination given by the College Board their junior and senior years.

Pre-Advanced Placement English 2 (0125)
1 credit - Grade 9-10
Prerequisites: English 1 and required reading list

Designed for students with a high degree of skill in reading, writing, and interpretation of literature. One of the major objectives of this course is to prepare students for the Advanced Placement English Language and Composition Examination and Advanced Placement English Literature and Composition Examination given by the College Board their junior and senior years.

Advanced Placement English 3 (0135)
1 credit - Grade 11
Prerequisites: Required reading list and parent authorization

Advanced Placement course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions add to effectiveness in writing. After completing this course students may take the Advanced Placement English Language and Composition Examination given by College Board for advanced placement and/or credit.

Advanced Placement English 4 (0145)
1 credit - Grade 12
Prerequisites: Required reading list and parent authorization

An Advanced Placement English course in Literature and Composition should engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students should deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. After completing this course students may take the Advanced Placement English Literature and Composition Examination given by the College Board for advanced placement and/or credit.

Dual Credit English 3 (1301/1302) (0137)
1 credit – Grade 11
Prerequisites: TSI Assessment and registration with the college in the fall

This course offers students the opportunity to earn simultaneous credit in both high school junior English and freshman college English (1301 &1302) through Weatherford College.

Dual Credit English 4 (1301/1302) (0147)
1 credit - Grade 12
Prerequisites: TSI Assessment and registration with the college in the fall

This course offers students the opportunity to earn simultaneous credit in both high school senior English and freshman college English (1301&1302) through Weatherford College.

English for Speakers of Other Languages (ESOL 1, 2) (0100) (0105)
½ -1 credit – Grades 10-12
Prerequisites: Committee decision after language survey testing

The four language skills (listening, speaking, reading, and writing) are offered in a developmental sequence. The course is designed to consider cultural backgrounds of the students and to incorporate those with instruction. Only two credits may count as English graduation requirement.

Reading 1 (0195)
½ -1 credit- *CNGC Grade 9 only*

Students learn strategies that improve reading skills and vocabulary development. Students gain knowledge of study skills while reading fiction and nonfiction.

The following courses will be offered beginning in the 2012-2013 school year.

Dual Credit Technical Writing (College Technical Writing 2311) (0150)
½ credit- Grade 12
Prerequisites: College English 1301 & 1302

Students will practice in workplace writing skills. Of special benefit to students planning to enter technical fields, the course involves students in writing technical reports, business correspondence, and other forms of technical writing. Students will receive 3 hours of college credit. English college credit 2311 at Weatherford College.

Dual Credit British Literature (College English/Humanities Credit 2321) (0155)
½ credit- Grade 12
Prerequisites: College English 1301 &1302

This single semester course includes selected significant works of British literature. May include study of movements, schools, or periods. The course may include literature of England from Anglo-Saxon times to the twentieth century. Students are provided opportunities to analyze and evaluate the progression of ideas and emphasizes religious, political, and socioeconomic commentaries and encourages students to practice critical thinking and critical analysis by reading literature and writing about literature. Students will receive 3 hours of college credit. Humanities college credit 2321 Weatherford College.

MATHEMATICS

Algebra 1 (0210)
1 credit - Grades 9
Prerequisites: None

Builds on previous experience in mathematics. Includes properties and operations of real numbers, the solving of linear equations and inequalities, properties of fractions and algebraic fractions, the coordinate plane, linear equations and inequalities with two variables and radicals.

Geometry (0220)
1 credit – Grades 10
Prerequisites: Algebra 1

Concepts of space geometry are integrated with plane geometry. Algebraic skills are reviewed and strengthened through applications in problem solving. This course includes theory and application, formal and informal proofs, trigonometry, constructions and logic, coordinate geometry, and transformations.

Pre-Advanced Placement Geometry (0225)
1 credit – Grades 9, 10
Prerequisites: Algebra 1

This course is designed for the advanced, academically bright math student who meets the placement criteria listed for honors courses. Some additional material will be covered in this course not covered in regular geometry. Emphasis will be placed on independent study and research, and higher level thinking skills will be stressed.

Algebra 2 (0230)
1 credit – Grades 10-12
Prerequisites: Algebra 1, Geometry

Extends and continues Algebra 1. Some new topics will be covered such as complex numbers, conic sections, higher order equations, exponential and logarithmic functions, matrices, and probability and statistics. Emphasis is placed on problem solving skills.

Pre-Advanced Placement Algebra 2 (0235)
1 credit - Grades 10-12
Prerequisites: Algebra 1, Geometry

Designed for students who have displayed a high degree of understanding in previous Algebra and Geometry classes. All the topics included in regular Algebra 2, as well as more difficult problems, and more independent research will be added to the course. Emphasis is placed on skills to begin preparing students for the Advanced Placement Calculus curriculum.

Dual Credit College Algebra (Independent Study in Mathematics) (0236)
1 credit – Grades 11-12
Prerequisites: Geometry, Algebra 2, TSI Assessment and registration with the college

This course offers students the opportunity to earn simultaneous credit in Independent Study in Mathematics for high school credit and 3 hours of college Algebra through Weatherford College.

Precalculus (0245)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series and introduction to limits.

Pre-Advanced Placement Precalculus (0240)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, and Algebra 2

Designed for students who want to take a fourth math course to prepare for post-high school opportunities. Topics included are functions and their graphs, trigonometric functions, applications of trigonometry, trigonometric identities and equations, solving polynomial functions, inequalities, exponential and logarithmic functions, conic sections, sequences and series and introduction to limits. Emphasis is placed on advanced skills in math as preparation for the Advanced Placement Calculus course.

Advanced Placement Calculus AB (0255)
1 credit - Grades 11-12
Prerequisites: Precalculus

The course covers the material in the first semester of Calculus at a college or university. Topics included are analytical geometry, limits, differentiation of algebraic functions, application of differentiation, the definite integral, calculus of trigonometric and exponential functions and techniques of integration. After completing this class, students are expected to take the Advanced Placement Calculus Examination given by the College Board for advanced placement and/or credit.

Mathematics Modeling with Applications (0260)
1 credit – Grade 11
Prerequisites: Algebra 1 and Geometry

Students use algebraic, graphical, geometrical, and statistical reasoning to recognize patterns and structures, to model information, and to solve problems from various disciplines. Students use math methods to model and solve real-life problems involving money, data, chance, patterns, music, design and science.

Advanced Mathematical Decision Making (AMDM) (0280)
1 credit – Grades 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2
***4th Math Only**

Advanced Mathematical Decision Making (AMDM) is a mathematics course that follows Algebra I, Geometry, and Algebra II. The course emphasizes statistics and financial applications, and it prepares students to use algebra, geometry, trigonometry, and discrete mathematics to model a range of situations and solve problems.

Statistics and Risk Management (9275)
1 Credit – Grade 11-12
Recommended Prerequisites: Accounting I and Algebra 2
***CAN COUNT AS 4TH MATH**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from Patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Engineering Mathematics (9780)
1 Credit – Grade 11-12
Prerequisites: For PLTW Students Only
***CAN COUNT AS 4TH MATH**

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. ***Honors credit will be given.***

AP Statistics (0270)
1 credit – Grade 11-12
Prerequisites: Algebra 1, Geometry, Algebra 2

Introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes: exploring data, planning a study, anticipating patterns in advance, and statistical inference. This course is equivalent to an introductory, non-calculus based, college course in statistics.

SCIENCE

At least 40% of all instruction shall include hands on lab investigations and field work using appropriate scientific inquiry.

Biology (0310)
1 credit - Grade 9
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment.

Pre-Advanced Placement Biology (0315)
1 credit - *CNGC Grade 9 only*
Prerequisites: None

Students conduct laboratory experiments in a variety of topics that include: structures and functions of cells and viruses, growth and development of organisms, cells, tissues and organs, nucleic acids and genetics, metabolism and energy transfers in living organisms, ecosystems, and plants and the environment. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Reading and a project are required.

Advanced Placement Biology (0325)
1 credit - Grades 11-12
Prerequisites: Biology & Chemistry

This course is designed to provide students adequate knowledge and laboratory skills to place out of freshman level college biology. Biochemistry, genetics and advanced plant and animal biology are examples of studies. Students are expected to take the Advanced Placement examination for college credit at the completion of the course.

Dual Credit Biology (SR &D 3)
(0328)
1 credit (4 College Credits per semester) - Grades 11-12
Prerequisites: Biology & Chemistry
***CAN COUNT AS 4TH SCIENCE**

College Biology – Semester A
An introduction to the physical and chemical organization of living organisms, cell structure, function, and metabolism. Students learn to understand and interpret terms and discover principles covering all aspects of living organisms. Course can count as 4th year science. Students will receive 4 hours of college credit. Biology college credit 1406 at Weatherford College.

College Biology – Semester B
An introduction to plant and animal growth, plant and animal tissues and systems, ecology, evolution and behavior. Course can count as 4th year science. Students will receive 4 hours of college credit. Biology college credit 1407 at Weatherford College.

Integrated Physics and Chemistry
(0305)
1 credit - Grade 10
Prerequisites: None

Laboratory-oriented class that integrates the disciplines of physics and chemistry in the following topics: motion, waves, energy, transformations, properties of matter, changes in matter, and solution chemistry.

Chemistry (0330)
1 credit - Grades 10-12
Prerequisites: One unit of high school science, Algebra 1

Covers general exploratory experiences and activities in the concepts of matter, atomic structure, chemical equations, properties of solutions, acids and bases, and nuclear chemistry.

Pre-Advanced Placement Chemistry
(0335)
1 credit - Grades 10-11
Prerequisites: One unit of high school science and completion of or enrollment in Algebra 2

Follows the course description of Chemistry with a focus on advanced laboratory skills and critical thinking skills to prepare students for Advanced Placement chemistry. *Performance-based projects are required*.

Advanced Placement Chemistry
(0345)
1 credit - Grades 11-12
Prerequisites: Chemistry, Algebra 2

Laboratory-oriented course which reinforces basic concepts of Pre-Advanced Placement Chemistry with emphasis on more independent study and the improvement of laboratory techniques. Advanced topics include thermodynamics, equilibrium, kinetics, electrochemistry, and descriptive chemistry. This course is designed for students desiring to place out of freshman college chemistry by taking the Advanced Placement examination at the end of the course.

Anatomy & Physiology (9470)
1 Credit – Grades 11-12
Prerequisites: Biology I, Chemistry I
***CAN COUNT AS 4TH SCIENCE**

Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applies to human health and well being. ***Honors credit will be given.***

Dual Credit Anatomy & Physiology of Human Systems (0355)
1 credit - Grades 11-12
Prerequisites: Biology, Chemistry, TSI assessment and registration with Hill College
***CAN COUNT AS 4TH SCIENCE**

Offers students general exploratory and advanced activities in the structures and functions of the human body. This includes a realization of interrelationships of the body systems and the understanding of the complexity of the human organism. Pursuant to payment of tuition fees and passing the TSI Assessment, this course can count as a dual credit course with the student receiving concurrent high school and college technical credit through Hill College of Hillsboro.

Physics (0360)
1 credit - Grades 10-12
Prerequisites: Two units of high school science

Students conduct laboratory investigations involving such topics as laws of motion; force; conservation of energy and momentum; electricity; thermodynamics; wave motion; and quantum physics.

Pre-Advanced Placement Physics
(0365)
1 Credit – Grades 11-12
Prerequisites: Two units of high school science & Algebra II

Students follow curriculum of physics with increased lab requirements and projects. Special emphasis is placed on advanced skills in preparation for the Advanced Placement course. *Performance-based projects are required*.

Advanced Placement Physics B
(0368)
1 credits – Grades 11-12
Prerequisites: Physics and Precalculus or AP Calculus

Provides a systematic introduction to the fundamental principles of physics, enhanced by a laboratory component emphasizing the development of independent study skills and problem-solving abilities. Topics include Newtonian mechanics, thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. This course is designed for the student desiring to place out of trig-based introductory college physics by taking the Advanced Placement examination at the end of the course.

Aquatic Science (0380)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include components of an aquatic ecosystem, relationships among aquatic habitats and ecosystems, roles of cycles within aquatic environments, geologic phenomenon and fluid dynamics effects, and the origin and use of water in a watershed and environmental system, sources and flow of energy through an aquatic environmental system, relationships between carrying capacity and changes in populations and ecosystems, and changes in aquatic ecosystems.

Environmental Science (0385)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environmental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems.

AP Environmental Science (0395)
1 credit – Grades 11-12
Prerequisites: None
***CAN COUNT AS 4TH SCIENCE**

This course is the study of a variety of topics that include biotic and abiotic factors in habitats, ecosystems and biomes, interrelationships among resources and an environ mental system, sources and flow of energy through an ecosystem, relationships between carrying capacity and changes in populations and ecosystems, and changes in ecosystems. This is an in-depth and rigorous course that covers topics requires a high level of cognitive learning skills. It is designed to prepare students to take the AP exam. Students are expected to take the AP exam.

Advanced Animal Science (9010)
1 Credit – Grades 11-12
Prerequisites: Livestock Production/Small Animal Management
***CAN COUNT AS 4TH SCIENCE CREDIT**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

Medical Microbiology (9475)
1 Credit – Grade 11-12
Prerequisites: 3 Science Credits
****CAN COUNT AS 4TH SCIENCE***

This course explores the microbial world, covering topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, drug resistant organisms, and emerging diseases. ***Honors credit will be given.***

Forensics (9660)
1 Credit – Grades 12
Prerequisites: 2 years of science
***CAN COUNT AS 4TH SCIENCE**

Ever watch CSI and think "Do they really do that stuff" or "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scenes, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes, such as fingerprint analysis, ballistics, blood spatter, bones, autopsies and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator? ***Honors credit will be given.***

Aviation (SR&D 2) (9820)
1 Credit Grades 11-12
Prerequisites: One unit high school science
***CAN COUNT AS 4TH SCIENCE**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum. ***Honors credit will be given.***

SOCIAL STUDIES

World Geography Studies (0400)
1 credit - Grade 9
Prerequisites: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Pre-Advanced Placement World Geography Studies (0405)
1 credit – *CNGC Grade 9 only*
Prerequisites: None

Students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students will utilize skills in self-directed learning, creative, logical, and critical thinking, research, and communication by producing innovative performances and products that reflect creativity and individuality in an advanced program. Reading required. ***Honors credit will be given.***

World History Studies (0410)
1 credit - Grades 10-12
Prerequisites: None

World History Studies is a course that offers students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present.

Pre-Advanced Placement World History (0415)
1 credit – Grades 10-12
Prerequisites: World Geography

This course is designed for students who have been successful in World Geography and who have higher reading and writing skills. Independent study and research methods are emphasized in addition to studying World History in greater depth than a regular survey course would provide. The curriculum established by the College Board will be followed. This class will prepare students to meet the requirements of future AP social studies classes in high school.

AP World History (0417)
1 credit – Grades 10-12
Prerequisites: World Geography

This course presents a comprehensive history of the world, allowing students to view history in a global and integrated way. It will afford students the opportunity to gain a Distinguished Achievement measure as well as college credit by successful completion of the associated AP exam in May. Major facets of the course include the impact of interaction among major societies, relationship of change and continuity, impact of technology and demography on people and the environment, systems of social structure and gender structure, cultural and intellectual developments and interactions, and changes in functions and structures of states and in attitudes toward states and political identities, including the rise of the nation-state. This course meets the one-year world history social studies graduation requirement.

United States History Studies Since Reconstruction (0420)
1 credit – Grades 11-12
Prerequisites: None

History of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights.

Advanced Placement United States History (0425)
1 credit - Grade 11
Prerequisites: World History, World Geography, completion of required reading

This program is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with problems and topics in U. S. History. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the U.S. History Advanced Placement exam.

Dual Credit United States History to 1877 (0426)
(History 1301-3 hrs credit)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with the college

This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from its roots to the close of Reconstruction.

Dual Credit United States History from 1877 (0426)
(History 1302-3 hrs credit)
½ credit – Grades 11-12
Prerequisites: TSI assessment and registration with the college

This survey course develops the ability to organize, interpret, and evaluate several sources of information about the political, economic, and cultural history of the United States from the end of Reconstruction to the 1990s.

Advanced Placement European History (0430)
1 credit – Grades 11, 12
Prerequisites: World History, World Geography

This advanced placement social studies elective consists of the study of European History since 1450. It introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world of today. Students will develop the skills necessary to arrive at conclusions based on informal judgment and to present reasons and evidence clearly and persuasively in essay format. Upon completion of this course, students are expected to take the European History Advanced Placement exam.

Government (0440)
½ credit - Grade 12
Prerequisites: U.S. History

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels.

Advanced Placement American Government & Politics (0445)
½ credit-Grade 12
Prerequisites: U.S. History

This program gives students a critical perspective on government and politics in the United States. The course requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Upon completion of this course, students are expected to take the Advanced Placement exam.

Dual Credit Government 1 (GOVT 2301) – Principles and Institutions of the American and Texas Systems of Government (0441)
½ credit - Grade 12
Prerequisites: TSI assessment and registration with the college

This course presents terminology and concepts needed to explain the principles and functions of the United States and Texas governments. Emphasis is placed on evaluating the social contract theory and tracing the historical development of the Declaration of Independence and the Texas and American constitutions. Students acquire information on the organization of the national and Texas executive departments.

Dual Credit Government 2 (GOVT 2302- Functions of the Institutions of American and Texas Government) (Special Topics in Social Studies) (0442)
½ credit – Grade 12
Prerequisites: TSI assessment and registration with the college and DC Government 1

This course presents terminology and concepts needed to explain the principles and functions of the United States and Texas governments. Emphasis is placed on evaluating the federal and Texas court systems, constitutional law (civil liberties and civil rights), Congress and the Texas legislature, and local governments. Students are required to read a body of material dealing with the Supreme Court's interpretation of our liberties and freedoms under the Bill of Rights and the Fourteenth Amendment.

Economics and the Free Enterprise System (0450)
½ credit - Grade 12
Prerequisites: U.S. History

This course teaches the need to make choices in a world of limited resources and unlimited wants. It will introduce the microeconomic concepts of supply and demand, and business production, as well as the macroeconomic concepts behind fiscal and monetary policy. There is also a focus on personal financial literacy using materials approved by the State Board of Education.

Advanced Placement Macro-Economics (0455)
½ credit - Grade 12
Prerequisites: U.S. History

This course is designed to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. The focus is on fiscal and monetary policy, purpose, implementation and outcome. Students are expected to take the Advanced Placement exam.

AP Micro Economics (0452)
½ Credit - Grade 12
Prerequisites: U.S. History

Presents a one-semester analysis of the elements of economic theory. This course deals with product and factor price determination in a market economy. Prepares students to perform successfully on the AP Examination. This course may be used to meet either the course requirement for Economics for state graduation or elective course requirements.

Psychology (0470)
½ credit - Grades 11-12
Prerequisites: None

This survey course introduces the students to the field of psychology. It is designed to give students a basic history of psychology, theories of learning, self-awareness, the process of thinking, personality, heredity and mental health as well as a study of human growth and development.

Dual Credit Psychology (0473)
½ credit - Grades 11-12
Prerequisites: TSI assessment and registration with the college

Presents a basic understanding of psychological terms, theories, and methodologies in the scientific discipline that studies behavior and mental processes. Cognitive abilities such as problem solving, learning, and communication; affective (emotional) states such as self-esteem, mood states, and sociability; and interpersonal relationships and gender issues are explored. Psychological principles are presented in the context of biology, such as the neuropsychological underpinning of learning and behavior, discrete brain functioning, and the significance of neurotransmitters and neurohormones. In addition, learning theory, epistemology, personality theory, personality disorders, development, psychopathology, and therapies are explored. Students will receive 4 hours of college credit. Psychology college credit 2301 at Weatherford College.

Sociology (0475)
½ credit - Grades 11 -12
Prerequisites: None

This course deals with the study of people and their interaction with one another. It involves learning about institutions found in all societies such as the family, community organizations as well as political and social activities. Broad areas of content include mobility of people, human relationships and factors in society that influence human personality.

Dual Credit Sociology (0478)
½ credit - Grades 11-12
Prerequisites: TSI assessment and registration with the college

Presents the basic terminology and concepts needed to understand major sociological theories and application to society. Emphasis is placed on the comprehension of sociological vocabulary appraisal of applications to various social situations, and analysis of the complex interrelationships involved in individual, small group and societal interactions. Students will receive 4 hours of college credit. Sociology college credit 1301 at Weatherford College.

OTHER LANGUAGES

Spanish 1 (0600)
1 credit - Grades 9-11
Prerequisites: None

Teaches phonics, basic speech patterns, and sentence structure. Emphasis is on vocabulary acquisition, with exercises in reading, writing, listening, and speaking. Culture is introduced.

Spanish 2 (0605)
1 credit - Grades 9-12
Prerequisites: Spanish 1

Teaches skills in using Spanish for everyday life situations. Emphasis is on grammar, with several past tense, present tense, and command verb forms. Subjunctive forms are introduced. Cultural studies are included.

Spanish Language for Native Speakers 2 (0606)
1 credit – Grades 10-12
Prerequisites: Spanish for Spanish Speakers

This course continues to build on a student's oral skills in Spanish to increase and expand reading and writing abilities. It develops critical thinking skills in Spanish that will be transferable to English. Students successfully completing this one credit course will be prepared for Pre-AP for Spanish Speakers 3. Students must be recommended by their teacher or counselor to participate in this course.

Pre-Advanced Placement Spanish 3 (0610)
1 credit - Grades 10-12
Prerequisites: Spanish 1, Spanish 2

Advanced conversational and writing skills and literature.

Pre-Advanced Placement Spanish 3 for Native Speakers (0611)
1 credit - Grades 10-12
Prerequisites: Spanish for Spanish Speakers

This course builds on a student's oral skills in Spanish. It increases and expands a student's skills in oral, written and interpretive modes.

Advanced Placement Spanish 4 (0616)
1 credit – Grades 11-12
Prerequisites: Spanish 3

Intensive study of the Spanish language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 4 for Native Speakers (0618)
1 credit – Grades 11-12
Prerequisites: Pre-Advanced Placement Spanish 3

Intensive study of the Spanish language for native speakers using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

Advanced Placement Spanish 5 (0617)
1 credit – Grades 12
Prerequisites: Advanced Placement Spanish 4

The curriculum requires a close reading of literary texts in all genres in Spanish, covers critical analysis of the forms and content of literary works in Spanish, and provides for active participation in Spanish on literary topics. The course is aimed at preparation for the Advanced Placement Spanish Literature examination.

Advanced Placement Spanish 5 Literature for Native Speakers (0619)
1 credit – Grades 10-12
Prerequisites: AP Spanish 4

This course requires close reading of literary texts in all genres of Spanish. It covers critical analysis of the forms and content of literary works in Spanish and provides for active participation in Spanish on literary topics. Students receive one credit for the course with the possibility of a second credit upon successful completion of an end-of-course exam. This course prepares students for the Advanced Placement exams in Spanish Language and Spanish Literature.

German 1 (0620)
1 credit - Grades 9-11
Prerequisites: None

Develops the four language skills (reading, listening, writing and speaking). Through an integrated sequence of common language functions, the course introduces the vocabulary, grammar, and cultural background that students need to master communicative competence.

German 2 (0625)
1 credit - Grades 10-12
Prerequisites: German 1

Continues development of language skills. By the end of this course the student should not only be familiar with the broad range of German speaking countries, but should also be able to communicate with native speaking Germans, using knowledge of discourse strategies and, to an even greater extent, reading and writing.

Pre-Advanced Placement German 3 (0630)
1 credit - Grades 1-12
Prerequisites: German 1, German 2

Advanced conversational and writing skills.

Advanced Placement German 4 (0635)
1 credit – Grades 12
Prerequisites: German 3

Intensive study of the German language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

French 1 (0640)
1 credit - Grades 9-11
Prerequisites: None

Introduces the vocabulary, grammar and language skills necessary for a basic study of French.

French 2 (0645)
1 credit - Grades 10-12
Prerequisites: French 1

Continues the development of skills necessary for the more complex strategies of the French language.

Pre-Advanced Placement French 3 (0650)
1 credit - Grades 11-12
Prerequisites: French 1 and French 2

Advanced conversational and writing skills.

Advanced Placement French 4 (0660)
1 credit – Grades 12
Prerequisites: French 3

Intensive study of French language using a differentiated curriculum aimed at preparation for the Advanced Placement Exam.

American Sign Language (ASL) I (0670)
1 Credit – Grades 10-12
Prerequisites: None

Students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should: understand short-signed phrases when attending and respond expressively with learned material; produce learned signs, phrases, and sentences; detect main ideas in familiar material that is signed; be able to transcribe American Sign Language (ASL) into English gloss; recognize the importance of communication and how it relates to the American Deaf culture; and recognize the importance of acquiring accuracy of expression by knowing the components of ASL, including grammar. Novice checkpoint.

American Sign Language (ASL) II (0675)
1 Credit – Grades 11-12
Prerequisites: ASL I

Students further their knowledge and practice in the areas of communication, culture, connections, comparisons, and communities during this second year of ASL as listed in ASL I. Novice checkpoint.

American Sign Language (ASL) III (0680)
1 Credit – Grades 11-12
Prerequisites: ASL I and II

Students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should: participate in simple face-to-face communication; create statements and questions to communicate independently when signing; understand main ideas and some details of signed material on familiar topics; understand simple signed statements and questions and transcribe these into written English gloss; meet limited practical and social communication needs; use knowledge of the culture in the development of communication skills; use knowledge of the components of American Sign Language (ASL), including grammar, to increase accuracy of expression; and cope successfully in straightforward social and survival situations. Intermediate checkpoint. ***Honors credit will be given.***

SPEECH

Communication Applications (0185)
½ credit – Grade 9 – 12
Prerequisites: None

Students will be expected to identify, analyze, develop, and evaluate communication skills needed for professional and social success in interpersonal situations, group situations, and personal and professional presentations.

Professional Communication (9850)
½ credit – Grade 9-12
Prerequisites: None

Professional Communications offers students a required speech credit while blending written, oral, and graphic communication. Students will be provided a strong academic foundation in professional oral and written communication while integrating computer and technology applications. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, listen, apply software applications, manipulate computer graphics, and conduct Internet research. Professional Communications within careers and the workplace will be included in this curriculum

Dual Credit Speech (Independent Study in Speech) (0186)
½ credit – Grade 11-12
Prerequisites: TSI Assessment and registration with college

This course covers the research, composition, organization, delivery, and analysis of speeches for various purposes and occasions. Students are simultaneously registered for an independent study in speech for high school credit and will receive 3 hours of college credit in verbal communication from Weatherford College (Speech 1315). This will be an elective credit at the high school level.

ENGLISH ELECTIVES

Journalism 1 (Yearbook) - Application Only (0165)
1 credit – *CNGC 9th grade only*
Prerequisites: Application Only

Students are taught to plan, organize and lay out a yearbook within a given period of time and within a budget. Units include: planning, organization, and laying out of a yearbook using computer technology within a given period of time and within a given budget, advertising, proofreading, and editing copy.

Advanced Journalism Yearbook Production 1, 2, 3 (0165, 0166, 0167)
½ - 1 credit - Grade 10-12
Prerequisites: Journalism, teacher interview, & approval

Students will work together as a staff to record the yearly history of Granbury High School. Students will learn basic layout and design elements, theme development, photography and copy writing skills that go into producing a yearbook. Students must successfully complete an interview with the adviser in order to be considered for the yearbook staff.

Debate 1, 2, 3, 4 (0175, 0176, 0177, 0180)
½-1 credit - Grades 9-12
Prerequisites: Instructor approval

This course is designed for competitive debate in standard forms. Curriculum includes researching current NFL, TFA, and UIL topics for debate, organizing and structuring cases, practicing fundamental debate techniques, and effectively using the basic processes of logic and reasoning as well as advancing skills in speaking. Students will be required to attend and compete in tournaments or equivalent activities, earn membership in National Forensic League and achieve a minimum number of points toward NFL distinction per semester on a graded scale.

Debate 2 and 3 (Honors) (0178, 0179)
½ -1 credit - Grades 11-12
Prerequisites: Instructor approval, Debate 1, previous successful performance in debate activities

Provides students with the advanced instruction in debate and competition. Students must complete additional requirements to achieve honors credit including peer coaching, tournament attendance, and competition in a minimum of three tournaments per semester or equivalent activity, critical evaluation of debate rounds, writing and sharing evidence briefs for the team, attendance of regular practice sessions before or after school, and participation in any local invitational meets or activities sponsored by the Granbury High School Forensics Team. Students will also be required to earn a minimum number of points toward NFL distinction per semester on a graded scale.

Creative and Imaginative Writing (0193)
½ Credit – Grades 11-12
Prerequisites: None

Students are expected to apply the skills taught in class to their own writing in such forms as essays, short stories, poetry, and drama. Students will demonstrate an understanding of the recursive nature of the writing process, improving each draft based on the feedback from previous drafts. They will analyze and discuss published pieces of writing and the writing of peers, as well as set their own goals as writers.

Humanities (0157)
1 credit – Grade 12
Prerequisites: Must carry an average no lower than a B from English 1, 2, and 3

This course includes the study of major historical and cultural movements and their relationship to cultural artifacts of our society, literature, film, television, etc. Students will examine both the time and society the films represent by investigating the cultural and historical context of the American Cinema from the period of its inception (1885) to the present. Daily attendance, participation in classroom discussions and presentations are a necessity.

FINE ARTS - THEATRE

Theatre Arts 1(0750)
½ -1 credit - Grades 9-12
Prerequisites: None

This overview course introduces students to the basic concepts of Theatre and creative expression including pantomime, improvisation, voice and diction, analysis of script and characters, Theatre safety, interdependence of technical Theatre, acting, Theatre appreciation, and audience etiquette. Emphasis is on basic acting skills.

Theatre Arts 2 (0751)
½-1 credit - Grades 9-12
Prerequisites: Theatre Arts 1

This course analyzes the multiple components and skills that comprise a theatrical production, and provide for continued development of acting and production skills. It concentrates on the process and methods of Theatre production. Students will audition, rehearse, and perform in public.

Theatre Arts 3 (0752)
1 credit – Grades 11-12
Prerequisites: Theatre Arts 2, teacher approval

This course includes detailed study of theatrical styles, script and character analysis, playwriting, directing, and emphasizes career opportunities available in Theatre arts. Evaluations of production styles and techniques will be made. Focus is on performance. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Theatre Arts 4 (0753)
1 credit – Grade 12
Prerequisites: Theatre Arts 3, teacher approval

The course provides an in-depth look at all aspects of theatrical production, with an emphasis on directing, script and character analysis, and theatrical evaluation. Focus is on the production of classical and contemporary material. Students will be required to audition, rehearse, and perform in a major production. Rehearsals are held during class time and after school.

Dual Credit Introduction to Theatre (0775)
½ Credit – Grades 11-12
Prerequisites: Level 1 Theatre course, Instructor Approval, and TSI assessment and registration with the college

Survey of all phases of theatre including its history, dramatic works, stage techniques, production procedures, and relation to the fine arts. Students will receive 3 hours of college credit. College drama credit 1310 at Weatherford College.

Theatre Production 1,2,3,4 (0760) (0761)
(0762) (0763)
1 credit – Grades 10-12
Prerequisites: Director's approval and audition for placement

Students will produce a major production for public performance and competition. Rehearsals are held during class time and after school. Students must audition and must participate in the UIL One-Act Play Competition.

Technical Theatre 1 (0770)
1 credit – Grades 10-12
Prerequisites: None

Students will gain hands on experience in technical Theatre including: building scenery and props, costumes, makeup, lighting, rigging, and Theatre safety. Students will build sets for major productions during class.

Technical Theatre 2, 3 (0771) (0772)
½ -1 credit – Grades 10-12
Prerequisites: Technical Theatre 1, teacher approval

Students will gain hands on experience in technical Theatre including: building scenery and props, costumes, makeup, lighting, rigging, and Theatre safety. Students will build sets for major productions during class.

FINE ARTS - CHOIR

Choir 1 (0720)
½-1 credit – Grades 9-12
Prerequisites: Auditioned by instructor

Provides music instruction in the care and development of the voice and the production and control of tone. Students are prepared for advancement into concert, a cappella, or chamber chorus. Attendance at all performances is required.

Choir 2, 3, 4 (Concert) (0721) (0722) (0723)
½- 1 credit - Grades 9-12
Prerequisites: Auditioned by instructor:
Choir 2, 3, and 4 are taken in sequence

Offers instruction for those students who wish to improve their vocal skills and techniques for participation in a cappella and chamber chorus. This course will enrich the student's aesthetic experience by deepening music knowledge base.

Choir 3, 4 (Honors-Chamber Choir) (0726) (0727)
½- 1 credit – Grades 11-12
Prerequisites: Choir 1 and 2 or commensurate skills, teacher recommendation based on audition, successful performance on sight reading skills test, concurrent membership in the most advanced choir in the school music department. Choir 3 and 4 are taken in sequence.

Provides students with advanced vocal training and performance. The students are required to have a juried recital, participate in TMEA, and UIL, attend all concerts and write critiques, write papers on assigned composers, and perform in all choral concerts. With instructor approval, honors credit will be given to students who meet additional requirements

Advanced Placement Music Theory (0724)
½- 1 credit – Grades 11-12
Prerequisites: Choir 1 and 2 or commensurate skills, teacher recommendation, concurrent membership in the most advanced choir in the school music department, contract with choir teacher for advanced curriculum.

The course includes a study of all aspects of music: reading music, rhythms, performance, composing, and critical listening. It targets choir students who plan to major in music in college. Students work to be prepared for the AP Music Theory Test.

FINE ARTS – ART

Art 1 (0730)
1 credit - Grades 9-12
Prerequisites: None

Provides basic art instruction to emphasize the fundamentals of art and to develop skills in art. Offers opportunity to illustrate ideas for artwork from direct observation, experiences and imagination using art element and principles. Includes effective use of art media and tools in design, drawing, printmaking, printing, and sculpture. Includes culture heritage and opportunities to use critical evaluation through art. Students will explore art careers and vocational opportunities in art.

Art 2 Drawing (0731)
1 credit - Grades 9-12
Prerequisites: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in drawing techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the drawing field.

Art 2 Painting (0736)
1 Credit – Grades 9-12
Prerequisites: Art 1

This course provides advanced art instruction in 2-dimensional art developing skills in painting techniques that may apply to art elements and principles of design. The course provides for a variety of art media and tools. Emphasis will be put upon creating a portfolio which demonstrates skills developed in the painting field of study.

Art 2 Print Design (0732)
1 credit – Grades 10-12
Prerequisites: Art 1

This course provides basic art instruction to emphasize the fundamentals of design and to develop skills in various media and techniques that apply to the principles of design. Emphasis will be upon creating a portfolio focused on design schemes. Careers in fashion, advertising, interior, and exterior design will be explored.

Art 2 Ceramics (0734)
1 credit - Grades 10-12
Prerequisites: Art 1

Introduces students to basic materials and processes in ceramic construction. Students are introduced to hand-built and thrown ceramic techniques. Students create original designs by incorporating the elements and principles of art into their personal ceramic projects. History and careers will be explored.

Art 2 Sculpture (0735)
1 Credit – Grades 10-12
Prerequisites: Art 1

Introduces students to basic materials and processes in the three-dimensional art form of sculpture. Students create original designs by incorporating the elements and principles of art into their personal three-dimensional sculptures. History and careers will be explored.

Art 3 Advanced Print Design (0733)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2 Design

This course provides advanced instruction in the principles of design and development of media and techniques used in commercial art. Emphasis will be upon creating a portfolio focused on design schemes. Careers in illustration, advertising, interior, and exterior design will be explored.

Pre-Advanced Placement Art 3 Portfolio(0737)
1 credit – Grades 11-12
Prerequisites: Art 1 & 2

Provides students an opportunity to start preparing a portfolio while working in and out of the classroom. Students will prepare the breadth portion of the AP portfolio. This work will be the first part of the AP portfolio to be evaluated by the College Board. The remainder of the work will be completed during the AP Drawing course. This is also an upper level course available to students who want to stay involved in art without progressing to the AP level.

Advanced Placement Art 3 Drawing (0739)
1 credit - Grades 11-12
Prerequisites: Art 1 and Art 2

Provides an opportunity for students to prepare a drawing portfolio while working both in and out of the classroom. Students experiment with a variety of media and their works are judged on the quality, concentration and breadth of presentation. This course is equivalent to freshman college-level courses in General Art, and students take the Advanced Placement examination.

Advanced Placement Art 4 Two-Dimensional Design Portfolio (0741)
1 credit – Grades 11-12
Prerequisites: Art 1, Art 2, portfolio exam, and 85+ average in art

Provides students an opportunity to prepare a portfolio while working in and out of classroom. Students work on the quality, concentration, and breadth of presentation. This course is equivalent to freshman college level courses in general art and fundamental design. Students are encouraged to submit their advanced placement portfolio to the College Board for evaluation.

Art 3 Photography (0738)
1 credit - Grades 10-12
Prerequisites: Art 1

Focus on Art in Black and White Photography. Includes basic skills and techniques associated with the operation of the camera and development of prints in the darkroom. Composition plays a very important role, hence the recommendation of drawing or design as a *Prerequisite.* (Personal digital camera recommended.)

Commercial Photography (9190)
1 credit - Grades 11-12
Prerequisites: Art 3 Photography

Careers in commercial photography span all aspects of the industry from setting up a shot to delivering products in a competitive market. Within this context, in addition to developing knowledge and skills needed for success in Arts, AV & Technology, students will develop an understanding of the commercial photography industry with a focus on creating quality photographs. This class will focus on digital photography and will include time in a computer lab, with use of Adobe Photoshop editing software. ***Honors credit will be given.***

Principles & Elements of Floral Design (9365)
1 Credit – Grades 10-12
Prerequisites: None

This course exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student, and to provide hands-on activities in techniques required in the floral industry.

FINE ARTS - DANCE

Dance 1, 2, 3, and 4 (Drill Team-Stowaways Years 2-5) (0780, 0785, 0790, 0795)
1 credit - Grades 9-12
Prerequisites: Audition for placement; courses are taken in sequence.

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

FINE ARTS - BAND

Marching Band/Instrumental Ensemble 1, 2, 3, 4 (0700, 0701, 0702, 0703)
½ -1 credit (Fine Arts or PE) - Grades 9-12
Prerequisites: Audition for placement

Encourages music education and appreciation through participation in the Marching Band, Wind Ensemble, Symphonic Band, solos, ensembles, and All Region Band. Junior and senior band students may receive honors credit if accepted into the course of study. Qualities of social, mental and moral discipline are necessary for a successful band program. Assignment to Marching Band, Wind Ensemble, Symphonic Band, and Percussion (0706) is based on performance.

Band 3, 4 (Honors) (0704, 0705)
½ - 1 credits – Grades 11-12
Prerequisites: Audition and instructor approval.

Provides students with advanced instruction in musical training and performance. Students must complete additional course requirements in order to receive honors credit.

PHYSICAL EDUCATION & HEALTH

Health (0500)
½ credit - Grade 9-12
Prerequisites: None

The course instructs students in the importance of achieving a complete physical, mental and social well-being. The course outline includes the State Board of Education curriculum, the Parent and Paternity Awareness Program, and the Family Violence Prevention Program.

Dual Credit Kinesiology (Foundations of Personal Fitness) (8900)
1 credit – Grade 11-12
Prerequisites: TSI Assessment and registration with college

This course covers principles of nutrition, exercise, stress management, and health concerns that increase longevity and quality of life. Physical activities that relate to social, mental, physical, spiritual, and emotional domains of wellness are addressed. Students are simultaneously registered for Foundations of Personal Fitness for high school credit and Concepts of Fitness and Wellness for 3 hours of college credit from Weatherford College. Kinesiology 1338.

PE Individual/Team Sports (8910)
1 Credit – Grades 09-12
Prerequisites: None

Students are expected to participate in a wide range of individual sports that can be pursued for a lifetime. Students continue to develop health-related fitness initiated in the Foundations of Personal Fitness course, through the selection of individual sport and lifetime activities. Enjoyment is a major objective of this course.
*A student may select PE Individual/Team Sports **OR** Yoga.

Aerobic Activities (8930)
1 credit – Grades 10-12
Prerequisites: None

Students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically active lifestyle. A major expectation of this course is for the student to design a personal fitness program using aerobic activities as a foundation.

P.E. – Yoga (8940)
1credit – Grades 10-12
Prerequisites: None

This course provides students with instruction in the basics of Yoga. While meeting all of the P.E. TEKS, students learn current practices in this motivating area of fitness and exercise.
*A student may select Yoga **OR** PE Individual/Team Sports.

Athletic Training (8850, 8860, 8875, 8885, 8890)
½ – 1 credit – Grades 9-12
Prerequisites: Trainer approval, student interview, application review, and a minimum B average in academic classes

The course will introduce a broad discipline of sports medicine. The student will learn and participate in prevention, care, first-aid, and rehabilitation of sports injuries, be responsible for performing direct training-room duties daily, and provide training coverage of assigned athletic events, both home and away. The student will work with and under the supervision of a licensed athletic trainer to achieve the academic course work requirements.

Drill Team (Stowaways Year 1) (8790)
1 credit - Grades 9-12
Prerequisites: Audition for placement

The student will develop an awareness of the body's movement and apply fitness principles to dance. Choreographic processes will be used to demonstrate an understanding of cultural, historical, and artistic diversity. Performance is required.

Cheer (8750, 8760, 8775, 8785, 8790)
1 credit – Grades 9-12
Prerequisites: Tryouts required

MCJROTC

Leadership Education is based upon the tenants of Marine Corps leadership: to teach and develop a sense of citizenship, responsibility, discipline and character. Throughout the program, the Leadership Education curriculum is presented by way of five different categories of instruction: (1) Leadership (2) Citizenship (3) Personal Growth and Responsibility (4) Public Service and Career Exploration, and (5) General Military Subjects. The curriculum reflects two fundamental aspects. Leadership studies teach Leadership and Citizenship whereas the Leadership Labs allow student to apply that knowledge.

MCJROTC I (0501)
1 elective or 1 P.E. credit - Grades 9-12
Prerequisites: None

This first unit of the Leadership Education provides an introduction to both leadership and citizenship. It also exposes new cadets to personal growth and responsibility and establishes a foundation in military structure and tradition. Additionally, cadets participate in a healthy physical education program and are first exposed to the teamwork required in organized drill.

MCJROTC II (0502)
1 elective or 1 PE credit – Grades 10-12
Prerequisites: LE-1

This course continues the leadership and citizenship classes of LE-1. Students receive instruction in general military subjects with more structure and tradition than in LE-1. Cadets also receive an introduction to the exciting sport of marksmanship. LE-2 begins a cadet's orienteering training with map and compass.

MCJROTC III (0503)
1 elective or 1 PE credit – Grades 11-12
Prerequisites: MCJROTC 2

In this course, cadets resume building upon the subjects studied in LE-1 and LE-2, including various career options by beginning to learn more about public service and other possible careers for life after high school. Cadets also learn about job seeking and the interview process as well as receiving instruction in personal finances.

MCJROTC IV (0504)
1 elective or 1 PE credit – Grade 12
Prerequisites: MCJROTC 3

This course is the culmination of a cadet's Leadership Education studies. Cadets are expected to keep up with and be able to discuss current events. Social and cultural topics such as equal opportunity and sexual harassment are studied, and a research paper is required on a subject approved by the instructor. Cadets create a personal resume for future use after high school.

CAREER AND TECHNOLOGY EDUCATION

AGRICULTURE, FOOD & NATURAL RESOURCES

Principles of Agriculture, Food & Natural Res. (9000)
1 Credit – Grades 09-12
Prerequisites: None

This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations in agriculture.

Livestock Production (9005)
½ Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food & Natural Resources

Introduces the common veterinary skills and procedures used on livestock, anatomy of livestock, genetics and reproduction, and diseases that can affect all livestock animals. This course is recommended for those who have an interest in showing animals in livestock shows and who have an interest in the Veterinary Science field.

Small Animal Management (9008)
½ Credit – Grades 10- 12
Prerequisite: Principles of Agriculture, Food, and Natural Resources

Students will develop skills related to small animal systems including but not limited to small mammals, including household pets. Students will acquire knowledge and skills related to career opportunities and industry expectations. This semester class partners with Livestock Production and is recommended for students who have an interest in working with small animals or in a veterinary setting.

Advanced Animal Science (9010)
1 Credit – Grades 11-12
Prerequisites: Livestock Production/Small Animal Management
***CAN COUNT AS 4TH SCIENCE CREDIT**

Develop and investigate the scientific and technological dimensions of scientific animal agriculture, genetics and reproduction, anatomy and physiology of various livestock species, nutritional requirements, and disease and parasites of livestock through field and laboratory experiences. This class is recommended for those students with an interest in Veterinary Science.

Veterinary Medical Applications (9015)
1 Credit – Grades 11-12
Prerequisites: Livestock Production/Small Animal Management

Develop and expand the knowledge and techniques skills pertaining to Veterinary Technical Assistant area. This course is designed as a laboratory-oriented course that allows students hands-on experience within the area of diagnostic testing, client records, employer/employee relationship, and techniques used in surgical practices. Topics covered in this course include, but are not limited to, veterinary practices as they relate to both large and small animal species.

Practicum in Agriculture, Food, and Natural Resources (9025)
3 Credits – Grades 12
Prerequisites: Vet Med App I

Provides students with a paid or non-paid internship arrangement between the high school and agriculture industry. It provides students with a professional internship experience. Students recognize the value of effective work ethics and attitudes and develop communications and problem solving skills. This course is for those individuals that have completed Veterinary Medical Application.

Professional Standards in Agribusiness (9020)
1 Credit – Grades 11-12
Prerequisites: Principles of Agriculture, Food & Natural Resources

Prepares students in agribusiness systems and develops technical knowledge and skills related to leadership development and the workplace. Develops knowledge and skills regarding agricultural career opportunities, entry requirements, and industry expectations. This course primarily focuses on leadership, communication, employer-employee relations, and problem solving as they relate to agribusiness. This course is designed for FFA officers and leadership teams.

Equine Science (9350)
½ Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources

Develops knowledge and skills pertaining to the selection, nutrition, reproduction, health, and management of horses. This course is recommended for those that have an interest in the Veterinary Science field.

Principles & Elements of Floral Design (9365)
1 Credit – Grades 10-12
***CAN COUNT AS FINE ARTS CREDIT**
Prerequisites: None

Exposes students to the basic techniques of floral design. This class is project based with many large and small projects used to evaluate the progress of the student. There are lots of hands on activities to involve the students in techniques required in the floral industry.

Wildlife, Fisheries & Ecology Management (9360)
1/2 Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources
Examines the importance of wildlife and outdoor recreation with emphasis on using wildlife and natural resources. Students will also examine the management of game and non-game wildlife species, fish, and aqua crops and their ecological needs. Students are able to obtain their Hunter Safety Certification during this course if they pass their exam growing various plants. Students will also investigate the various career pathways within the horticulture industry.

AG MECHANICS / WELDING

Principles of Agriculture, Food & Natural Res. (9000)
1 Credit – Grades 09-12
Prerequisites: None

This course allows students to develop knowledge and skills regarding career opportunities, personal development, globalization, industry standards, details, practices, and expectations in agriculture. This course also develops leadership, communication, and introduces the FFA organization and history.

Agricultural Mechanics & Metal Tech. (9050)
1 Credit – Grades 10-12
Prerequisites: Principles of Agriculture, Food and Natural Resources

Develops proficiency in welding skills. The course develops an understanding of ag mechanics as it relates to tool operation, electrical wiring, plumbing, carpentry, and metal working techniques. Students will be expected to use the cutting torch and MIG Welders.

Agricultural Facilities Design & Fabrication (9055)
1 Credit – Grades 11-12
Prerequisites: Ag Mechanics

Students will be prepared for careers in agricultural power, structural, and technical systems. Students will acquire academic skills and technical knowledge related to agricultural power, structural, technical systems and the workplace, including industry expectations. This course is designed to develop an understanding of agricultural power systems, metal fabrication techniques, agricultural structures, electrical controls, and land and water management systems.

Practicum in Agriculture and Ag Mechanics (9060)
3 Credits – Grades 12
Prerequisites: Ag Facilities Design

Provides students an opportunity for a professional internship experience and/or the opportunity to develop professional welding skills. This course is designed for students to have the opportunity/education to progress toward and/or receive a welding certification. A major construction project for exhibition is required in this class.

ARCHITECTURE & CONSTRUCTION

Principles of Architecture & Construction (9100)
1 Credit – Grades 10-12
Prerequisites: None

Students will learn an overview of the various fields of architecture, construction science, and construction technology. Students will practice problem-solving skills and will learn foundational carpentry skills, safety in the workplace, and environmental systems. Career opportunities, industry expectations, and entry-level jobs in the trade and industry profession.

Building Maintenance Technology (9120)
1 Credit – Grades 11-12
Prerequisites: principles of Architecture and Construction

Students gain knowledge and skills specific to those needed to enter the field of building maintenance. Students will learn a variety of skills including but not limited to plumbing, electrical, repair and installation of drywall, roof, and insulation systems.

ARTS, A/V TECHNOLOGY & COMMUNICATION

GRAPHIC TRACK

Digital and Interactive Media (DIM) (9150)
1 Credit – Grades 10-12
Prerequisites: None

Are you interested in multimedia? Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Fireworks, Adobe InDesign, and Audacity.

Graphic Design and Illustration (9155)
1 Credit – Grades 11-12
Prerequisites: Digital and Interactive Media (DIM)

Do you have a creative side? Are you interested in graphics? In Graphic Design and Illustration students will learn programs such as Photoshop and Illustrator to develop an understanding of the graphic design industry with a focus on fundamental elements and principles of visual art and design. Students will use their own digital photography to create numerous graphic projects. Students will create a digital portfolio that can be used for opportunities in employment or post-secondary. Professional certifications may be obtained during the course.

Animation and Advanced Graphic Design(9170)
1 Credit – Grades 12
Prerequisites: Graphic Design

Have you ever dreamed of working in an animation studio or creating graphics for video games? Students in Animation and Adv Graphic Design will integrate multiple graphic and animation programs to create individualized projects that meet industry standards. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. They will develop an understanding of the history and techniques of the animation industry. Students will be expected to participate in community-based problems projects. Professional certifications may be obtained during the course.

Honors Digital and Interactive Media (DIM) (9165)
1 Credit – Grades 10-12
Prerequisites: None

Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Photoshop, Adobe Fireworks, Adobe InDesign, and Audacity. This is a project-based course and students will be expected to successfully create a digital portfolio of their work. Students will also create several community based projects with a focus on professional publishing and industry standards as well as present a portfolio to a team of business/industry professionals. ***Honors credit will be given.***

Honors Graphic Design and Illustration (9170)
1 Credit – Grades 11-12
Prerequisites: Honors DIM

Are you ready for a challenge? Do you want to show off really amazing graphics that you have created? In Honors Graphic Design and Illustration students will learn programs such as Photoshop and Illustrator to develop an understanding of the graphic design industry with a focus on fundamental elements and principles of visual art and design. Students will use their own digital photography to create numerous graphic projects. Students will create two digital portfolios that can be used for opportunities in employment or post-secondary as well as a website photo gallery. Students will be required to complete a community need-based project and meet professional standards as well as present to a business/industry team of professionals. Professional certifications may be obtained during the course.

Honors Animation and Advanced Graphic Design (9163)
1 Credit – Grades 12
Prerequisites: Honors Graphic Design and Illustration

Students in Honors Animation and Adv Graphic Design will integrate multiple graphic and animation programs to create individualized projects. This class will prepare students for real-world opportunities in graphic design/animation. Students will be expected to explore different techniques in creating graphics. They will develop an understanding of the history and techniques of the animation industry. Students will be expected to participate in community-based problems projects. Students will create two digital portfolios that can be used to obtain employment or used in post-secondary school as well as present to a business/industry team of professionals. Students will also publish graphics within our community. Professional certifications may be obtained during the course.

VIDEO TRACK

Principles of Arts and AV (9200)
½ Credit – Grades 09-12
Prerequisites: None

This is a lab-oriented course that provides a broad understanding of the various careers in the media and communications fields. The fundamentals video production will be covered as well as the integration of computer technology. Graphics for video and multimedia production will be emphasized. Each student will have an opportunity to write, produce and edit a video production.

Audio Video Production (9205)
1 Credit – Grades 10-12
Prerequisites: Principles Arts. AV Technology and Communications

This is a hands-on class where students learn the basics of audio and video production. Students will learn camera operation, editing, directing, reporting, producing, writing and newsgathering while creating a variety of video projects that will air on GHS news. The class utilizes various video cameras, microphones, mixers and lighting equipment, along with Adobe's Premiere Pro CS4 editing software. Students in this class will be responsible for GHS video announcements.

Advanced Audio Video Production (9210)
2 Credits – Grades 11-12
Prerequisite: Audio Video Production

This course refines the audio/video production skills to prepare the student for post-secondary education or entry-level employment in the media industry. Students will be responsible for the production of several district programs covering events many activities and events at all campuses. The students will be expected to successfully create a digital portfolio of their work that will be presented to a business/industry panel and can be used for acceptance to various colleges, trade schools, and internships. The class utilizes a variety of video cameras, microphones, mixers, and lights, along with Adobe's Premiere Pro editing suite. ***Honors credit will be given.***
Extra hours outside of the normal class time may be required to complete projects and/or cover district activities and events at various GISD campuses.

BUSINESS, MANAGEMENT & ADMINISTRATION

Principles of Business, Marketing & Finance (9505)
½ Credit – Grades 09-12
Prerequisites: None

Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

Banking and Financial Services (9400)
½ Credit – Grades 10-12
Prerequisites: None

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. (Bank teller training and certification.)

Web Technologies (9605)
½ Credit – Grades 10-12
Prerequisites: None
Partners with Virtual Business

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. HTML, XHTML, CSS will be the covered. Students will get hands on experience with Adobe Dreamweaver, Flash, Fireworks and Photoshop.

Virtual Business (9610)
½ Credit – Grades 10-12
Prerequisites: Web Technologies

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. This class will incorporate true business skills necessary for success in today's workforce.

Statistics and Risk Management (9275)
1 Credit – Grade 11-12
Recommended Prerequisites:
Accounting I and Algebra 2
***CAN COUNT AS 4TH MATH**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post secondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.

Business Management (9255)
1 Credit – Grades 10-12
Prerequisites: None

Need a job? Create your own! Students review the state of Texas' requirements for starting a business and explore business opportunities. A foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs is developed. Students incorporate a broad range of knowledge that includes legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions. Students can walk away with a business plan that may be the beginnings of their own corporation.

Global Business (9260)
½ Credit – Grades 10-12
Prerequisites: None

Students develop a foundation in financial, technical, international, social and ethical aspects of business. Students will study the global, competitive nature of business and develop reading, writing, communication and reasoning skills and apply them to the business environment. The skills obtained will assist them in making a successful transition to the workforce or post secondary study.

EDUCATION & TRAINING

Principles of Human Services (9305)
½ Credit – Grades 09-12
Prerequisites: None

This course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, education, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Child Development (9560)
½ Credit – Grades 11-12
Prerequisites: None
Partners with Interpersonal Studies

This course addresses knowledge and skills related to child growth and development from prenatal through school-age children. Students will become equipped with child development knowledge that can be used to promote the well-being and healthy development of children and to investigate careers related to the care and education of children.

Interpersonal Studies (9565)
½ Credit – Grades 11-12
Prerequisites: None
Partners with Child Development

This course examines how the relationships between individuals and among family members significantly affect the quality of life. Students use knowledge and skills in family studies and human development to enhance personal development, foster quality relationships, promote wellness of family members, manage multiple adult roles, and pursue careers related to counseling and mental health services.

Instructional Practices in Education and Training (Ready, Set, Teach) (9325)
1 Credit – Grades 11-12
Prerequisites: Child Development and Interpersonal Studies or Principles of Human Services and Principles of Education

This is a combination classroom and field-based internship in an elementary school. This class prepares students with background knowledge of child and adolescent development as well as the principles of effective teaching and training practices. Students will work under the joint direction and supervision of the classroom teacher as well as the partnering elementary teacher. Students will learn lesson plan development, instructional strategies and other responsibilities related to education.

Human Growth and Development (9330)
1 Credit – Grades 11-12
Prerequisites: Child Development and Interpersonal Studies OR Principles of Human Services and Principles of Education

This class is intended to be taken concurrently with Instructional Practices in Education and Training. (Can be taken senior year with appropriate academic counseling.) The course covers introductory development psychology and human development. The course studies human development across the lifespan including cognitive, physical, emotional and social development milestones.

FINANCE

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post secondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.

Banking and Financial Services (9400)
½ Credit – Grades 10-12
Prerequisites: None

Students develop knowledge and skills in the economical, financial, technological, international, social, and ethical aspects of banking to become competent consumers, employees, and entrepreneurs. Students incorporate a broad base of knowledge that includes the operations, sales, and management of banking institutions to gain a complete understanding of how banks function within society. Financial Literacy unit is taught by Town/Country Bank employees and a baking/teller certification is available and endorsed by six local banking institutions.

Accounting I (9405)
1 Credit – Grades 10-12
Prerequisites: None

The FBI wants you.....all Accounting majors. One of the leading government agencies has an "ALL-CALL" out for accounting majors to fill their positions involving "white-collar" crime. If this interests you, then YOU need to register for Accounting 1 next year. This course also affords you the opportunity to try out for the **UIL State Winning Accounting Team** at Granbury High School. Our Accounting Team is held in very high esteem throughout the state. Accounting is known as the "language of business"....learn how financial records are a part of everyone's life and everything in the business world revolves around ACCOUNTING. Students reflect on this knowledge as they engage in the process of recording, classifying, summarizing, analyzing, and communicating accounting information.

Accounting II (9410)
1 Credit – Grades 11-12
Prerequisites: Accounting I

Students continue the investigation of the field of accounting, including how it is impacted by industry standards as well as economic, financial, technological, international, social, legal, and ethical factors. Students reflect on this knowledge as they engage in various managerial and cost accounting activities. Students formulate and interpret financial information for use in management decision making.

HEALTH SCIENCE

Principles of Health Science (9450)
½ Credit – Grades 10-12
Prerequisite: Medical Terminology

This course provides an overview of the therapeutic, diagnostic, health informatics, support services, and biotechnology systems of the health care industry. This will include an overview of anatomy and physiology, diseases and disorders, concepts of health and wellness, career planning, professional characteristics, effective communication and leadership skills. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

Medical Terminology (9455)
½ Credit – Grades 10-12
Prerequisites: None

This course is designed to introduce students to the structure of medical terms, including prefixes, suffices, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. This course allows students to achieve comprehension of medical vocabulary appropriate to medical procedures, human anatomy and physiology, and pathophysiology. The student is expected to demonstrate communication skills using the terminology applicable to the health science industry.

Health Science (9460)
2 Credits – Grades 10-12
Prerequisites: Principles of Health Science and Medical Terminology

This course is designed to provide for the development of advanced knowledge and health care skills related to a wide variety of health careers. This course includes learning patient care skills such as first aid, vital signs, CPR/AED, range of motion, and activities of daily living, as well as the subjects of safety, team building, problem-solving, and ethical and legal responsibilities. Students will have hands-on experience in clinical settings, including various patient care departments within the hospital, for continued knowledge and skill development. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment.

Practicum in Health Science
(Pharmacy Tech Certification (9465) or EMT Certification (9466))
2 Credits – Grades 11-12
Prerequisites: Health Science

The Practicum is designed to give students practical application, in the classroom and in clinical settings, of previously studied knowledge and skills of health science professions. Practicum experiences also include completion of a Pharmacy Technician course, preparing the student for the Pharmacy Technician certification exam. Students are expected to apply the knowledge and skills necessary to pursue a health science career through further education and employment. Students interested in pursuing an EMT certification will have the opportunity to complete a portion of the foundational coursework for EMT and be prepared for rotations with an EMS Department.

Medical Microbiology (9475)
1 Credit – Grade 11-12
Prerequisites: 3 Science Credits
CAN COUNT AS 4TH SCIENCE

This course explores the microbial world, studying topics such as pathogenic and non-pathogenic microorganisms, laboratory procedures, identifying microorganisms, drug resistant organisms, and emerging diseases. ***Honors credit will be given.***

Anatomy & Physiology*(9470)
1 Credit – Grades 11-12
Prerequisites: Biology I and Chemistry I
CAN COUNT AS 4TH SCIENCE

Extends understanding of the structure and function of the human body. Students will explore physiological systems and associated pathologies. Higher order thinking is stressed through assessment and synthesis of the anatomical knowledge combined with exposure to clinical analysis. Principles of physiology will be applies to human health and well being. ***Honors credit will be given.***

Dual Credit Anatomy & Physiology of Human Systems (0355)
½ -1 credit - Grades 11-12
Prerequisites: Biology, Chemistry, TSI assessment and registration with Hill College
***CAN COUNT AS 4TH SCIENCE**

Offers students general exploratory and advanced activities in the structures and functions of the human body. This includes a realization of interrelationships of the body systems and the understanding of the complexity of the human organism. Pursuant to payment of tuition fees and passing the TSI Assessment, this course can count as a dual credit course with the student receiving concurrent high school and college technical credit through Hill College of Hillsboro
.

HOSPITALITY & TOURISM

Principles of Hospitality and Tourism (9500)
½ Credit – Grades 10-12
Prerequisites: None

The hospitality and tourism industry encompasses lodging; travel and tourism; recreation, amusements, attractions, and resorts; and restaurants and food beverage service. The hospitality and tourism industry maintains the largest national employment base in the private sector. Students use knowledge and skills that meet industry standards to function effectively in various positions within this multifaceted industry. Students are encouraged to participate in extended learning experiences such as CTE student organizations and other leadership or extracurricular organizations.

Principles of Business, Marketing & Finance (9505)
½ Credit – Grades 09-12
Prerequisites: None

Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

Lifetime Nutrition and Wellness (9508)
½ Credit – Grades 10-12
Prerequisites: None
Partners with Restaurant Management

This course uses principles of lifetime nutrition and wellness to help students make informed choices that promote wellness as well as pursue careers related to hospitality and tourism, education and training, human services and health sciences. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities.

Restaurant Management (9510)
½ Credit – Grades 10-12
Prerequisites: Partners with Lifetime Nutrition and Wellness
Partners with Lifetime Nutrition and Wellness

This course will emphasize the principles of planning, organizing, staffing, directing, and controlling the management of a variety of food service operations. The course will provide insight into the operation of a well-run restaurant. Students are encouraged to participate in extended learning experiences such as FCCLA and other extracurricular opportunities.

HUMAN SERVICES

Principles of Human Services (9305)
½ Credit – Grades 09-12
Prerequisites: None

This laboratory course will enable students to investigate careers in the human services career cluster, including counseling and mental health, early childhood development, family and community, and personal care services. Each student is expected to complete the knowledge and skills essential for success in high-skill, high-wage, or high-demand human services careers.

INFORMATION TECHNOLOGY

Digital and Interactive Media (DIM) (9150)
1 Credit – Grades 10-12
Prerequisites: None

Are you interested in multimedia? Students will analyze and assess current and emerging technologies, while designing and creating multimedia projects that address customer needs and industry standards. Students will learn the basics of graphics, color theory, art principles, layout and design, web creation, and music editing. Students will work with software programs such as Microsoft Office, Adobe Fireworks, Adobe InDesign, and Audacity.

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post secondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.

Web Technologies (9605)
½ Credit – Grades 10-12
Prerequisites: None
*Partners with Virtual Business

Through the study of web technologies and design, students learn to make informed decisions and apply the decisions to the field of information technology. Students implement personal and interpersonal skills to prepare for a rapidly evolving workplace environment. The knowledge and skills acquired and practiced will enable students to successfully perform and interact in a technology-driven society. Students enhance reading, writing, computing, communication, and critical thinking and apply them to the information technology environment. HTML, XHTML, CSS will be the covered. Students will get hands on experience with Adobe Dreamweaver, Flash, Fireworks and Photoshop.

Virtual Business (9610)
½ Credit – Grades 10-12
Prerequisites: Web Technologies

Students incorporate a broad base of knowledge that includes the legal, managerial, marketing, financial, ethical, and international dimensions of business to make appropriate business decisions. Students will be able to identify steps needed to locate customers, set fees, and develop client contracts. Student will be able to provide administrative, creative, and technical services using advanced technological modes of communication and data delivery. The student builds a functional website that incorporates the essentials of a virtual business. This class will incorporate true business skills necessary for success in today's workforce.

Computer Programming (9620)
1 Credit – Grades 10-12
Prerequisites: Algebra I and Geometry

This course is the study of the beginning skills and concepts with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and the social implications of computer systems are integrated throughout the course. Java is the programming language studied. No prior knowledge of computer science is assumed or required. This beginning level course is specifically designed for college bound students in a wide variety of majors. It helps to prepare college bound students with problem solving skills that model the approach used college. ***Honors credit will be given.***

AP Computer Science (APCS) (9625)
1 Credit – Grades 11-12
***CAN COUNT AS 4TH MATH**
Prerequisites: Geometry, Algebra II, Computer Programming

This course continues the study begun in Computer Programming and is designed for students who are preparing for the Advanced Placement exam. Topics include advanced data structures and extensive programming in Java programming language. College credit may be awarded following successful completion of the AP exam.

Computer Maintenance (9635)
1 Credit – Grades 10-12
Prerequisites: None

This course is designed to provide students with the necessary skills to diagnose and repair computers and peripherals in a networked environment. The student will study the current software and hardware environment at Granbury High School. Students will learn to diagnose and repair the common problems associated with personal computers and any large area network. This course will provide technological real world employability skills in a fast paced, demanding industry and also to provide qualified student technicians to the area and community.

Computer Technician (9640)
1 Credit – Grades 11-12
Prerequisites: Computer Maintenance

Students gain knowledge and skills in the area of computer technologies, including advanced knowledge of electrical and electronic theory, computer principles, and components related to the installation, diagnosis, service and repair of computer-based technology systems. The critical thinking, information technology experience, and product development may be conducted either in a classroom setting with an instructor, with an industry mentor, or both.

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

Principles of Law, Public Safety, Corrections, and Security (9655)
1 Credit – Grades 10-12
Prerequisites: None

Introduces students to professions in law enforcement, security, corrections, and fire and emergency management services. Students will examine the roles and responsibilities of police, courts, corrections, private security, and protective agencies of fire and emergency services. The course provides students with an overview of the skills necessary for careers in law enforcement, fire service, security, and corrections.

Law Enforcement I (9650)
1 Credit – Grade 10-12
Prerequisites: Principles of Law, Public Safety, Corrections, and Security

An overview of the history, organization, and functions of local, state, and federal law enforcement. This course includes the role of constitutional law, the United States legal system, criminal law, law enforcement terminology, and the classification and elements of crime.

Forensics (9660)
1 Credit – Grades 11-12
Prerequisites: 2 years of science
***CAN COUNT AS 4TH SCIENCE**

Ever watch CSI and think "Do they really do that stuff" or "I want to do that"? In Forensic Science you will learn that there is more to CSI than little flashlights and sunglasses. Students will learn terminology and investigative procedures related to crime scene, questioning, interviewing, criminal behavior characteristics, and scientific procedures used to solve crimes. Using scientific methods, students will collect and analyze evidence through case studies and simulated crime scenes such as fingerprint analysis, ballistics, blood spatter bones, autopsies and DNA. Students will learn the history, legal aspects, and career options for forensic science. Do you have what it takes to be a true Crime Scene Investigator? ***Honors credit will be given.***

MARKETING

Principles of Business, Marketing & Finance (9505)
½ Credit – Grades 09-11
Prerequisites: None

Students are introduced to knowledge and skills of economics and private enterprise a systems, impact of global business, marketing of goods and services, advertising, and product pricing. Students analyze the sales process and financial management principles.

Sports & Entertainment Marketing (9710)
½ Credit – Grades 10-12
Prerequisites: None

Explores the sports and entertainment industry. This is a growing industry and employs athletes, musicians, stage crews, advertising agents, promotion agents, event planners, and numerous other related professions. The purpose of this course is to provide students with the fundamental principles and concepts identified within these industries and to develop critical-thinking and decision making skills through the application of marketing principles. This course will feature quest speakers, design of logos for sports teams and entertainment groups (musicians, stars, athletes, etc.) and design of stadiums, organization of sports camps, and field trips to appropriate entertainment facilities.

Practicum in Marketing Dynamics (9720)
3 Credits – Grades 12
Prerequisites: Marketing or Management

Students will gain knowledge and skills that help them to be proficient in one or more of the marketing functions. Students will integrate skills from academic subjects, information technology, interpersonal communication, and management training to make responsible decisions.

Business Information Management (9250)
1 Credit – Grades 09-12
Prerequisites: None

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and make successful transition to the workforce and post secondary education. Students will apply technical skills through word-processing, spreadsheet, database, and electronic presentation software. Microsoft Office Suite will be learned.

Business Management (9255)
1 Credit – Grades 10-12
Prerequisites: None

Need a job? Create your own! Students review the state of Texas' requirements for starting a business and explore business opportunities. A foundation in the economical, financial, technological, international, social and ethical aspects of business to become competent managers, employees, and entrepreneurs is developed. Students incorporate a broad range of knowledge that includes legal, managerial, marketing, financial, ethical and international dimensions of business to make appropriate management decisions. Students can walk away with a business plan that may be the beginnings of their own corporation.

Statistics and Risk Management (9275)
1 Credit – Grade 11-12
Recommended Prerequisites: Accounting I and Algebra 2
***CAN COUNT AS 4TH MATH**

Students will use a variety of graphical and numerical techniques to analyze patterns and departures from Patterns to identify and manage risk that could impact an organization Students will use probability as a tool for anticipating and forecasting data within business models to make decisions. Students will determine the appropriateness of methods used to collect data to ensure conclusions are valid.

Career Prep I (9900)
3 Credits – Grades 11-12
Prerequisites: None

Are you concerned about losing your job because of the economic down-turn? Career Preparation can help! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include business ethics and etiquette, methods of working with difficult people, personal finances and income tax filing. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.

Career Prep II (9905)
3 Credits – Grade 12
Prerequisites: Career Prep I

Do you know how to turn your job into a career? Career Preparation II will show you how to become a valuable asset to any business! Students will evaluate interests, abilities, and personal priorities related to employment. They will demonstrate effective methods to secure and maintain employment and understand the proper way to terminate employment. Some of the topics stressed include workplace safety, legal responsibilities, and academic and technical skills for future education and employment. Each student will secure and maintain employment in a teacher-approved training station, working an average of 15 hours per week.

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

Project Lead the Way (PLTW) is a new Engineering program that promises to build our science, technology and math programs in GISD. PLTW is about learning real skills, solving real problems, and making real discoveries about the world. By working with your classmates, teachers, and parents, you can help create a learning experience unlike any other.
In PLTW classes, you work hands-on with technology that other students only read about. Instead of listening to a lecture about scientific principles and theories, you get to put them to the test in fun, exciting ways. You'll build contraptions, learn about drafting and graphic design on the computer, use real lab equipment, and have fun while you're doing it. A PLTW class is the first step on your life's journey of imagination, innovation, and discovery. Start building a better world—and a better you—today. To learn more about Project Lead the Way, go to **www.pltw.org**.

Introduction to Engineering Design (PLTW IED) (9750)
1 Credit – Grades 09-12
Prerequisites: None

Introduction to Engineering Design™ is the first of 5 Pre-Engineering courses that will give students a hands-on problem solving approach to the Math and Science concepts encountered in the Engineering fields. Students will use design development processes while enriching problem solving skills; students create and analyze models using specialized computer software. The Computer Aided Design component of the course will be taught primarily using Autodesk Inventor. ***Honors credit will be given.***

Principles of Engineering (POE) (9755)
1 Credit – Grades 10-12
Prerequisites: Intro to Engineering Design (IED)

Principles of Engineering (POE) exposes students to some of the major concepts they will encounter in a postsecondary engineering course of study as well as other high tech careers. POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Used in combination with a teaming approach, POE challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

Engineering Mathematics (9780)
1 Credit – Grade 11-12
Prerequisites: For PLTW Students Only
***CAN COUNT AS 4TH MATH**

Engineering Math is a course designed to complement the PLTW course of study. Students use a variety of mathematical methods and models to represent and analyze problems involving data acquisition, spatial applications, electrical measurement, manufacturing processes, materials engineering, mechanical drives, pneumatics, process control systems, quality control, and robotics with computer programming. ***Honors credit will be given.***

TRANSPORTATION, DISTRIBUTION & LOGISTICS

Energy, Power & Transportation Systems (9800)
1 Credit – Grades 10-12
Prerequisites: None

Introduces students to the business and industry of transportation careers. Student will learn to understand the interaction between various vehicle systems and the logistics used to move goods and services. Students prepare to meet the expectations of employers in this industry.

Collision Repair & Refinishing (9810)
1 Credit – Grades 11-12
Prerequisites: Energy, Power & Transportation

Provides a two year program in the areas of: auto metal repair and reconditioning, auto rebuilding and auto refinishing, estimating costs of auto body repairs, and developing proper techniques for the applications of oxyfuel welding, cutting, razing, soldering, and electric welding processes.

Automotive Technology (9805)
1 Credit – Grades 11-12
Prerequisites: Energy, Power & Transportation Systems

Automotive services include knowledge of the function of the major automotive systems and the principles of diagnosing and servicing these systems. In Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus on this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Advanced Automotive Technology
(9815)
2 Credits – Grades 12
Prerequisites: Automotive Technology

Automotive services include advanced knowledge of the function of the major automotive systems and principles of diagnosing and servicing these systems. In Advanced Automotive Technology, students gain knowledge and skills in the repair, maintenance, and diagnosis of vehicle systems. This study allows students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. The focus of this course is to teach the theory of operation of automotive vehicle systems and associated repair practices in a pre-employment laboratory.

Aviation – (SR&D 2) (9820)
1 Credit Grades 11-12
Prerequisites: One unit high school science
***CAN COUNT AS 4TH SCIENCE**

Students will become familiar with the process that leads to a private pilot's license. They will visit the Granbury airport, study the active structures that make an airplane function and sit in the 'pilot in command' seat pointing out the function of all instruments on the control panel. Meteorology, navigation, mechanics of aircraft, control surfaces affecting flight, and careers in aviation are among the topics studied. This course will be taught by a certified pilot. Other field trips to nearby airports may be an important part of the curriculum.

TECHNOLOGY APPLICATIONS

Computer Science 1
Grades 10-12
Prerequisites: None

This course is the study of the beginning skills and concepts with programming methodology, programming languages, data types, data structures, algorithms, and applications of computing. Design of computer systems and the social implications of computer systems are integrated throughout the course. Java is the programming language studied. No prior knowledge of computer science is assumed or required. Computer Science 1 is specifically designed for college bound students in a wide variety of majors. It helps to prepare college bound students with problem solving skills that model the approach used in college. College credit may be earned through concurrent enrollment at Hill College. Course can count for one credit of Technology Applications. ***Honors credit will be given.***

Computer Science II
Grades 11-12
Prerequisites: Computer Science 1

Advanced Placement Computer Science 2 continues the study begun in Computer Science 1 and is designed for students who are preparing for the Advanced Placement examination. Topics include advanced data structures and extensive programming in Java programming language. College credit may be awarded following successful completion of the AP exam. Course can count for one credit of Technology Applications. ***Honors credit will be given.***

Independent Study in Tech Apps
Grades 11-12

This course builds on the Java concepts learned in the Pre-AP Computer Science and emphasizes competitive programming projects. Special topics may include Robotics, UIL contest, game development, college tech prep, and programming languages other than Java. The course can be taken before or after AP Computer Science. ***Honors credit will be given.*** Enrollment preference will be given to seniors who have successfully completed APCS. ***Honors credit will be given.***

Multimedia (1657)
Grades 11-12
Prerequisites: None

This advanced computer graphics class will enhance knowledge and skills in the use of computers for multimedia presentations and digital animation. Adobe PhotoShop and Flash will be used to create, edit, and render characters for multimedia presentations. Advanced use of the digital camera, scanner, PowerPoint, and audio resources will be included.

Digital Graphics Animation
Grades 11-12
Prerequisites: None

Students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. These knowledge and skills prepare students for success in the modern world. Students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers. Students will focus on programs from Adobe Suite.

Video Technology
Grades 10-12
Prerequisites: None

This is a hands-on introductory course where students will explore visual communications methods in photography, video, and computer-video integration. This class will have the responsibility of completing the daily announcements for TV viewing. Students will learn on-camera performance, camera operation, editing, directing, reporting, producing, writing and newsgathering.

Web Mastering
Grades 11-12
Prerequisites: None

An introduction to the development and impact of telecommunications. With appropriate supervision, students explore various types and uses of networks and online services, develop skills in accessing, navigating, and applying online services and develop skills in creating, editing, and installing web pages. College credit may be earned through concurrent enrollment at Hill College. Two-year colleges ***may*** accept this course for credit. This course counts for 1 credit of technology applications.

Desktop Publishing
Grades 11-12
Prerequisites: None

Curriculum emphasis will be on the principles and advanced use of desktop publishing and digital imaging. The hands-on course allows students to design and produce documents that meet current design principles.

SPECIAL EDUCATION PRINCIPLES

Principles of Language Arts 1-4
1 credit per year - Grades 9-12
Prerequisites: ARD Committee Approval

This course provides individualized instruction to increase understanding of concepts and skills in writing, language, literature, and reading. Topics include word-attack skills, vocabulary development, production of well-structured sentences and paragraphs, and correct usage of oral language. Resource Language Arts will satisfy the English requirements for high school graduation.

Principles of Reading 1-4
1credit per year - Grades 9-12
Prerequisites: ARD Committee Approval

This course is designed for students who need to improve reading skills to be successful at the high school level. The course will focus on word recognition skills, comprehension strategies, and vocabulary development. Students will read a wide variety of materials including narratives, content reading, and technical materials found typically in the high school curriculum.

Principles of Mathematics 1-4
1 credit per year - Grades 9-12
Prerequisites: ARD Committee Approval

This course provides individualized instruction to increase concepts and skills in understanding of numbers, banking and budgeting procedures, and solving problems by selecting and matching strategies to given situations. Topics include operations with whole numbers, decimals, fractions, percentages, units of measure, and consumer applications of personal finance. Resource mathematics will satisfy the mathematics requirements for high school graduation.

VOCATIONAL ADJUSTMENT CURRICULUM

Vocational Experience
1-7 credits - Grades 11-12
Prerequisites: ARD Committee Approval and 16 years of age

This course provides students with the support and skills needed to succeed in vocational laboratory courses (**one period daily class**) for two semesters and a cooperative work study program. The students are provided opportunity to increase concepts and skills in managing resources, personal development, and career planning. Topics include exploration of employment opportunities, rules and standards of the work place, productive work habits and attitudes, consumer and money management, and communication skills.

Vocational Adjustment Cooperative (VAC)
3-8 credits - Grade 12
Prerequisite: ARD Committee Approval and 16 years of age

The program provides selected students with entry-level skills in a variety of semi-skilled occupations. The teacher and employer work together to provide the student instruction related to the student's work experience. Students in this program are released from the school campus to approved training stations for one or more periods per day for work.

SUPPORT FOR INCLUSION

These courses provide individualized instruction to students qualifying for special education services and experiencing behavioral difficulties. These courses will include appropriate essential knowledge and skills of academic subjects as recommended by the ARD Committee and developed in the student's IEP. These courses will satisfy academic requirements for high school graduation.

ACADEMIC COMMUNITY EDUCTION

Provides specialized instruction for students needing functional living skills in the areas of communications, prevocational, daily living, community skills, recreation/leisure, occupational preparation, and work-study.

DEAF EDUCATION

Provides individualized instruction with a total communication approach to increase understanding and skills in academics, communication, and vocational areas.

STUDENTS WHO HAVE NOT PASSED TAKS WILL BE PLACED IN A TAKS COURSE.

TAKS English Language Arts
No credit – Grade 10-12
This course emphasizes the skills necessary for excelling on TAKS ELA. Placement is based on test scores and individual needs.

TAKS Math
No credit – Grade 10-12
This course emphasizes the skills necessary for excelling on TAKS Math. Placement is based on test scores and individual student needs.

TAKS Science
No credit – Grade 10-12
This course emphasizes the skills necessary for excelling on TAKS Science. Placement is based on test scores and individual student needs

TAKS Social Studies
No credit – Grade 10-12
This course emphasizes the skills necessary for excelling on TAKS Science. Placement is based on test scores and individual student needs

OTHER ELECTIVES

Academic Decathlon (0805NC)
No credit – Grades 10-12

Students have the opportunity to study ten subjects in the areas of math, language, literature, science, music, social studies, art, and super quiz. Students will use critical-thinking skills to locate, organize, analyze, and use data collected from a variety of sources and subjects. Communication skills are essential as there are events in speech and interview. Decision-making is an important element in this course. Written skills are tested in an essay. Extensive reading is required.

UIL (UIL)
No credit – Grades 10-12

Students competing in any UIL academic event are encouraged to take the UIL Prep Class for additional in-school study time for their particular event. Students are provided study materials for preparation of UIL Academic competitions and may take the class for one semester or an entire year. GO UIL ACADEMICS!!!!

Student Aide (0810)
No credit – Grades 11-12
Prerequisite: Counselor approval

A cluster course designed to introduce the basic concepts and skills needed for general office positions. Instruction and skill development are provided in keyboarding, filing, financial activities, office machines, and securing and maintaining employment. This course provides entry-level employment skills for the office or for advancement into further skill training courses.

Student Leadership
No credit – Grades 10-12
Prerequisites: Election to Student Council

This course provides students the opportunity to study, practice and develop group and individual leadership skills on campus and in the community. This course is designated for Student Council officers.

AchieveTexas

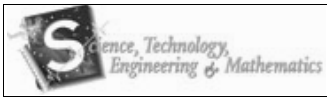
What is Achieve Texas?

Welcome to Achieve Texas which is an education initiative designed to prepare students for a lifetime of success. It allows students to achieve excellence by preparing them for secondary and postsecondary opportunities, career preparation and advancement, meaningful work, and active citizenship.

Achieve Texas is designed to help students (and their parents) make wise education choices. It is based on the belief that the curricula of the 21st century should combine *rigorous* academics with *relevant* career education. When schools integrate academic and technical education, students can see the "usefulness" of what they are learning. The system also facilitates a seamless transition from secondary to postsecondary opportunities.

This initiative uses the sixteen federally defined Career Clusters of the States' Career Clusters initiative (**www.careerclusters.org**) as the foundation for restructuring how schools arrange their instructional programs. A Career Cluster is a grouping of occupations and broad industries based on commonalities. The sixteen Career Clusters provide an organizing tool for schools, small learning communities, academies, and magnet schools.

CAREER CLUSTERS

	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
	Careers in designing, planning, managing, building and maintaining the built environment.
	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
	Planning, managing and providing education and training services, and related learning support services.
	Planning, services for financial and investment planning, banking, insurance, and business financial management.
	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
	Preparing individuals for employment in career pathways that relate to families and human needs.
	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
	Planning, managing, and performing marketing activities to reach organizational objectives.
	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
	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, mobile equipment and facility maintenance.

CROSSLAND NINTH GRADE CENTER
2011-2012 FRESHMAN COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL FRESHMAN STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0110	ENGLISH 1
		0115	PREAP ENGLISH 1
		0125	*PREAP ENGLISH 2

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0225	*PREAP GEOMETRY

SCIENCE (FULL YEAR)

		0310	BIOLOGY
		0315	*PREAP BIOLOGY

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0405	PREAP WORLD GEOGRAPHY

FOREIGN LANGUAGE (FULL YEAR)

		0600	SPANISH 1
		0605	*SPANISH 2
		0620	GERMAN 1
		0640	FRENCH 1

SPEECH (HALF YEAR)

	0185	COMMUNICATION APPLICATIONS
	9850	PROFESSIONAL COMMUNICATIONS

HEALTH

	0500	HEALTH

ENGLISH ELECTIVES

		0165	YEARBOOK 1 - APPROVAL REQ.
		0175	*DEBATE 1

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

A	B		
		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING

FINE ARTS - DANCE

		0780	DRILL TEAM/DANCE YEAR 2 - TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH

ATHLETICS / PHYSICAL EDUCATION

*****IF YOU PARTICIPATED IN ATHLETICS/PHYSICAL EDUCATION IN 8TH GRADE, CHOOSE YEAR 2. IF NOT, CHOOSE YEAR 1.*****

	YEAR 1	YEAR 2
PE IND/TEAM SPORTS	8910	
ATH TRAIN - APP. REQ.	8850	8860
BASEBALL	8350	8360
BOYS BASKETBALL	8050	8060
GIRLS BASKETBALL	8100	8110
BOYS GOLF	8450	8460
GIRLS GOLF	8500	8510
BOYS SOCCER	8650	8660
GIRLS SOCCER	8700	8710
CHEER - TRYOUT REQ.	8750	8760
CROSS COUNTRY - BOYS *FALL	8250	8260
CROSS COUNTRY - GIRLS *FALL	8300	8310
DRILL TEAM/DANCE - TRYOUT REQ.	8790	
FOOTBALL	8000	8010
SOFTBALL	8400	8410
SWIM	8550	8560
TENNIS	8600	8610
TRACK - BOYS *SPRING	8150	8160
TRACK - GIRLS *SPRING	8200	8210
VOLLEYBALL	8825	8830

ROTC

		0501	MCJROTC I

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**

***Applications for Debate, Yearbook and Athletic Trainer are available in the Counseling Office at your middle school campus**

CROSSLAND NINTH GRADE CENTER
2011-2012 FRESHMAN COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER COURSES

COURSES WILL LEAD TO ANY OF THE CAREER CLUSTERS LISTED BELOW IN BOLD

FULL YEAR CHOICES

_____ _____ 9000 PRIN. OF AG, FOOD & NAT. RES.

AGRICULTURE, FOOD & NATURAL RESOURCES
TRANSPORTATION - AUTO MECHANICS

_____ _____ 9750 INTRO TO ENG. DESIGN **(PLTW) HONORS**

STEM

_____ _____ 9250 BUSINESS INFORMATION MGT. I

ARTS/AV TECHNOLOGY & COMMUNICATIONS
BUSINESS MANAGEMENT & ADMINISTRATION
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY
MARKETING

SEMESTER CHOICES

_____ 9305 PRIN. OF HUMAN SERVICES

EDUCATION & TRAINING
HEALTH SCIENCE
HOSPITALITY & TOURISM
HUMAN SERVICES
LAW & PUBLIC HEALTH
MARKETING

_____ 9505 PRIN. OF BUSINESS, MKTG., FIN.

ARTS/AV TECHNOLOGY - VIDEO & GRAPHICS
BUSINESS & FINANCE
HEALTH SCIENCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
INFORMATION TECHNOLOGY
LAW & PUBLIC SAFETY
MARKETING
PRINCIPLES OF ARTS/AV
TRANSPORTATION - AUTO MECHANICS

_____ 9200 PRIN. OF ARTS & AV

ARTS, A/V TECHNOLOGY - VIDEO & GRAPHICS
BUSINESS & FINANCE
HOSPITALITY & TOURISM
INFORMATION TECHNOLOGY
MARKETING

Note: If a course is specified to be a "full year" course it must be taken both terms.

If a course is specified to be a "half year" course it will taken one term only along with another half year course to balance the schedule.

Note: There are seven class periods in a school day, therefore 14 selections will be checked. See example of possible 14 selections:

- ✓ ✓ **English 1 (Full year)**
- ✓ ✓ **Algebra 1 (Full year)**
- ✓ ✓ **Biology (Full year)**
- ✓ ✓ **World Geography (Full year)**
- ✓ ✓ **Spanish 2 (Full year)**
- ✓ ✓ **Theater Arts 1 (Full year)**
- ✓ **Speech (Half year)**
- ✓ **Prin. of Human Services (Half year)**

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION

SCHEDULE CHANGES: Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after three class days of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

Granbury ISD reserves the right to change course selections depending on test results, individual school staffing and other factors which may affect course offerings. When selecting courses, it is the responsibility of the parent and the student to make certain that the courses selected are the ones the student needs.

Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/8/2010

GRANBURY HIGH SCHOOL
2011-2012 SOPHOMORE COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SOPHOMORE STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0125	*PREAP ENGLISH 2

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0225	*PREAP GEOMETRY
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2

SCIENCE (FULL YEAR)

		0305	IPC
		0310	BIOLOGY
		0330	*CHEMISTRY
		0335	PREAP CHEMISTRY
		0360	*PHYSICS

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0415	*PREAP WORLD HISTORY
		0417	*AP WORLD HISTORY

FOREIGN LANGUAGE (FULL YEAR)

		0670	ASL 1
		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0619	*AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0640	FRENCH 1
		0645	*FRENCH 2

SPEECH (HALF YEAR)

		0185	COMMUNICATION APPLICATIONS
		9850	PROFESSIONAL COMMUNICATIONS

HEALTH (HALF YEAR)

		0500	HEALTH

ENGLISH ELECTIVES

		0165	YEARBOOK 1 - APPROVAL REQ.
		0166	*YEARBOOK 2
		0175	*DEBATE 1
		0176	*DEBATE 2

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0770	TECH THEATRE 1

FINE ARTS - CHORAL (FULL YEAR)

A	B		
		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0738	*ART 3 PHOTOGRAPHY
		9365	PRIN & ELE OF FLORAL DES. **(FA CR)**

FINE ARTS - DANCE

		0780	DRILL TEAM/DANCE YEAR 2- TRYOUT REQUIRED
		0785	DRILL TEAM/DANCE YEAR 3- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH
		0706	PERCUSSION

ACADEMIC DECATHLON

		0805NC	ACA DECA **(NO CREDIT) (SEM A)**

ATHLETICS / PHYSICAL EDUCATION

*****THE YEAR INDICATES THE NUMBER OF YEARS YOU HAVE PARTICIPATED IN ANY SPORT INCLUDING 8TH GRADE*****

	YEAR 1	YEAR 2	YEAR 3
^ PE IND/TEAM SPORTS	8910		
PE AEROBICS	8930		
^ PE YOGA	8940		
ATH TRAIN - APP. REQ.	8850	8860	8875
BASEBALL	8350	8360	8375
BOYS BASKETBALL	8050	8060	8075
GIRLS BASKETBALL	8100	8110	8125
BOYS GOLF	8450	8460	8475
GIRLS GOLF	8500	8510	8125
BOYS SOCCER	8650	8660	8675
GIRLS SOCCER	8700	8710	8725
CHEER - TRYOUT REQ.	8750	8760	8775
CROSS COUNTRY - BOYS	8250	8260	8275
CROSS COUNTRY - GIRLS	8300	8310	8325
DRILL TM/DANCE - *TRYOUT	8790		
FOOTBALL	8000	8010	8025
SOFTBALL	8400	8410	8425
SWIM	8550	8560	8575
TENNIS	8600	8610	8625
TRACK - BOYS	8150	8160	8175
TRACK - GIRLS	8200	8210	8225
VOLLEYBALL	8825	8830	8837

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2011-2012 SOPHOMORE COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9000	PRIN. OF AG, FOOD & NAT. RES.
		9005	*LIVESTOCK PRODUCTION **(SEM A)**
		9008	*SMALL ANIMAL MANAGEMENT **(SEM B)**
		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
		9350	*EQUINE SCIENCE **(SEM B)**
		9365	PRIN & ELE OF FLORAL DES. **(FA CR)**

AG MECHANICS / WELDING

		9000	PRIN. OF AG, FOOD & NAT. RES.
		9050	*AG MECHANICS & METAL TECH

ARCHITECTURE & CONSTRUCTION

		9100	PRIN. OF ARCH. & CONST.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	DIGITAL AND INTERACTIVE MEDIA
		9165	HONORS DIGITAL & INT. MEDIA

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9200	PRIN. OF ARTS & AV
		9205	AUDIO VIDEO PRODUCTION

BUSINESS MANAGEMENT & ADMINISTRATION

		9505	PRIN. BUS/MKTG/FINANCE
		9250	BUSINESS INFORMATION MGT. I
		9255	BUSINESS MANAGEMENT
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9260	GLOBAL BUSINESS **(SEM B)**
		9605	WEB TECHNOLOGIES **(SEM A)**
		9610	*VIRTUAL BUSINESS **(SEM B)**

EDUCATION AND TRAINING

		9305	PRIN. OF HUMAN SERVICES
		9560	CHILD DEVELOPMENT **(SEM A)**
		9565	INTERPERSONAL STUDIES **(SEM B)**

FINANCE

A	B		
		9250	BUSINESS INFORMATION MGT. I
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9405	ACCOUNTING I

HEALTH SCIENCE

		9455	MEDICAL TERMINOLOGY **(SEM A)**
		9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**

HOSPITALITY & TOURISM

		9500	PRIN. OF HOSPITALITY & TOURISM
		9505	PRIN. OF BUS./MKTG./FINANCE **(SEM A)**
		9508	LIFETIME NUTRITION & WELLNESS **(SEM A)**
		9510	*RESTAURANT MGMT **(SEM B)**

HUMAN SERVICES

		9305	PRIN. OF HUMAN SERVICES

INFORMATION TECHNOLOGY

		9605	WEB TECHNOLOGIES **(SEM A)**
		9610	*VIRTUAL BUSINESS **(SEM B)**
		9620	COMPUTER PROGRAMMING **(HONORS)**
		9635	COMPUTER MAINTENANCE

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9655	PRIN LAW, PUB SAF, CORR & SEC.
		9650	*LAW ENFORCEMENT I

MARKETING

		9505	PRIN. OF BUS./MKTG./FINANCE **(SEM A)**
		9710	SPORT & ENTERTAINMENT MKTG **(SEM B)**
		9250	BIM

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG. DESIGN **(PLTW) HONORS**
		9755	*PRINCIPLES OF ENGINEERING **(PLTW) HONORS**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9800	ENERGY, POWER & TRANS. SYS.

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Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2011-2012 JUNIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL JUNIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0135	*AP ENGLISH 3
		0137	*DC ENGLISH 3 (COLLEGE ENGLISH 1301, 1302)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0235	*PREAP ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (IND. STUDY IN MATH)
		0240	*PREAP PRECALCULUS
		0245	PRECALCULUS
		0255	*AP CALCULUS
		0260	*MATH MODELS
		0270	*AP STATISTICS
		0280	ADV. MATH DECISION MAK. **(4TH YEAR ONLY)**
		9275	STATS & RISK MANAGEMENT **(4TH YEAR ONLY)**
		9780	ENGINEERING MATH **H (PLTW) (4TH MATH ONLY)**

SCIENCE (FULL YEAR)

		0305	IPC
		0310	BIOLOGY
		0325	*AP BIOLOGY
		0328	*DC BIOLOGY SR&D 3 **(4TH SCIENCE)**
		0330	*CHEMISTRY
		0335	*PREAP CHEMISTRY
		0345	*AP CHEMISTRY
		9470	*ANATOMY & PHYSIOLOGY **H (4TH SCIENCE)**
		0355	*DC ANATOMY & PHYSIOLOGY
		0360	*PHYSICS
		0365	*PREAP PHYSICS
		0368	*AP PHYSICS
		0395	AP ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		9010	*ADV ANIMAL SCIENCE **(4TH SCIENCE)**
		9660	FORENSICS **HONORS (4TH SCIENCE)**
		9820	AVIATION SR&D 2 **HON (4TH SCIENCE)**
		0380	AQUATICS
		9475	MEDICAL MICROBIOLOGY **H (4TH SCIENCE)**

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	*AP WORLD HISTORY
		0420	US HISTORY
		0425	*AP US HISTORY
		0426	*DC US HISTORY
		0430	*AP EUROPEAN HISTORY
		0475	SOCIOLOGY
		0478	DC SOCIOLOGY
		0470	PSYCHOLOGY
		0473	DC PSYCHOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0670	ASL 1
		0675	*ASL 2
		0680	*ASL 3 **HONORS**
		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0616	*AP SPANISH 4
		0618	*SPANISH 4 NTV
		0619	AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0630	*PREAP GERMAN 3
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3

SPEECH (HALF YEAR)

	0185	COMMUNICATION APPLICATIONS
	9850	PROFESSIONAL COMMUNICATIONS
	0186	*DC PUBLIC SPEECH

HEALTH (HALF YEAR)

	0500	HEALTH

ENGLISH ELECTIVES

A	B		
		0165	YEARBOOK 1 - APPROVAL REQ.
		0166	*YEARBOOK 2
		0167	*YEARBOOK 3
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0193	CREATIVE WRITING (1/2 CREDIT)

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0770	TECH THEATRE 1
		0771	*TECH THEATRE 2
		0775	DC INTRO TO THEATRE **(INST. APP.)**

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0724	*AP MUSIC THEORY

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0732	*ART 2 PRINT DESIGN
		0736	*ART 2 PAINTING
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0737	*PREAP ART 3
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING
		0733	ART 3 ADVANCED PRINT DESIGN
		9190	COMMERCIAL PHOTOGRAPHY **HONORS**
		9365	PRINCIPLES & ELEMENTS OF FLORAL DESIGN

FINE ARTS - DANCE

		0780	DRILL TEAM/DANCE YEAR 2- TRYOUT REQUIRED
		0785	DRILL TEAM/DANCE YEAR 3- TRYOUT REQUIRED
		0790	DRILL TEAM/DANCE YEAR 4- TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0706	PERCUSSION

ACADEMIC DECATHLON

	0805NC	ACA DECA **(NO CREDIT) (SEM A)**

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
^ PE IND/TEAM SPORTS	8910			
PE AEROBICS	8930			
DC KINESIOLOGY	8900			
^ PE YOGA	8940			
ATH TRAIN - APP. REQ.	8850	8860	8875	8885
BASEBALL	8350	8360	8375	8385
BOYS BASKETBALL	8050	8060	8075	8085
GIRLS BASKETBALL	8100	8110	8125	8135
BOYS GOLF	8450	8460	8475	8485
GIRLS GOLF	8500	8510	8125	8135
BOYS SOCCER	8650	8660	8675	8685
GIRLS SOCCER	8700	8710	8725	8735
CHEER - TRYOUT REQ.	8750	8760	8775	8785
DRILL TEAM/DANCE - TRYOUT REQ.	8790			
CROSS COUNTRY - BOYS *FALL	8250	8260	8275	8285
CROSS COUNTRY - GIRLS *FALL	8300	8310	8325	8335
FOOTBALL	8000	8010	8025	8035
SOFTBALL	8400	8410	8425	8435
SWIM	8550	8560	8575	8585
TENNIS	8600	8610	8625	8635
TRACK - BOYS *SPRING	8150	8160	8175	8185
TRACK - GIRLS *SPRING	8200	8210	8225	8235
VOLLEYBALL	8825	8830	8837	8843

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII
		0503	*MCJROTC III

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2011-2012 JUNIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
		9000	PRIN. OF AG, FOOD & NAT. RES.
		9005	*LIVESTOCK PRODUCTION **(SEM A)**
		9008	*SMALL ANIMAL MANAGEMENT **(SEM B)**
		9010	*ADVANCED ANIMAL SCI. **(4TH SCIENCE)**
		9015	*VETERINARY MEDICAL APP.
		9020	PROFESSIONAL STAND. IN AGBUS
		9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
		9350	*EQUINE SCIENCE **(SEM B)**
		9365	PRIN. & ELEMENTS FLORAL DES. **(FINE ARTS CR)**

AG MECHANICS / WELDING

		9000	PRIN. OF AG, FOOD & NAT. RES.
		9050	*AG MECHANICS & METAL TECH
		9055	*AG FACILITIES DESIGN AND FAB.

ARCHITECTURE & CONSTRUCTION

		9100	PRIN. OF ARCH. & CONST.
		9120	*BUILDING MAINTENANCE TECHNOLOGY

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

		9150	DIGITAL AND INTERACTIVE MEDIA
		9165	HONORS DIGITAL & INT. MEDIA
		9155	*GRAPHIC DESIGN & ILLUS.
		9170	*HONORS GRAPHIC DESIGN ILLUS.

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

		9200	PRIN. OF ARTS & AV
		9205	AUDIO VIDEO PRODUCTION
		9210	*ADV. AUDIO VIDEO PROD. - **(2 CR/2 PER)**

BUSINESS MANAGEMENT & ADMINISTRATION

		9505	PRIN. BUS/MKTG/FINANCE **(SEM A)**
		9250	BUSINESS INFORMATION MGT. I
		9255	BUSINESS MANAGEMENT
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9260	GLOBAL BUSINESS **(SEM B)**
		9265	WEB TECHNOLOGIES **(SEM A)**
		9605	*VIRTUAL BUSINESS **(SEM B)**
		9275	STATS & RISK MANAGEMENT **(4TH MATH)**

EDUCATION AND TRAINING

		9305	PRIN. OF HUMAN SERVICES
		9560	CHILD DEVELOPMENT **(SEM A)**
		9565	INTERPERSONAL STUDIES **(SEM B)**
		9325	*EDUCATION/TRAIN **(READY, SET, TEACH)**
		9330	*HUMAN GROWTH & DEVELOPMENT

FINANCE

		9250	BUSINESS INFORMATION MGT. I
		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
		9405	ACCOUNTING I
		9410	*ACCOUNTING II

HEALTH SCIENCE

A	B		
		9455	MEDICAL TERMINOLOGY **(SEM A)**
		9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
		9460	*HEALTH SCIENCE **(2 CR/2 PER)**
		9470	*ANATOMY & PHYSIOLOGY **HONORS (4TH SCIENCE)**
		9475	MEDICAL MICROBIOLOGY **HONORS (4TH SCIENCE)**
		0355	*DC ANATOMY & PHYSIOLOGY

HOSPITALITY & TOURISM

		9500	PRIN. OF HOSPITALITY & TOURISM
		9505	PRIN. OF BUSINESS, MKTG., FIN. **(SEM A)**
		9508	LIFETIME NUTRITION & WELLNESS **(SEM A)**
		9510	*RESTAURANT MGMT **(SEM B)**

HUMAN SERVICES

		9305	PRIN. OF HUMAN SERVICES

INFORMATION TECHNOLOGY

		9605	WEB TECHNOLOGIES **(SEM A)**
		9610	*VIRTUAL BUSINESS **(SEM B)**
		9620	COMPUTER PROGRAMMING **HONORS**
		9625	*AP COMPUTER SCIENCE **(4TH MATH)**
		9635	COMPUTER MAINTENANCE
		9640	*COMPUTER TECHNICIAN

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

		9655	PRIN LAW, PUB SAF, CORR & SEC.
		9650	*LAW ENFORCEMENT I
		9660	FORENSICS **HONORS (4TH SCIENCE)**

MARKETING

		9505	PRIN. OF BUS./MKTG./FINANCE **(SEM A)**
		9710	SPORT & ENTERTAINMENT MKTG **(SEM B)**
		9250	BIM
		9900	CAREER PREP I - **(3CR/3 PER - 1 PER GHS; 2 PER WORK)**
		9255	BUSINESS MANAGEMENT
		9275	STATS & RISK MANAGEMENT **(4TH MATH)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

		9750	INTRO TO ENG. DESIGN **(PLTW) HONORS**
		9755	*PRINCIPLES OF ENGINEERING **(PLTW) HONORS**
		9780	*ENGINEERING MATH HONORS **(4TH MATH)**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

		9800	ENERGY, POWER & TRANS. SYS.
		9805	*AUTOMOTIVE TECH
		9810	*COLL REPAIR & REFINISH
		9820	AVIATION SR&D 2 **HONORS (4TH SCIENCE)**

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION

SCHEDULE CHANGES: Course selections made during pre-registration are considered FINAL. Any request for a change in course after spring pre-registration must be made in writing. Students may not drop or add a course after three class days of attendance. The random changing of courses at the beginning of school will not be honored due to the effect these changes have on classroom enrollment and the disruption of classroom instruction.

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Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

GRANBURY HIGH SCHOOL
2011-2012 SENIOR COURSE SELECTION

STUDENT LABEL
COUNSELOR USE ONLY

NAME: _____ **ID:** _____

ALL SENIOR STUDENTS WILL TAKE A MINIMUM OF 7 CLASSES

ENGLISH (FULL YEAR)

A	B		
		0100	ENGLISH SOL 1
		0105	*ENGLISH SOL 2
		0110	ENGLISH 1
		0120	ENGLISH 2
		0130	ENGLISH 3
		0140	ENGLISH 4
		0145	*AP ENGLISH 4
		0147	*DC ENGLISH 4 (COLLEGE ENGLISH 1301, 1302)

MATHEMATICS (FULL YEAR)

		0210	ALGEBRA 1
		0220	GEOMETRY
		0230	*ALGEBRA 2
		0236	*DC COLLEGE ALGEBRA (IND. STUDY IN MATH)
		0245	PRECALCULUS
		0240	*PREAP PRECALCULUS
		0255	*AP CALCULUS
		0270	*AP STATISTICS
		0280	ADV. MATH DECISION MAK. **(4TH YEAR ONLY)**
		9275	STATS & RISK MANAGEMENT **(4TH YEAR ONLY)**
		9780	ENGINEERING MATH **H (PLTW) (4TH MATH ONLY)**

SCIENCE (FULL YEAR)

		0305	IPC
		0310	BIOLOGY
		0330	*CHEMISTRY
		0360	*PHYSICS
		9470	*ANATOMY & PHYSIOLOGY **HON (4TH SCIENCE)**
		0355	*DC ANATOMY & PHYSIOLOGY **(4TH SCIENCE)**
		0325	*AP BIOLOGY
		0328	*DC BIOLOGY SR&D 3 **(4TH SCIENCE)**
		0345	*AP CHEMISTRY
		0368	*AP PHYSICS
		0385	ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		0395	AP ENVIRONMENTAL SCIENCE **(4TH SCIENCE)**
		9660	FORENSICS **HONORS (4TH SCIENCE**
		9820	AVIATION SR&D 2 **HON (4TH SCIENCE)**
		9010	*ADV ANIMAL SCIENCE **(4TH SCIENCE)**
		0380	AQUATICS
		9475	MEDICAL MICROBIOLOGY **H (4TH SCIENCE)**

SOCIAL STUDIES (FULL YEAR)

		0400	WORLD GEOGRAPHY
		0410	WORLD HISTORY
		0417	*AP WORLD HISTORY
		0420	US HISTORY
		0426	*DC US HISTORY
		0430	*AP EUROPEAN HISTORY
		0440	US GOVERNMENT
		0441	*DC US GOVERNMENT 1 **(SEM A)**
		0442	*DC US GOVERNMENT 2 **(SEM B)**
		0445	*AP US GOVERNMENT
		0450	ECONOMICS
		0452	AP MICROECONOMICS
		0455	AP MACROECONOMICS
		0470	PSYCHOLOGY
		0473	DC PSYCHOLOGY
		0475	SOCIOLOGY
		0478	DC SOCIOLOGY

FOREIGN LANGUAGE (FULL YEAR)

		0670	ASL 1
		0675	*ASL 2
		0680	*ASL 3 **HONORS**
		0600	SPANISH 1
		0605	*SPANISH 2
		0606	*SPANISH 2 NTV
		0610	*PREAP SPANISH 3
		0611	*PREAP SPANISH 3 NTV
		0616	*AP SPANISH 4
		0618	*SPANISH 4 NTV
		0617	*AP SPANISH 5
		0619	*AP SPANISH 5 NTV
		0620	GERMAN 1
		0625	*GERMAN 2
		0630	*PREAP GERMAN 3
		0635	*AP GERMAN 4
		0640	FRENCH 1
		0645	*FRENCH 2
		0650	*PREAP FRENCH 3
		0660	*AP FRENCH 4

SPEECH (HALF YEAR)

		0185	COMMUNICATION APPLICATIONS
		9850	PROFESSIONAL COMMUNICATIONS
		0186	*DC PUBLIC SPEECH

HEALTH (HALF YEAR)

		0500	HEALTH

ENGLISH ELECTIVES

A	B		
		0165	YEARBOOK 1 - APPROVAL REQ.
		0166	*YEARBOOK 2
		0167	*YEARBOOK 3
		0175	*DEBATE 1
		0176	*DEBATE 2
		0177	*DEBATE 3
		0180	*DEBATE 4
		0193	CREATIVE WRITING (1/2 CREDIT)
		0157	HUMANITIES

FINE ARTS - THEATRE (FULL YEAR)

		0750	THEATRE ARTS 1
		0751	*THEATRE ARTS 2
		0752	*THEATRE ARTS 3
		0753	*THEATRE ARTS 4
		0770	TECH THEATRE 1
		0771	*TECH THEATRE 2
		0772	*TECH THEATRE 3
		0775	DC INTRO TO THEATRE **(INST. APP.)**

FINE ARTS - CHORAL (FULL YEAR)

		0720	CHOIR 1 - APPROVAL REQUIRED
		0721	*CHOIR 2
		0722	*CHOIR 3
		0723	*CHOIR 4
		0724	*AP MUSIC THEORY

FINE ARTS - ART (FULL YEAR)

		0730	ART 1
		0731	*ART 2 DRAWING
		0736	*ART 2 PAINTING
		0732	*ART 2 PRINT DESIGN
		0734	*ART 2 CERAMICS
		0735	*ART 2 SCULPTURE
		0733	ART 3 ADVANCED PRINT DESIGN
		0737	*PREAP ART 3
		0738	*ART 3 PHOTOGRAPHY
		0739	*AP ART 3 DRAWING
		0741	*AP ART 4 2-D DESIGN PORTFOLIO
		9190	*COMMERCIAL PHOTOGRAPHY **HONORS**
		9365	PRINCIPLES & ELEMENTS OF FLORAL DESIGN

FINE ARTS - DANCE

		0780	DRILL TEAM/DANCE YEAR 2 - TRYOUT REQUIRED
		0785	DRILL TEAM/DANCE YEAR 3 - TRYOUT REQUIRED
		0790	DRILL TEAM/DANCE YEAR 4 - TRYOUT REQUIRED
		0795	DRILL TEAM/DANCE YEAR 5 - TRYOUT REQUIRED

FINE ARTS - BAND (FULL YEAR)

		0700	BAND 1 MARCH - APPROVAL REQ.
		0701	*BAND 2 MARCH
		0702	*BAND 3 MARCH
		0703	*BAND 4 MARCH
		0706	PERCUSSION

ACADEMIC DECATHLON

		0805NC	ACA DECA **(NO CREDIT) (SEM A)**

ATHLETICS / PHYSICAL EDUCATION

*****CHOOSE THE YEAR OF THE SPORT YOU HAVE BEEN IN THE LONGEST - THAT WILL BE THE YEAR FOR ALL SPORTS YOU PARTICIPATE IN*****

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
^ PE IND/TEAM SPORTS	8910				
PE AEROBICS	8930				
DC KINESIOLOGY	8900				
^ PE YOGA	8940				
ATH TRAIN - APP. REQ.	8850	8860	8875	8885	8890
BASEBALL	8350	8360	8375	8385	8390
BOYS BASKETBALL	8050	8060	8075	8085	8090
GIRLS BASKETBALL	8100	8110	8125	8135	8140
BOYS GOLF	8450	8460	8475	8485	8490
GIRLS GOLF	8500	8510	8125	8135	8540
BOYS SOCCER	8650	8660	8675	8685	8690
GIRLS SOCCER	8700	8710	8725	8735	8740
CHEER - TRYOUT REQ.	8750	8760	8775	8785	8790
CROSS COUNTRY - BOYS	8250	8260	8275	8285	8290
CROSS COUNTRY - GIRLS	8300	8310	8325	8335	8340
DRILL TEAM/DANCE - TRYOUT	8790				
FOOTBALL	8000	8010	8025	8035	8040
SOFTBALL	8400	8410	8425	8435	8440
SWIM	8550	8560	8575	8585	8590
TENNIS	8600	8610	8625	8635	8640
TRACK - BOYS	8150	8160	8175	8185	8190
TRACK - GIRLS	8200	8210	8225	8235	8240
VOLLEYBALL	8825	8830	8837	8843	8845
WEIGHTLIFTING	8800	8805	8813	8817	8820

ROTC

		0501	MCJROTC I
		0502	*MCJROTCII
		0503	*MCJROTC III
		0504	*MCJROTC IV

^ MAY ONLY TAKE ONE OF THE TWO COURSES

GRANBURY HIGH SCHOOL
2011-2012 SENIOR COURSE SELECTION (PAGE 2)
CAREER AND TECHNOLOGY EDUCATION CAREER CLUSTERS

AGRICULTURE, FOOD & NATURAL RESOURCES

A	B		
____	____	9000	PRIN. OF AG, FOOD & NAT. RES.
____	____	9005	*LIVESTOCK PRODUCTION **(SEM A)**
____	____	9008	*SMALL ANIMAL MANAGEMENT **(SEM B)**
____	____	9010	*ADVANCED ANIMAL SCI. **(4TH SCIENCE)**
____	____	9015	*VETERINARY MEDICAL APP.
____	____	9020	PROFESSIONAL STAND. IN AGBUS
____	____	9025	*PRACTICUM IN AFN ***(VET MED)*** - **(3 CR/3 PR)**
____	____	9360	*WILDLIFE, FISHERIES, ECOLOGY **(SEM A)**
____	____	9350	*EQUINE SCIENCE **(SEM B)**
____	____	9365	PRIN. & ELEMENTS FLORAL DES. **(FINE ARTS CR)**

AG MECHANICS / WELDING

____	____	9000	PRIN. OF AG, FOOD & NAT. RES.
____	____	9050	*AG MECHANICS & METAL TECH
____	____	9055	*AG FACILITIES DESIGN AND FAB.
____	____	9060	*PRAC IN AG AND AG MECH. **(3 CR 3 PER)**

ARCHITECTURE & CONSTRUCTION

____	____	9100	PRIN. OF ARCH. & CONST.
____	____	9120	*BUILDING MAINTENANCE TECHNOLOGY

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - GRAPHICS

____	____	9150	DIGITAL AND INTERACTIVE MEDIA
____	____	9165	HONORS DIGITAL & INT. MEDIA
____	____	9155	*GRAPHIC DESIGN & ILLUS.
____	____	9170	*HONORS GRAPHIC DESIGN ILLUS.
____	____	9160	*ANIMATION & ADV. GRAPHICS
____	____	9163	*HONORS ANIMATION & ADV. GRAPHICS

ARTS, A/V TECHNOLOGY & COMMUNICATIONS - VIDEO

____		9200	PRIN. OF ARTS & AV
____	____	9205	AUDIO VIDEO PRODUCTION
____	____	9210	*ADV. AUDIO VIDEO PROD. - **HON (2 CR/2 PER)**

BUSINESS MANAGEMENT & ADMINISTRATION

____		9505	PRIN. BUS/MKTG/FINANCE **(SEM A)**
____	____	9250	BUSINESS INFORMATION MGT. I
____	____	9255	BUSINESS MANAGEMENT
____		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
	____	9260	GLOBAL BUSINESS **(SEM B)**
____		9605	WEB TECHNOLOGIES **(SEM A)**
	____	9610	*VIRTUAL BUSINESS **(SEM B)**
____	____	9275	STATS & RISK MANAGEMENT **(4TH MATH)**

EDUCATION AND TRAINING

____		9305	PRIN. OF HUMAN SERVICES
____		9560	CHILD DEVELOPMENT **(SEM A)**
	____	9565	INTERPERSONAL STUDIES **(SEM B)**
____	____	9325	*EDUCATION/TRAIN **(READY, SET, TEACH)**
____	____	9330	*HUMAN GROWTH & DEVELOPMENT

FINANCE

____	____	9250	BUSINESS INFORMATION MGT. I
____		9400	BANKING & FINANCIAL SERVICES **(SEM A)**
____	____	9405	ACCOUNTING I
____	____	9410	*ACCOUNTING II

HEALTH SCIENCE

A	B		
____		9455	MEDICAL TERMINOLOGY **(SEM A)**
	____	9450	*PRIN. OF HEALTH SCIENCE **(SEM B)**
____	____	9460	*HEALTH SCIENCE **(2 CR/2 PER)**
____	____	9465	*PRAC. IN HEALTH SCI. ***(PHARM TECH)*** - **(2 CR/2 PER**
____	____	9466	*PRAC. IN HEALTH SCI. ***(EMT)*** - **(2 CR/2 PER)**
____	____	9470	*ANATOMY & PHYSIOLOGY **HON (4TH SCIENCE)**
____	____	9475	MEDICAL MICROBIOLOGY **HON (4TH SCIENCE)**
____	____	0355	*DC ANATOMY & PHYSIOLOGY

HOSPITALITY & TOURISM

		9500	PRIN. OF HOSPITALITY & TOURISM
____		9505	PRIN. OF BUS./MKTG./FINANCE **(SEM A)**
____		9508	LIFETIME NUTRITION & WELLNESS **(SEM A)**
	____	9510	*RESTAURANT MGMT **(SEM B)**

HUMAN SERVICES

____		9305	PRIN. OF HUMAN SERVICES

INFORMATION TECHNOLOGY

____		9605	WEB TECHNOLOGIES **(SEM A)**
	____	9610	*VIRTUAL BUSINESS **(SEM B)**
____	____	9620	*COMPUTER PROGRAMMING **HONORS**
____	____	9625	*AP COMPUTER SCIENCE **(4TH MATH)**
____	____	9635	COMPUTER MAINTENANCE
____	____	9640	*COMPUTER TECHNICIAN

LAW, PUBLIC SAFETY, CORRECTIONS & SECURITY

____	____	9655	PRIN LAW, PUB SAF, CORR & SEC.
____	____	9650	*LAW ENFORCEMENT I
____	____	9660	FORENSICS **HONORS (4TH SCIENCE)**

MARKETING

____		9505	PRIN. OF BUS./MKTG./FINANCE **(SEM A)**
	____	9710	SPORT & ENTERTAINMENT MKTG **(SEM B)**
____	____	9720	*PRAC. IN MARKETING DYNAMICS I **(3CR/3PR)**
____	____	9900	CAREER PREP I - **(3CR/3 PR - 1 PR GHS; 2 PR WORK)**
____	____	9905	CAREER PREP II - **(3CR/3 PR - 1 PR GHS; 2 PR WORK)**
____	____	9250	BIM
____	____	9255	BUSINESS MANAGEMENT
____	____	9275	STATS & RISK MANAGEMENT **(4TH MATH)**

SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

____	____	9750	INTRO TO ENG. DESIGN **(PLTW) HONORS**
____	____	9755	*PRINCIPLES OF ENGINEERING **(PLTW) HONORS**
____	____	9780	*ENGINEERING MATH HONORS **(4TH MATH)**

TRANSPORTATION, DISTRIBUTION & LOGISTICS

____	____	9800	ENERGY, POWER & TRANS. SYS.
____	____	9805	*AUTOMOTIVE TECH
____	____	9810	*COLL REPAIR & REFINISH
____	____	9815	*ADV. AUTOMOTIVE TECH.-**(2 CR/2 PER)**
____	____	9820	AVIATION SR&D 2 **HONORS (4TH SCIENCE)**

*** COURSES WITH AN ASTERISK (*) REQUIRE PREREQUISITES - PLEASE SEE COURSE CATALOG**
ALL PREAP, AP, DC, & HONORS COURSES ARE WEIGHTED FOR GPA CALCULATION

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Equal opportunities are provided by the GISD for all students without regard to race, color, national origin, sex, and handicapping conditions.

Since entrance requirements vary from college to college, high school graduation does not necessarily ensure admission to college. It is primarily the responsibility of the parent and the student to make certain that the student's credits meet the requirements of the college he/she chooses to enter. This also applies to NCAA (National Collegiate Athletics Association) requirements.

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Phone:** _____

E-Mail: _____

Revised 12/8/2010

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 13, 2010
For: Approval

TO: Mr. Ron Mayfield, Superintendent

FROM: Sharay Boynton
DATE: December 8, 2010
RE: Annual Financial Report – Year ended 8/31/2010

SUMMARY:

The annual audit has been completed. Mrs. Paula Lowe of Patillo, Brown & Hill, L.L.P., Certified Public Accountants will be at the board meeting to present the report and letters to the board. The Annual Financial Report for the year ended August 31, 2010 and the SAS 114 letter are available in PDF format for the Boardbook and a hard copy is available for board members that wish to have a copy.

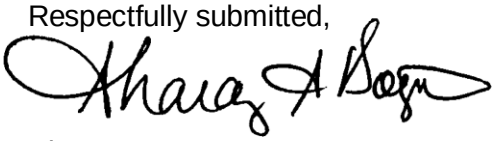
Fund Balance for the General Fund was reduced by $997,058 compared to the projected $2,035,000. The projection for Fund Balance for future years is also attached for your review.

Should you have questions regarding the report, please feel free to contact me prior to the Board meeting so that I can get with Mrs. Lowe and she can be prepared to respond to your questions either at the meeting or prior to the meeting.

RECOMMENDATION:

That the Board accept the Annual Financial Report for the year ended August 31, 2010 as presented.

Respectfully submitted,



Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton

Date Submitted: December 8, 2010

PB&H
PATTILLO, BROWN & HILL, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS ■ BUSINESS CONSULTANTS

To the Board of Trustees
Granbury Independent School District

We have audited the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District for the year ended August 31, 2010, and have issued our report thereon dated December 6, 2010. Professional standards require that we provide you with the following information related to our audit.

Our Responsibilities under U. S. Generally Accepted Auditing Standards and OMB Circular A-133

As stated in our engagement letter dated August 26, 2010, our responsibility, as described by professional standards, is to express opinions about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U. S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities.

In planning and performing our audit, we considered Granbury Independent School District's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

As part of obtaining reasonable assurance about whether Granbury Independent School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also in accordance with OMB Circular A-133, we examined, on a test basis, evidence about Granbury Independent School District's compliance with the types of compliance requirements described in the "U. S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on Granbury Independent School District's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on Granbury Independent School District's compliance with those requirements.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Granbury Independent School District are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year ending on August 31, 2010. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of depreciation expense is based on the estimated useful lives of each asset and management's estimate of the allowance for doubtful accounts is based on historical property tax collection. We evaluated the key factors and assumptions used to develop depreciation expense and the allowance for doubtful accounts in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the foundation receivable and recapture cost liability is based on Texas Education Agency's formula. A few factors cause the amount calculated by the Texas Education Agency as of our date of fieldwork and the amount calculated by the District to differ. We evaluated the key factors and assumptions used to develop the foundation receivable and recapture cost liability and determined that it is reasonable in relation to the financial statements taken as a whole.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated December 6, 2010.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as Granbury Independent School District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Additionally, we wanted to make you aware of Governmental Accounting Standards Board (GASB) Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, which is effective for fiscal year 2011. GASB has changed the long-standing definitions of fund balance and fund types to address concerns that state and local governmental entities are inconsistently reporting fund balance and that fund types are not properly used or understood. To prepare, learn the new definitions and consider the accounting policy and expenditure tracking implications.

Based on the requirements of GASB 54, fund balance will now be composed of five categories, as shown below, which is similar to how it will be presented on the balance sheet:

- Non-spendable – not in a spendable form (e.g., prepaid items, inventory) and legally or contractually required to be maintained intact (e.g., donations when principal cannot be spent).
- Restricted – externally imposed, imposed by law or enabling legislation.
- Committed – Board action taken to commit funding.

- Assigned – intention to use funds such as through the budget identification, also remaining balance in all funds except General Fund is assigned to the fund's purpose.
- Unassigned – residual in General Fund, may also have a negative unassigned in other funds only if a deficit occurs.

Additionally, GASB 54 gives some new definitions to fund types. Most significant is that Special Revenue Funds are established to account for "proceeds from specific revenue sources" that are either restricted or committed.

Entities should perform the following to properly implement GASB Statement No. 54:

- Gain an understanding of the changed focus in reporting fund balance, and the purpose and concepts of GASB 54.
- Set a policy of the order of spending from restricted, committed, assigned or unassigned balances.
- Draft a fund balance policy that identifies the highest level of decision-making authority needed to commit a balance and the person authorized to assign a balance.
- Revaluate minimum fund balance requirements.
- Ensure account code structure is able to track categories of fund balance.
- Review fund structure and define any necessary changes in presentation.
- Ensure account code structure is able to track categories of fund balance.

This information is intended solely for the use of the Board of Trustees and management of Granbury Independent School District and is not intended to be and should not be used by anyone other than these specified parties.

Patillo, Brown & Hill, LLP

December 6, 2010



GRANBURY INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL REPORT

FOR THE YEAR ENDED
AUGUST 31, 2010

GRANBURY INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED AUGUST 31, 2010

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GRANBURY INDEPENDENT SCHOOL DISTRICT
ANNUAL FINANCIAL REPORT
FOR THE YEAR ENDED AUGUST 31, 2010
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CERTIFICATE OF BOARD

Granbury Independent School District	Hood	111-901
Name of School District	County	Co.-Dist. Number

We, the undersigned, certify that the attached annual financial reports of the above-named school district were reviewed and (check one) _____ approved _____ disapproved for the year ended August 31, 2010, at a meeting of the Board of Trustees of such school district on the 13th of December, 2010.

Signature of Board Secretary	Signature of Board President

If the Board of Trustees disapproved of the auditors' report, the reason(s) for disapproving it is (are):
(attach list as necessary)

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PATTILLO, BROWN & HILL, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS ■ BUSINESS CONSULTANTS

INDEPENDENT AUDITORS' REPORT

Board of Trustees
Granbury Independent School District
Granbury, Texas

We have audited the accompanying financial statements of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District (the District), as of and for the year ended August 31, 2010, which collectively comprise the District's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Granbury Independent School District's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District as of August 31, 2010, and the respective changes in financial position, and where applicable, cash flows thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

401 WEST HIGHWAY 6 ■ P. O. BOX 20725 ■ WACO, TX 76702-0725 ■ (254) 772-4901■ FAX: (254) 772-4920 ■ www.pbhcpa.com
AFFILIATE OFFICES: BROWNSVILLE, TX (956) 544-7778 ■ HILLSBORO, TX (254) 582-2583
TEMPLE, TX (254) 791-3460 ■ ALBUQUERQUE, NM (505) 266-5904

In accordance with *Government Auditing Standards,* we have also issued our report dated December 6, 2010, on our consideration of Granbury Independent School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis and budgetary comparison information on pages 4 through 12 and 44 through 46, be presented to supplement the basic financial statements. Such information although not part of the basic financial statements, is required by Governmental Accounting Standards Board, who considers it to be an essential part of the financial for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Granbury Independent School District's financial statements as a whole. The combining statements and required TEA schedules are presented for purposes of additional analysis and are not a required part of the financial statements. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U. S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Nonprofit Organizations,* and is also not a required part of the financial statements. The combining statements, required TEA schedules and the Schedule of Expenditures of Federal Awards are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole, except for Exhibit J-3 (Fund Balance and Cash Flow Calculation Worksheet). Exhibit J-3 has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Patillo, Brown & Hill, LLP

December 6, 2010

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of Granbury Independent School District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the year ended August 31, 2010. We encourage readers to consider the information presented here in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- The District rated "Above-Standard Achievement" by the TEA Financial Integrity Rating System of Texas (includes Administrative Cost ratio of 7.3% which is below the state cap of 12.5%).
- Actual expenses were less than the appropriated budget.
- The assets of the District exceeded its liabilities at the close of the most recent period by $21,865,145 *(net assets).* Of this amount, $7,182,464 *(unrestricted net assets)* may be used to meet the District's ongoing obligations.
- As of the close of the current fiscal year, the District's governmental funds reported combined ending fund balances of $16,333,941. Approximately 89.6% of this total amount, $14,633,482, is available for spending at the government's discretion *(unreserved, undesignated fund balance).*
- At the end of the current fiscal year, unreserved, undesignated fund balance for the General Fund was $14,597,878 or 24.4% of the total General Fund expenditures.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis are intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: (1) government-wide financial statements, (2) fund financial statements, and (3) notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Government-wide financial statements. The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *statement of net assets* presents information on all of the District's assets and liabilities, with the difference between the two reported as *net assets.* Over time, increases or decreases in net assets may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *statement of activities* presents information for all of the current year's revenues and expenses regardless of when cash is received or paid. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

Both of the District's government-wide financial statements distinguish the functions of the District as being principally supported by taxes and intergovernmental revenues *(governmental activities* as opposed to *business-type activities* that are intended to recover all or a significant portion of their costs through user fees and charges. The District has no component units for which it is financially accountable. The government-wide financial statements can be found on pages 13 – 15 of this report.

Fund financial statements. A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related requirements. The fund financial statements provide more detailed information about the District's most significant funds – not the District as a whole.

- Some funds are required by state law and/or bond covenants.
- Other funds may be established by the Board to control and manage money for particular purposes or to show that it is properly using certain taxes or grants.

All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

- *Governmental funds* – Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating a government's near-term financing requirements. Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities.* The District adopts an annual appropriated budget for its General Fund, Debt Service Fund and National Breakfast and Lunch Program Fund.

  A budgetary comparison schedule has been provided to demonstrate compliance with these budgets. The basic governmental fund financial statements can be found on pages 16 – 19 of this report.

- *Proprietary funds* – Proprietary funds provide the same type of information as the government-wide financial statements, only in more detail. There are two proprietary fund types. Enterprise Funds are used to report the same functions presented as business-type activities in the government-wide financial statements. The District has business-type activities or Enterprise Funds that operate similar to a private business. The District uses the Enterprise Fund to account for its construction business activities. The second type of proprietary fund is the Internal Service Fund. Internal Service Funds are an accounting device used to accumulate and allocate costs internally among the various functions. The District uses the Internal Service Fund to report activities for its self-insurance funds. The basic proprietary fund financial statements can be found on pages 20 – 22 of this report.

- *Fiduciary funds* – Fiduciary funds provide are used to account for resources held for the benefit of parties outside the government. Fiduciary funds are *not* reflected in the government-wide financial statements because the resources of those funds are *not* available to support the District's own programs. The District is the trustee, or fiduciary, for these funds and is responsible for ensuring that the assets reported in these funds are used for their intended purposes. All of the District's fiduciary activities are reported in a separate statement of fiduciary net assets that can be found on pages 23 – 24.

- *Notes to the financial statements* – The notes provide additional information that is essential to a complete understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements can be found on pages 25 – 43 of this report.

Other information. In addition to the basic financial statements and accompanying notes, this report also presents certain *required supplementary information* that further explains and supports the information in the financial statements. Required supplementary information can be found on pages 44 – 46 of this report.

FINANCIAL ANALYSIS

Government-wide Financial Analysis

As noted earlier, net assets may serve over time as a useful indicator of a government's financial position. In the case of the District, governmental type assets exceeded liabilities by $21,895,392 and business-type liabilities exceeded assets by $30,247 as of August 31, 2010.

Investment in capital assets (e.g., land, buildings, furniture and equipment, and construction in progress) less any related debt used to acquire those assets that is still outstanding is $14,111,677. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. An additional portion of the District's net assets ($571,004) represents resources that are subject to external restrictions on how they may be used. The remaining balance of *unrestricted net assets* ($7,182,464) may be used to meet the District's ongoing obligations. This surplus is not an indication that the District has significant resources available to meet financial obligations next year, but rather the result of having long-term commitments that are less than currently available resources.

GRANBURY INDEPENDENT SCHOOL DISTRICT'S
NET ASSETS

	Governmental Activities		Business-type Activities		Totals	
	2010	2009	2010	2009	2010	2009
Current and other assets	$ 30,111,575	$ 35,252,826	$(16,766)	$(45,729)	$ 30,094,809	$ 35,207,097
Capital assets	61,581,443	65,194,663	-	-	61,581,443	65,194,663
Total assets	91,693,018	100,447,489	(16,766)	(45,729)	91,676,252	100,401,760
Current liabilities	10,988,075	15,343,021	13,481	13,217	11,001,556	15,356,238
Long-term liabilities	58,809,551	60,900,888	-	-	58,809,551	60,900,888
Total liabilities	69,797,626	76,243,909	13,481	13,217	69,811,107	76,257,126
Net assets:						
Invested in capital assets, net of related debt	14,111,677	15,388,103	-	-	14,111,677	15,388,103
Restricted	571,004	969,085	-	-	571,004	969,085
Unrestricted	7,212,711	7,846,392	(30,247)	(58,946)	7,182,464	7,787,446
Total net assets	$ 21,895,392	$ 24,203,580	$(30,247)	$(58,946)	$ 21,865,145	$ 24,144,634

Governmental activities. The District's total net assets decreased by $2,308,188. The total cost of all governmental activities this year was $76,315,066 The amount that our taxpayers paid for these activities through property taxes was $54,843,745 or 71.9%.

Business-type activities. The District's total net assets increased by $28,699. The total cost of all business-type activities this year was $230,716.

GRANBURY INDEPENDENT SCHOOL DISTRICT'S
CHANGES IN NET ASSETS

	Governmental Activities		Business-type Activities		Totals	
	2010	2009	2010	2009	2010	2009
Revenues:						
Program revenues:						
Charges for services	$ 1,914,230	$ 2,006,527	$ 259,415	$ 291,443	$ 2,173,645	$ 2,297,970
Operating grants and contributions	10,608,876	9,088,349	-	-	10,608,876	9,088,349
General revenues:						
Property taxes	54,843,745	50,561,416	-	-	54,843,745	50,561,416
Grants and contributions	6,140,078	12,969,155	-	-	6,140,078	12,969,155
Other	499,949	1,032,053	-	-	499,949	1,032,053
Total revenues	74,006,878	75,657,500	259,415	291,443	74,266,293	75,948,943
Expenses:						
Instruction	40,329,865	39,488,178	-	-	40,329,865	39,488,178
Instruction resources and media services	1,130,271	1,459,345	-	-	1,130,271	1,459,345
Curriculum and staff development	1,121,949	1,389,306	-	-	1,121,949	1,389,306
Instructional leadership	728,196	750,473	-	-	728,196	750,473
School leadership	3,955,732	3,820,605	-	-	3,955,732	3,820,605
Guidance, counseling and evaluation services	2,689,335	2,447,458	-	-	2,689,335	2,447,458
Social work services	50,130	50,156	-	-	50,130	50,156
Health services	402,160	383,346	-	-	402,160	383,346
Student transportation	2,778,781	2,873,396	-	-	2,778,781	2,873,396
Food service	3,575,621	3,328,040	-	-	3,575,621	3,328,040
Co-curricular/extracurricular activities	1,967,331	1,943,646	-	-	1,967,331	1,943,646
General administration	2,072,418	1,999,625	-	-	2,072,418	1,999,625
Plant maintenance and operations	6,118,920	6,601,783	-	-	6,118,920	6,601,783
Security and monitoring	340,935	371,238	-	-	340,935	371,238
Data processing services	1,055,175	963,147	-	-	1,055,175	963,147
Community services	159,619	244,840	-	-	159,619	244,840
Interest on long-term debt	3,098,088	3,196,560	-	-	3,098,088	3,196,560
Bond issuance costs	-	18,820	-	-	-	18,820
Contracted instructional services between schools	3,922,154	6,093,552	-	-	3,922,154	6,093,552
Payments to shared service arrangements	98,085	210,980	-	-	98,085	210,980
Other intergovernmental charges	720,301	710,300	-	-	720,301	710,300
Extended day school	-	-	230,716	282,454	230,716	282,454
Total expenses	76,315,066	78,344,794	230,716	282,454	76,545,782	78,627,248
Change in net assets	(2,308,188)	(2,687,294)	28,699	8,989	(2,279,489)	(2,678,305)
Net assets, beginning	24,203,580	26,890,874	(58,946)	(67,935)	24,144,634	26,822,939
Net assets, ending	$ 21,895,392	$ 24,203,580	$(30,247)	$(58,946)	$ 21,865,145	$ 24,144,634

FINANCIAL ANALYSIS OF THE DISTRICT'S FUNDS

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements, bond covenants, and segregation for particular purposes.

Governmental funds. The focus of the District's governmental funds is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the District's financing requirements. In particular, unreserved, undesignated fund balance may serve as a useful measure of the District's net resources available for spending at the end of a fiscal year.

At the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of $16,333,941, a decrease of $1,045,673. Approximately 89.6% of this total amount ($14,633,482) constitutes unreserved, undesignated fund balance. The remainder of fund balance is reserved or designated to indicate that it is not available for new spending because it has already been committed (1) to pay debt service ($533,130), (2) to pay for construction ($424,264), (3) for capital expenditures for equipment ($400,000), (4) for instructional improvements ($200,000), (5) for inventory ($65,256), and (6) high school allotment expenditures ($399,625).

The General Fund is the primary operating fund of the District. At the end of the current fiscal year, unreserved, undesignated fund balance of the General Fund was $14,597,878, out of a total fund balance of $15,699,951. As a measure of the General Fund's liquidity, it may be useful to compare both unreserved, undesignated fund balance and total fund balance to the total fund expenditures. Unreserved, undesignated fund balance represents 24.4% of the total General Fund expenditures.

The fund balance of the District's General Fund decreased by $997,058 during the current fiscal year. Key factors in this decrease are as follows:

- TEA Target Revenue has established a system by which revenue is only increased as student ADA is increased. Granbury ISD had a decrease in ADA this year, thus revenue was lower this year than last year; however, operating expenses remained similar to previous years, resulting in the reduction of the fund balance.

The net increase in fund balance during the period in the Debt Service Fund is $208,351. The increase was a result of increased property values.

Proprietary funds. As mentioned earlier, the District's proprietary funds provide the same type of information found in the government-wide financial statements, but in more detail.

Unrestricted net assets for the Enterprise Funds at August 31, 2010, amounted to $(67,935) for the Enterprise Fund and $241,573 for Internal Service Funds. The total increase in net assets was $28,699 for the Enterprise Fund and an increase of $40,864 for Internal Service Funds. For the fiscal year ended August 31, 2010, the District, the state, community, and employees contributed approximately $259,415 to the Enterprise Funds and $715,193 to the Internal Service Funds.

GENERAL FUND BUDGETARY HIGHLIGHTS

Over the course of the year, the District recommended and the Board approved several revisions to budgeted revenue and appropriations. These amendments fall into the following categories:

- Amendments approved shortly after the beginning of the new fiscal year for amounts reserved and designated in the prior year.
- Amendments in early and late summer to revise estimates for local and state revenue based on the latest information on student attendance numbers and tax collections.
- Amendments throughout the year for transfers to and from other funds and federal indirect cost calculations.
- Amendments during the year for unexpected occurrences.

The District made the following amendments to budgeted revenue:

- Approximately $2,000,000 increase in local tax revenue due to increased property values.

Following is a summary of amendments made to appropriations:

- Approximately $1,000,000 increase in State Recapture due to increased property tax revenue.

GRANBURY INDEPENDENT SCHOOL DISTRICT'S CAPITAL ASSETS

	Governmental Activities	
	2010	2009
Land	$ 1,892,108	$ 1,523,587
Buildings and improvements	58,016,890	61,477,114
Furniture and equipment	1,672,445	2,193,962
Total capital assets	$ 61,581,443	$ 65,194,663

Additional information on the District's capital assets can be found in Note C on pages 35 – 36 of this report.

Long-term debt. As of August 31, 2010, the District had total general obligation bonded debt outstanding of $58,809,551, a decrease of $2,091,337 over the prior year. Annual debt payments is the primary reason for the decrease in long-term debt. The District issued refunding bonds in the current year to take advantage of lower interest rates.

The "AAA" long-term rating on the District's Texas bonds reflects the Texas Permanent School Fund guarantee. The "A2" Moody's underlying rating on the District's unenhanced debt reflects the District's growing economic base, manageable debt position and strong financial operations. Source: Moody's Investor Services Global Credit Research Publication 31-May-2002.

Additional information on the District's long-term debt can be found in Note E on pages 37 – 39 of this report.

ECONOMIC FACTORS AND NEXT YEAR'S BUDGETS AND RATES

- The District's student attendance rate is trending at a higher rate due to specific emphasis on this matter. Granbury ISD has historically been about 1% below the region and State.

- The District's taxable valuation has decreased by 1% and is projected to continue to decrease as a result of the down turn of the real estate market and the slowing of natural gas productivity.

- The District lowered the total tax rate to $1.14 ($1.04 for maintenance and operations and $0.10 for debt service). Ability to do this is a reduction in debt service needed for future years and management's efficient use of resources. The District has fully utilized the additional $0.04 available as a result of HB1. Future increases in the Maintenance and Operations tax will have to be approved by the voters.

- The District has appropriated maintenance and operations revenues and expenditures in the 2010-11 budget of $65,415,047 and $67,303,974, respectively. Expenditures include an additional $6,392,375 for State Recapture, which is over 100% of the total increase in expenditures. Additional revenue of $4,900,000 is expected and other expenditures were reduced to allow this to occur. If the 2010-11 fiscal year is normal, the $1,888,927 deficit budget will be an actual deficit budget of $1,000,000 to $1,500,000, which will reduce the fund balance, but still maintain a healthy balance.

REQUESTS FOR INFORMATION

This financial report is designed to provide our citizens, taxpayers, customers, investors and creditors with a general overview of the District's finances as well as demonstrate accountability for funds the district receives. Questions concerning any of the information provided in this report or requests for additional information should be addressed to the Granbury Independent School District Business office.

BASIC FINANCIAL STATEMENTS

EXHIBIT A-1

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET ASSETS
AUGUST 31, 2010

Data Control Codes		1	2 Primary Government	3
		Governmental Activities	Business-type Activities	Total
	ASSETS			
1110	Cash and cash equivalents	$ 1,518,816	$ -	$ 1,518,816
1120	Current investments	24,521,993	-	24,521,993
1220	Delinquent property taxes receivables	2,658,991	-	2,658,991
1230	Allowance for uncollectible taxes (credit)	(53,179)	-	(53,179)
1240	Due from other governments	890,983	-	890,983
1260	Internal balances	16,766	(16,766)	-
1267	Due from fiduciary funds	21,955	-	21,955
1290	Other receivables (net)	45,205	-	45,205
1300	Inventories	65,256	-	65,256
1410	Deferred expenses	219	-	219
1420	Capital bond and other debt issuance costs	424,570	-	424,570
	Capital assets:			
1510	Land	1,892,108	-	1,892,108
1520	Buildings and improvements, net	58,016,890	-	58,016,890
1530	Furniture and equipment, net	1,672,445	-	1,672,445
1000	Total assets	91,693,018	(16,766)	91,676,252
	LIABILITIES			
2110	Accounts payable	763,514	338	763,852
2140	Interest payable	134,217	-	134,217
2150	Payroll deductions and withholdings	450,952	-	450,952
2160	Accrued wages payable	2,309,011	13,143	2,322,154
2177	Due to fiduciary funds	951	-	951
2180	Due to other governments	7,214,114	-	7,214,114
2300	Unearned revenue	115,316	-	115,316
	Noncurrent liabilities:			
2501	Due within one year	3,227,356	-	3,227,356
2502	Due in more than one year	55,582,195	-	55,582,195
2000	Total liabilities	69,797,626	13,481	69,811,107
	NET ASSETS			
3200	Invested in capital assets, net of related debt	14,111,677	-	14,111,677
	Restricted for:			
3820	Federal and state programs	172,091	-	172,091
3850	Debt service	398,913	-	398,913
3900	Unrestricted	7,212,711	(30,247)	7,182,464
3000	Total net assets	$ 21,895,392	$(30,247)	$ 21,865,145

The accompanying notes are an integral part of this financial statement.

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
AUGUST 31, 2010

Data Control Codes	Functions/Programs	1 Expenses	Program Revenues 3 Charges for Services	Program Revenues 4 Operating Grants and Contributions
	Primary government:			
	Governmental activities:			
11	Instruction	$ 40,329,865	$ 128,751	$ 6,519,919
12	Instructional resources and media services	1,130,271	-	72,367
13	Curriculum and staff development	1,121,949	-	376,428
21	Instructional leadership	728,196	-	239,507
23	School leadership	3,955,732	-	325,232
31	Guidance, counseling, and			
31	evaluation services	2,689,335	-	560,710
32	Social work services	50,130	-	50,130
33	Health services	402,160	-	22,258
34	Student transportation	2,778,781	-	119,534
35	Food service	3,575,621	1,514,327	1,797,455
36	Extracurricular activities	1,967,331	173,897	69,198
41	General administration	2,072,418	-	67,184
51	Facilities maintenance and operations	6,118,920	97,255	184,497
52	Security and monitoring services	340,935	-	4,756
53	Data processing services	1,055,175	-	74,587
61	Community services	159,619	-	27,029
72	Interest on long-term debt	3,098,088	-	-
91	Contracted instructional services			
	between schools	3,922,154	-	-
93	Payments related to shared services			
	arrangements	98,085	-	98,085
99	Other governmental changes	720,301	-	-
TG	Total governmental activities	76,315,066	1,914,230	10,608,876
	Business-type activities:			
01	Extended day program	230,716	259,415	-
TB	Total business-type activities	230,716	259,415	-
TP	Total primary government	$ 76,545,782	$ 2,173,645	$ 10,608,876

Data Control Codes	
	General revenues:
	Taxes:
MT	Property taxes, levied for general purposes
DT	Property taxes, levied for debt service
GC	Grants and contributions not restricted to specific programs
IE	Investment earnings
MI	Miscellaneous
TR	Total general revenues
CN	Change in net assets
NB	Net assets, beginning
NE	Net assets, ending

The accompanying notes are an integral part of this financial statement.

	Net (Expenses) Revenue and Changes in Net Assets	
6	7	8
	Primary Government	
Governmental Activities	Business-type Activities	Total
$(33,681,195)	$ -	$(33,681,195)
(1,057,904)	-	(1,057,904)
(745,521)	-	(745,521)
(488,689)	-	(488,689)
(3,630,500)	-	(3,630,500)
(2,128,625)	-	(2,128,625)
-	-	-
(379,902)	-	(379,902)
(2,659,247)	-	(2,659,247)
(263,839)	-	(263,839)
(1,724,236)	-	(1,724,236)
(2,005,234)	-	(2,005,234)
(5,837,168)	-	(5,837,168)
(336,179)	-	(336,179)
(980,588)	-	(980,588)
(132,590)	-	(132,590)
(3,098,088)	-	(3,098,088)
(3,922,154)	-	(3,922,154)
-	-	-
(720,301)	-	(720,301)
(63,791,960)	-	(63,791,960)
-	28,699	28,699
-	28,699	28,699
(63,791,960)	28,699	(63,763,261)
49,390,597	-	49,390,597
5,453,148	-	5,453,148
6,140,078	-	6,140,078
76,932	-	76,932
423,017	-	423,017
61,483,772	-	61,483,772
(2,308,188)	28,699	(2,279,489)
24,203,580	(58,946)	24,144,634
$ 21,895,392	$(30,247)	$ 21,865,145

EXHIBIT C-1

GRANBURY INDEPENDENT SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
AUGUST 31, 2010

Data Control Codes		10 General Fund	Other Governmental	98 Total Governmental Funds
	ASSETS			
1110	Cash and cash equivalents	$ 1,052,258	$ 104,882	$ 1,157,140
1120	Current investments	23,138,134	701,206	23,839,340
1220	Delinquent property taxes receivable	2,321,974	337,017	2,658,991
1230	Allowance for uncollectible taxes	(46,439)	(6,740)	(53,179)
1240	Receivables from other governments	236,946	654,037	890,983
1260	Due from other funds	1,080,591	227	1,080,818
1290	Other receivables	35,291	9,482	44,773
1300	Inventories	-	65,256	65,256
1410	Deferred expenditures	219	-	219
1000	Total assets	$ 27,818,974	$ 1,865,367	$ 29,684,341
	LIABILITIES AND FUND BALANCES			
	Liabilities:			
2110	Accounts payable	$ 342,953	$ 16,086	$ 359,039
2150	Payroll deductions and withholdings	450,952	-	450,952
2160	Accrued wages payable	2,048,303	260,708	2,309,011
2170	Due to other funds	951	661,537	662,488
2180	Payable to other governments	7,213,852	262	7,214,114
2300	Deferred revenue	2,062,012	292,784	2,354,796
2000	Total liabilities	12,119,023	1,231,377	13,350,400
	Fund balances:			
	Reserved for:			
3410	Inventories	-	65,256	65,256
3420	Retirement of long-term debt	-	533,130	533,130
3490	High school allotment	77,809	-	77,809
	Designated for:			
3510	Construction	424,264	-	424,264
3530	Capital expenditures for equipment	400,000	-	400,000
3590	Other purposes	200,000	-	200,000
	Unreserved and undesignated, reported in:			
3600	General fund	14,597,878	-	14,597,878
3610	Special revenue funds	-	29,026	29,026
3620	Capital projects funds	-	6,578	6,578
3000	Total fund balances	15,699,951	633,990	16,333,941
4000	Total liabilities and fund balances	$ 27,818,974	$ 1,865,367	$ 29,684,341

The accompanying notes are an integral part of this financial statement.

EXHIBIT C-2

GRANBURY INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET ASSETS
AUGUST 31, 2010

	Total Fund Balances - Governmental Funds	$ 16,333,941
1	The District uses internal service funds to charge the costs of certain activities, such as self-insurance, to appropriate functions in other funds. The assets and liabilities of the internal service funds are included in governmental activities in the statement of net assets. The net effect of this consolidation is to increase net assets.	241,573
2	Capital assets used in governmental activities are not financial resources and, therefore, are not reported in the funds.	61,581,443
3	Uncollected property taxes are reported as deferred revenue in the governmental funds balance sheet, but are recognized as a revenue in the statement of activities.	2,257,633
4	Long-term liabilities, including bonds, are not due and payable in the current period and therefore are not reported in the funds. Losses on refunding of bonds and the premium on issuance of bonds payable are netted against the long-term liabilities in the statement of net assets.	(58,809,551)
5	Interest payable is not due and payable in the current period and, therefore, is not reported as a liability in the governmental funds.	(134,217)
6	Bond issuance costs are reported in the governmental funds as an expenditure and the costs net of amortization are reported as an asset in the statement of net assets.	424,570
19	**Net Assets of Governmental Activities**	$ 21,895,392

The accompanying notes are an integral part of this financial statement.

EXHIBIT C-3

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

Data Control Codes		10 General Fund	Other Governmental	98 Total Governmental Funds
	REVENUES			
5700	Local and intermediate sources	$ 50,213,663	$ 6,973,804	$ 57,187,467
5800	State program revenues	8,019,827	349,692	8,369,519
5900	Federal program revenues	685,824	7,606,657	8,292,481
5020	Total revenues	58,919,314	14,930,153	73,849,467
	EXPENDITURES			
	Current:			
0011	Instruction	32,634,183	4,797,358	37,431,541
0012	Instructional resources and media services	954,927	39,680	994,607
0013	Curriculum and staff development	705,505	407,237	1,112,742
0021	Instructional leadership	513,038	215,158	728,196
0023	School leadership	3,658,975	161,093	3,820,068
0031	Guidance, counseling, and evaluation services	2,262,204	468,780	2,730,984
0032	Social work services	-	50,130	50,130
0033	Health services	391,850	-	391,850
0034	Student transportation	2,445,685	4,254	2,449,939
0035	Food service	-	3,408,040	3,408,040
0036	Extracurricular activities	1,770,754	500	1,771,254
0041	General administration	2,067,393	411	2,067,804
0051	Facilities maintenance and operations	6,053,907	30,189	6,084,096
0052	Security and monitoring services	338,000	-	338,000
0053	Data processing services	945,999	34,814	980,813
0061	Community services	147,098	12,521	159,619
	Debt service:			
0071	Principal on long-term debt	-	2,504,574	2,504,574
0072	Interest on long-term debt	-	2,744,174	2,744,174
0073	Bond issuance costs and fees	-	72,684	72,684
0081	Capital outlay	399,140	-	399,140
	Intergovernmental:			
0091	Contracted instructional services between schools	3,922,154	-	3,922,154
0093	Payments related to shared services arrangements	-	98,085	98,085
0099	Other intergovernmental charges	720,301	-	720,301
6030	Total expenditures	59,931,113	15,049,682	74,980,795
1100	**EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES**	(1,011,799)	(119,529)	(1,131,328)
	OTHER FINANCING SOURCES (USES)			
7911	Issuance of refunding bonds	-	2,760,000	2,760,000
7912	Sale of real or personal property	14,741	-	14,741
7916	Premium on issuance of bonds	-	120,242	120,242
8940	Payment to bond refunding escrow agent	-	(2,809,328)	(2,809,328)
7080	Total other financing sources (uses)	14,741	70,914	85,655
1200	**NET CHANGE IN FUND BALANCES**	(997,058)	(48,615)	(1,045,673)
0100	**FUND BALANCES, BEGINNING**	16,697,009	682,605	17,379,614
3000	**FUND BALANCES, ENDING**	$ 15,699,951	$ 633,990	$ 16,333,941

The accompanying notes are an integral part of this financial statement.

EXHIBIT C-4

GRANBURY INDEPENDENT SCHOOL DISTRICT
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES FOR THE YEAR ENDED AUGUST 31, 2010

Net change in fund balances - total governmental funds		$(1,045,673)
Amounts reported for governmental activities in the statement of activities are different because:		
Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.		(3,613,220)
Some property taxes are not considered available revenues and are deferred in the governmental funds.		157,411
Repayment of bond principal is an expenditure in the governmental funds, but the repayment reduces long-term liabilities in the statement of net assets. This is the amount of repayments.		3,565,000
Some expenses reported in the statement of activities do not require the use of current financial resources and therefore are not reported as expenditures in governmental funds.		
Accretion of interest on capital appreciation bonds	$(1,403,130)	
Interest payable	6,929	
Amortization of bond issuance cost	(18,520)	
Amortization of premium on bonds	73,876	
Amortization of deferred loss on refunding bonds	(71,725)	
		(1,412,570)
Internal service funds are used by management to charge the costs of certain activities, such as self-insurance, to individual funds. The net revenue (expense) of the internal service funds is reported with governmental activities.		40,864
Change in net assets of governmental activities		$(2,308,188)

The accompanying notes are an integral part of this financial statement.

EXHIBIT D-1

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF NET ASSETS
PROPRIETARY FUNDS
AUGUST 31, 2010

	Business-type Activities Enterprise Fund	Governmental Activities
	Extended Day Program	Internal Service Funds
ASSETS		
Current assets:		
Cash and cash equivalents	$ -	$ 361,676
Investments	-	682,653
Receivables, net	-	432
Due from other funds	-	1,782
Total current assets	-	1,046,543
Total assets	-	1,046,543
LIABILITIES		
Current liabilities:		
Accounts payable	338	404,475
Accrued wages payable	13,143	-
Due to other funds	16,766	382,342
Deferred revenues	-	18,153
Total current liabilities	30,247	804,970
Total liabilities	30,247	804,970
NET ASSETS		
Unrestricted	(30,247)	241,573
Total net assets	$(30,247)	$ 241,573

The accompanying notes are an integral part of this financial statement.

EXHIBIT D-2

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET ASSETS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Business-type Activities Enterprise Fund Extended Day Program	Governmental Activities Internal Service Funds
OPERATING REVENUES		
Local and intermediate sources	$ 259,415	$ 715,193
Total operating revenues	259,415	715,193
OPERATING EXPENSES		
Payroll costs	215,968	-
Professional and contracted services	350	-
Supplies and materials	13,799	-
Other operating costs	599	674,329
Total operating expenses	230,716	674,329
CHANGE IN NET ASSETS	28,699	40,864
NET ASSETS, BEGINNING	(58,946)	200,709
NET ASSETS, ENDING	$(30,247)	$ 241,573

The accompanying notes are an integral part of this financial statement.

EXHIBIT D-3

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Business-type Activities Enterprise Fund Extended Day Program	Governmental Activities Internal Service Funds
CASH FLOWS FROM OPERATING ACTIVITIES		
Cash received from customers	$ 259,415	$ -
Cash received for charges to other funds	-	714,761
Cash payments to employees for services	(250,888)	-
Cash payments for insurance claims	-	(530,798)
Cash payments for suppliers	(17,699)	-
Net cash provided (used) by operating activities	(9,172)	183,963
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
Cash paid to other funds	-	(17,267)
Cash received from other funds	-	130,362
Net cash provided by noncapital financing activities	-	113,095
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	-	(131,540)
Net cash flows from investing activities	-	(131,540)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(9,172)	165,518
CASH AND CASH EQUIVALENTS, BEGINNING	9,172	196,158
CASH AND CASH EQUIVALENTS, ENDING	$ -	$ 361,676
RECONCILIATION OF OPERATING INCOME TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES		
Operating income	$ 28,699	$ 40,864
Effect of increases and decreases in current assets and liabilities:		
Decrease (increase) in customer receivable	-	(432)
Increase (decrease) in accounts payable	(2,951)	143,531
Increase (decrease) in accrued wages payable	3,215	-
Increase (decrease) in interfund payables	(38,135)	-
Net cash provided (used) by operating activities	$(9,172)	$ 183,963

The accompanying notes are an integral part of this financial statement.

EXHIBIT E-1

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
AUGUST 31, 2010

	Private Purpose Trusts	Agency Funds
ASSETS		
Cash and cash equivalents	$ 137,935	$ 177,039
Due from other funds	951	-
Total assets	138,886	177,039
LIABILITIES		
Accounts payable	-	967
Due to other funds	2,045	19,910
Due to student groups	-	156,162
Total liabilities	2,045	177,039
NET ASSETS		
Restricted for scholarships	136,841	-
Total net assets	$ 136,841	$ -

The accompanying notes are an integral part of this financial statement.

EXHIBIT E-2

GRANBURY INDEPENDENT SCHOOL DISTRICT
STATEMENT OF CHANGES IN FIDUCIARY NET ASSETS
FIDUCIARY FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Private Purpose Trusts
ADDITIONS	
Local and intermediate sources	$ 68,468
Total additions	68,468
DEDUCTIONS	
Other operating costs	19,471
Total deductions	19,471
CHANGE IN NET ASSETS	48,997
NET ASSETS, BEGINNING	87,844
NET ASSETS, ENDING	$ 136,841

The accompanying notes are an integral part of this financial statement.

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The basic financial statements of Granbury Independent School District (the "District") have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") applicable to governmental units in conjunction with the Texas Education Agency's *Financial Accountability System Resource Guide* (the "Resource Guide"). The Governmental Accounting Standards Board ("GASB") is the accepted standard setting body for establishing governmental accounting and financial reporting principles.

A. Reporting Entity

The Board of Trustees (the "Board") a seven-member group, has governance responsibilities over all activities related to public elementary and secondary education within the jurisdiction of the District. The Board is elected by the public and has the exclusive power and duty to govern and oversee the management of the public schools of the District. All powers and duties not specifically delegated by statute to the Texas Education Agency ("TEA") or to the State Board of Education are reserved for the Board, and the TEA may not substitute its judgment for the lawful exercise of those powers and duties by the Board. The District receives funding from local, state and federal government sources and must comply with the requirements of those funding entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB in its Statement No. 14, "The Financial Reporting Entity," as revised by GASB Statement No. 39, and there are no component units included within the reporting entity.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net assets and the statement of changes in net assets) report information on all of the nonfiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities*, which normally are supported by taxes, state foundation funds, grants and other intergovernmental revenue, are reported separately from *business-type activities,* which rely to a significant extent on fees and charges for support.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenue. *Direct expenses* are those that are clearly identifiable with a specific function or segment. The District does not allocate indirect expenses in the statement of activities. *Program revenues* include fees, fines, and charges paid by the recipients of goods or services offered by the programs, and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

(continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

B. Government-wide and Fund Financial Statements (Continued)

The fund financial statements provide information about the District's funds, with separate statements presented for each fund category. The emphasis of fund financial statements is on major governmental and Enterprise Funds, each displayed in a separate column. All remaining governmental and Enterprise Funds are aggregated and reported as nonmajor funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Nonoperating revenues, such as subsidies and investment earnings, result from nonexchange transactions or ancillary activities.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting.* Revenue is recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenue in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements use the current financial resources measurement focus and the modified accrual basis of accounting. With this measurement focus, only current assets, current liabilities and fund balances are included on the balance sheet. Operating statements of these funds present net increases and decreases in current assets (i.e., revenue and other financing sources and expenditures and other financing uses).

The modified accrual basis of accounting recognizes revenue in the accounting period in which it becomes both measurable and available, and it recognizes expenditures in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest and principal on long-term debt, which is recognized when due. The expenditures related to certain compensated absences and claims and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources. The District considers all revenue available if it is collectible within 60 days after year-end.

Revenue from local sources consists primarily of property taxes. Property tax revenue and revenue received from the state are recognized under the susceptible-to-accrual concept. Miscellaneous revenue is recorded as revenue when received in cash because it is generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

(continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (Continued)

The Proprietary fund types are accounted for on a flow of *economic* resources measurement focus and utilize the accrual basis of accounting. This basis of accounting recognizes revenue in the accounting period in which it is earned and becomes measurable, and expenses in the accounting period in which they are incurred and become measurable. The District applies all GASB pronouncements, as well as the Financial Accounting Standards Board pronouncements issued on or before November 30, 1989. However, from that date forward, proprietary funds will have the option of either 1) choosing not to apply future FASB standards (including amendments of earlier pronouncements), or 2) continuing to follow new FASB pronouncements unless they conflict with GASB guidance. The District has chosen not to apply future FASB standards.

The District reports the following major governmental fund:

General Fund – The General Fund is the District's primary operating fund. It accounts for all financial resources of the District except those required to be accounted for in another fund.

The District reports the following major Enterprise Fund:

Extended Day Program – The Extended Day Program accounts for the operations of the after school day care.

Additionally, the District reports the following fund types:

Internal Service Funds – These funds are used to account for revenues and expenses related to services provided to parties inside the District. These funds facilitate distribution of support costs to the users of support services on a cost-reimbursement basis. Because the principal users of the internal services are the District's governmental activities, this fund type is included in the governmental activities column of the government-wide financial statements.

Agency Funds – These funds are used to report student activity funds and other resources held in a purely custodial capacity (assets equal liabilities). Agency funds typically involve only the receipt, temporary investment, and remittance of fiduciary resources to individuals, private organizations, or other governments.

Fiduciary Funds – These funds are reported in the fiduciary fund financial statements. However, because their assets are held in a trustee or agent capacity and are therefore not available to support District programs, these funds are not included in the government-wide statements.

When both restricted and unrestricted resources are available for use, it is the government's policy to use restricted resources first, then unrestricted resources as they are needed.

(continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. Assets, Liabilities, and Net Assets or Equity

1. Cash and Cash Equivalents

For purposes of the statement of cash flows, highly liquid investments are considered to be cash equivalents if they have a maturity of three months or less when purchased.

2. Property Taxes

Property taxes are levied as of October 1 on the assessed value listed as of the prior January 1 for all real and business personal property in conformity with Subtitle E, Texas Property Tax Code. Taxes are due on receipt of the tax bill and are delinquent if not paid before February 1 of the following year in which imposed. Property tax revenues are considered available 1) when they become due or past due and receivable within the current period, and 2) when they are expected to be collected during a 60-day period after the close of the fiscal year.

Allowances for uncollectible tax receivables within the General and Debt Service Funds are based upon historical experience in collecting property taxes. Uncollectible personal property taxes are periodically reviewed and written off, but the District is prohibited from writing off real property taxes without specific statutory authority from the Texas Legislature.

3. Inventories

The District records purchases of supplies as expenditures, utilizing the purchase method of accounting for inventory in accordance with the Resource Guide.

4. Capital Assets

Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated fixed assets are recorded at their estimated fair value at the date of the donation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend assets' lives are not capitalized. A capitalization threshold of $5,000 is used.

Capital assets are being depreciated using the straight-line method over the following estimated useful lives:

Assets	Years
Buildings and improvements	9 - 30
Land improvements	12 - 25
Equipment	5 - 15

(continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. Assets, Liabilities, and Net Assets or Equity (Continued)

5. Interfund Activity

Interfund activity results from loans, services provided, reimbursements or transfers between funds. Loans are reported as interfund receivables and payables as appropriate and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures or expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers in and transfers out are netted and presented as a single "transfers" line on the government-wide statement of activities. Similarly, interfund receivables and payables are netted and presented as a single "internal balances" line of the government-wide statement of net assets.

6. Long-term Obligations

In the financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities Statement of Net Assets. Bond premiums and discounts, as well as issuance costs, are deferred and amortized over the life of the bonds using the straight-line method. The difference between this method and the interest method is immaterial. Bonds payable are reported net of the applicable bond premium or discount. Bond issuance costs are reported as deferred charges and amortized over the term of the related debt.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures.

7. Fund Equity

In the fund financial statements, governmental funds report reservations of fund balance for amounts that are not available for appropriation or are legally restricted by outside parties for use for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change. Reserves are indicated on the balance sheet.

(continued)

I. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

D. Assets, Liabilities, and Net Assets or Equity (Continued)

8. Net Assets

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowing used for the acquisition, construction or improvements of those assets, and adding back unspent proceeds. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislations adopted by the District or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

9. Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

The amount of state foundation revenue and recapture cost for a year can and does vary until the time when final values for each of the factors in the formula become available. Availability can be as late as midway into the next fiscal year. It is at least reasonably possible that the foundation revenue and recapture cost estimates as of August 31, 2010, will change.

10. Data Control Codes

Data control codes appear in the rows and above the columns of certain financial statements. The TEA requires the display of these codes in the financial statements filed with TEA in order to insure accuracy in building a statewide database for policy development and funding plans.

II. COMPLIANCE AND ACCOUNTABILITY

A. Excess of Expenditures over Appropriations

For the year ended August 31, 2010, expenditures exceeded appropriations in various functions of the General Fund. The General Fund budget to actual is presented as Exhibit G-1 on page 44. These over expenditures were funded by positive variances in other functions.

B. Deficit Fund Balance or Fund Net Assets

Following are funds having deficit fund balances or fund net assets at year-end, if any, along with remarks which address such deficits:

Violation	Deficit Amount	Remarks
Extended Day School Program	$ 30,247	The District is currently attempting to reduce this deficit.

III. DETAILED NOTES ON ALL FUNDS

A. Deposits and Investments

The District's funds are required to be deposited and invested under the terms of a depository contract. The depository bank deposits for safekeeping and trust with the District's agent bank approved pledged securities in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation ("FDIC") insurance.

Cash Deposits

As of August 31, 2010, the District had deposits in the amount of $2,757,546. These deposits were entirely covered by FDIC insurance or by pledged collateral held by the District's bank in the District's name.

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Deposits and Investments (Continued)

Investments

The Public Funds Investment Act (the "Act") requires an annual audit of investment practices. Audit procedures in this area conducted as a part of the audit of the basic financial statements disclosed that in the areas of investment practices, management reports an establishment of appropriate policies, the District adhered to the requirements of the Act. Additionally, investment practices of the District were in accordance with local policies.

The Act determines the types of investments which are allowable for the District. These include, with certain restrictions, 1) obligations of the U. S. Treasury, U. S. agencies, and the State of Texas, 2) certificates of deposit, 3) certain municipal securities, 4) securities lending program, 5) repurchase agreements, 6) bankers acceptances, 7) mutual funds; 8) investment pools, 9) guaranteed investment contracts, and 10) commercial paper.

The District's investments at August 31, 2010, are shown below:

Investment Type	Fair Value	Weighted Average Maturity (Days)
LOGIC LGIP	$ 15,157,631	32
Lone Star - LGIP	78,283	52
TexPool - LGIP	2,497,788	29
Texas Term - LGIP	6,788,291	53
Total Investments	$ 24,521,993	

Credit Risk. Credit risk is the risk that an issuer or other counterparty to an investment will not fulfill its obligations. The ratings of securities by nationally recognized rating agencies are designed to give an indication of credit risk. At August 31, 2010, the District's investments are rated as to credit quality as follows:

LOGIC LGIP	AAAm
Lone Star - LGIP	AAAm
TexPool - LGIP	AAAm
Texas Term - LGIP	AAAm

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Deposits and Investments (Continued)

Custodial Credit Risk. Deposits are exposed to custodial credit risk if they are not covered by depository insurance and the deposits are uncollateralized, collateralized with securities held by the pledging financial institution, or collateralized with securities held by the pledging financial institution's trust department or agent but not in the District's name.

Investment securities are exposed to custodial credit risk if the securities are uninsured, are not registered in the name of the government, and are held by either the counterparty or the counterparty's trust department or agent but not in the District's name. At year-end, the District was not exposed to custodial credit risk.

Concentration of Credit Risk. This risk is the risk of loss attributed to the magnitude of a government's investment in a single issuer. At year-end, the District was not exposed to concentration of credit risk.

Interest Rate Risk. This is the risk that changes in interest rates will adversely affect the fair value of an investment. At year-end, the District was not exposed to interest rate risk.

Foreign Currency Risk. This is the risk that exchange rates will adversely affect the fair value of an investment. At year-end, the District was not exposed to foreign currency risk.

Investment Accounting Policy

The District's general policy is to report money market investments and short-term participating interest-earning investment contracts at amortized cost and to report nonparticipating interest-earning investment contracts using a cost-based measure. However, if the fair value of an investment is significantly affected by the impairment of the credit standing of the issuer or by other factors, it is reported at fair value. All other investments are reported at fair value unless a legal contract exists which guarantees a higher value. The term "short-term" refers to investments which have a remaining term of one year or less at time of purchase. The term, "nonparticipating" means that the investment's value does not vary with market interest rate changes. Nonnegotiable certificates of deposit are examples of nonparticipating interest-earning investment contracts.

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

A. Deposits and Investments (Continued)

Public Funds Investment Pools

Public funds investment pools in Texas ("Pools") are established under the authority of the Interlocal Cooperation Act, Chapter 79 of the Texas Government Code, and are subject to the provisions of the Public Funds Investment Act (the "Act"), Chapter 2256 of the Texas Government Code. In addition to other provisions of the Act designed to promote liquidity and safety of principal, the Act requires Pools to: 1) have an advisory board composed of participants in the Pool and other persons who do not have a business relationship with the Pool and are qualified to advise the Pool; 2) maintain a continuous rating of no lower than AAA or AAAm or an equivalent rating by at least one nationally recognized rating service; and 3) maintain the market value of its underlying investment portfolio within one half of one percent of the value of its shares.

The District's investments in Pools are reported at an amount determined by the fair value per share of the Pool's underlying portfolio, unless the Pool is 2a7-like, in which case they are reported at share value. A 2a7-like pool is one which is not registered with the Securities and Exchange Commission ("SEC") as an investment company, but nevertheless has a policy that it will, and does, operate in a manner consistent with the SEC's Rule 2a7 of the Investment Company Act of 1940.

B. Receivables

Receivables as of year-end for the District's individual major funds and nonmajor, internal service and fiduciary funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	General	Nonmajor Governmental	Total
Receivables:			
Taxes	$ 2,321,974	$ 337,017	$ 2,658,991
Intergovernmental - Medicaid	120,152	-	120,152
Intergovernmental - Federal and State Programs	116,794	654,037	770,831
Other	15,274	6,952	22,226
Other - Penalty and Interest on Property taxes	20,017	2,530	22,547
Gross receivables	2,594,211	1,000,536	3,594,747
Less: allowance for uncollectibles	(46,439)	(6,740)	(53,179)
Net total receivables	$ 2,547,772	$ 993,796	$ 3,541,568

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

B. Receivables (Continued)

Governmental funds report *deferred revenue* in connection with receivables for revenue that is not considered to be available to liquidate liabilities of the current period. Governmental funds also defer revenue recognition in connection with resources that have been received, but not yet earned. At the end of the current fiscal year, the various components of *deferred revenue* and *unearned revenue* reported in the governmental funds were as follows:

	Unavailable	Unearned
Delinquent property taxes receivable (General Fund)	$ 1,964,918	$ -
Delinquent property taxes receivable (Debt Service Fund)	292,715	-
Extracurricular activities	-	18,348
Coca Cola funds	-	78,746
Grants drawn down prior to meeting all eligibility requirements	-	69
Total deferred/unearned revenue for governmental funds	$ 2,257,633	$ 97,163

C. Capital Assets

Capital assets activity for the year ended August 31, 2010, was as follows:

	Beginning Balance 09/01/09	Increases	Reclassifications/ Decreases	Ending Balance 08/31/10
Governmental activities:				
Capital assets, not being depreciated:				
Land	$ 1,523,587	$ 368,521	$ -	$ 1,892,108
Total capital assets, not being depreciated	1,523,587	368,521	-	1,892,108
Capital assets, being depreciated:				
Buildings	98,221,099	30,619	-	98,251,718
Furniture and equipment	10,409,167	218,466	(202,750)	10,424,883
Improvements other than buildings	9,324,539	-	-	9,324,539
Total capital assets, being depreciated	117,954,805	249,085	(202,750)	118,001,140
Less accumulated depreciation for:				
Buildings	(40,681,963)	(3,086,116)	-	(43,768,079)
Furniture and equipment	(8,215,205)	(739,983)	202,750	(8,752,438)
Improvements other than buildings	(5,386,561)	(404,727)	-	(5,791,288)
Total accumulated depreciation	(54,283,729)	(4,230,826)	202,750	(58,311,805)
Total capital assets, being depreciated, net	63,671,076	(3,981,741)	-	59,689,335
Governmental activities capital assets, net	$ 65,194,663	$(3,613,220)	$ -	$ 61,581,443

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

C. Capital Assets (Continued)

Depreciation expense was charged to functions of the District as follows:

Governmental activities:	
Instruction	$ 3,036,782
Instructional resources and media services	135,664
Curriculum and instructional staff development	9,207
School leadership	135,664
Guidance, counseling, and evaluation services	20,825
Health services	10,310
Student (pupil) transportation	351,566
Food services	180,441
Extracurricular activities	203,762
General administration	4,614
Facilities maintenance and operations	63,163
Security and monitoring services	2,935
Data processing services	74,362
Facilities acquisition and construction	1,531
Total depreciation expense - governmental activities	$ 4,230,826

D. Interfund Balances

Due to and from Other Funds

Balances due to and due from other funds at August 31, 2010, consisted of the following:

Due to Fund	Due from Fund	Amount
General	Other governmental funds	$ 659,528
	Extended day program	16,766
	Internal service	382,342
	Fiduciary funds	21,995
Other governmental funds	Other governmental funds	227
Internal service	Other governmental funds	1,782
Fiduciary funds	General	951
		$ 1,083,591

Balances resulted from the time lag between the dates that 1) interfund goods and services are provided on reimbursable expenditures occur, and 2) transactions are recorded in the accounting system, and 3) payments between funds are made.

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

E. Long-term Obligations

The District has entered into a continuing disclosure undertaking to provide Annual Reports and Material Event Notices to the State Information Depository of Texas, which is the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of the District.

Long-term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the year ended August 31, 2010, are as follows:

Description	Amount Original Issue	Interest Current Year	Amount Outstanding 09/01/09	Additions	Reductions	Amount Outstanding 08/31/10	Amount Due in One Year
Unlimited Tax CAP, School Building and Refunding Bonds, Series 1999	$ 57,241,974	$ 74,563	$ 17,242,794	$ -	$ 4,194,575	$ 13,048,219	$ 1,688,375
Unlimited Tax 2002 Refunding Bonds	12,865,000	37,400	935,000	-	935,000	-	-
Unlimited Tax CAP Refunding Bonds, Series 2005	32,170,000	1,544,864	31,815,000	-	90,000	31,725,000	90,000
Unlimited Tax CAP Refunding Bonds, Series 2010	2,760,000	35,117	-	2,760,000	45,000	2,715,000	15,000
Accreted interest on Capital appreciation Bonds, Series 1999			10,239,536	1,344,739	1,060,425	10,523,850	1,436,625
Accreted interest on Capital appreciation Bonds, Series 2005			625,532	56,020	-	681,552	-
Accreted interest on Capital appreciation Bonds, Series 2010			-	127,805	-	127,805	-
Premium on issuance of bonds			1,477,529	-	73,876	1,403,653	73,876
Deferred amounts Loss on refunding			(1,434,503)	(52,750)	(71,725)	(1,415,528)	(76,520)
Totals		$ 1,691,944	$ 60,900,888	$ 4,235,814	$ 6,327,151	$ 58,809,551	$ 3,227,356

The interest rates on the Unlimited Tax School Building and Refunding bonds Series 1999 range from 3.50% to 5.60% and mature on August 1, 2020.

The interest rates on the Unlimited Tax School Refunding Bonds Series 2005 range from 3.00% to 5.00% and mature on August 1, 2029.

The interest rates on the Unlimited Tax School Refunding Bonds Series 2010 range from 2.00% to 5.00% and mature on August 1, 2021.

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

E. Long-term Obligations (Continued)

Debt Service Requirements

Debt service requirements on long-term debt at August 31, 2010, are as follows:

Year Ending August 31,	Governmental Activities Principal	Interest	Total
2011	$ 3,230,000	$ 1,646,390	$ 4,876,390
2012	3,235,000	1,642,940	4,877,940
2013	3,240,000	1,639,196	4,879,196
2014	3,245,000	1,635,234	4,880,234
2015	3,250,000	1,630,959	4,880,959
2016 - 2020	16,310,000	8,080,624	24,390,624
2021 - 2025	17,580,000	6,814,570	24,394,570
2026 - 2030	17,335,000	2,184,950	19,519,950
Total	67,425,000	$ 25,274,863	$ 92,699,863
Less: Accretion on CABs	19,936,781		
Par Value of Bonds	$ 47,488,219		

Accretion of Premium Capital Appreciation Bonds

A portion of the bonds sold in the Unlimited Tax Refunding and School Building Bonds Series 1999, 2005, and 2010 was premium capital appreciation bonds. These obligations have par values of $13,578,219 and maturity values of $33,515,000. The interest on these obligations will be paid upon maturity in the fiscal years ending August 31, 2010-2021. The accreted values of these bonds at August 31, 2010, are approximately $11,333,207, which has been allocated to the governmental activities.

Advanced Refunding

The District issued $2,760,000 of unlimited tax refunding bonds to provide resources to purchase U. S. Government State and Local Government Series securities that were placed in an irrevocable trust for the purpose of generating resources for all future debt service payments of $2,760,000 of unlimited tax bonds. As a result, the refunded bonds are considered to be defeased and the liability has been removed from the governmental activities column of the statement of net assets. The reacquisition price exceeded the net carrying amount of the old debt by $52,750. This amount is being netted against the new debt and amortized over the remaining life of the refunded debt. This advance refunding was undertaken to decrease total debt service payments over the next 19 years by $523,300 and resulted in an economic gain of $362,456.

(continued)

III. DETAILED NOTES ON ALL FUNDS (Continued)

E. Long-term Obligations (Continued)

Advanced Refunding of Debt

GASB Statement No. 7, "Advance Refundings Resulting in Defeasance of Debt," provides that refunded debt and assets placed in escrow for the payment of related debt service be excluded from the financial statements. As of August 31, 2010, outstanding balances of bond issues that have been refunded and defeased in-substance by placing existing assets and the proceeds of new bonds in an irrevocable trust to provide for all future debt service payments are as follows:

Bond Issue	Amount
Series 1999	$ 34,930,000

F. Commitments Under Noncapitalized Leases

Commitments under operating (noncapitalized) lease agreements for facilities and equipment provide for minimum future rental payments as of August 31, 2010, as follows:

2010	$ 241,034
2011	191,347
2012	136,135
Total minimum lease payments	$ 568,516

IV. OTHER INFORMATION

A. Property Casualty Program

During the year ended August 31, 2010, Granbury ISD participated in the Texas Association of Public Schools Property and Liability Fund (the Fund) with coverage in Auto Liability, Auto Physical Damage, Crime, Equipment Breakdown, General Liability, Manuscript Special, Property, Sexual Misconduct Endorsement, and Special Legal Liability. The Fund was created and is operated under the provision of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code. All members participating in the Fund execute Interlocal Agreements that define the responsibilities of the parties.

The Fund purchases stop-loss coverage for protection against catastrophic and larger than anticipated claims for the Property Casualty Program. The terms and limits of the stop-loss program vary by line of coverage. The Fund uses the services of an independent actuary to determine the adequacy of reserves and fully funds those reserves. For the year ended August 31, 2010, the Fund anticipates Granbury ISD has no additional liability beyond the contractual obligations for payment of contributions.

The Fund engages the services of an independent auditor to conduct a financial audit after the close of each plan year on August 31. The audit is accepted by the Fund's Board of Trustees in November or December of the current year. The Fund's audited financial statements as of August 31, 2009, are available at the TAPS offices.

(continued)

IV. OTHER INFORMATION (Continued)

B. Pension Plan

Plan Description. Granbury Independent School District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of employees of the public school systems of Texas. It operates primarily under the provisions of the Texas Constitution, Article XVI, Sec. 67, and Texas Government Code, Title 8, Subtitle C. TRS also administers proportional retirement benefits and service credit transfer under Texas Government Code, Title 8, Chapters 803 and 805, respectively. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees. TRS issues a publicly available financial report that includes financial statements and required supplementary information for the defined benefit pension plan. That report may be obtained by writing to the TRS Communications Department, 1000 Red River Street, Austin, Texas 78701, by calling the TRS Communications Department at 1-800-223-8778, or by downloading the report from the TRS Internet website, www.trs.state.tx.us, under the TRS Publications heading.

Funding Policy. Contribution requirements are not actuarially determined but are established and amended by the Texas state legislature. The state funding policy is as follows: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system; (2) A state statute prohibits benefit improvements or contribution reductions if, as a result of a the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. State law provides for a member contribution rate of 6.4% for fiscal years 2010, 2009, and 2008, and a state contribution rate of 6.644% for fiscal year 2010, and 6.58% for fiscal years 2009 and 2008. In certain instances, the reporting district is required to make all or a portion of the state's 6.644% contribution, limited to 6.4% for the period of September through December 2009, and increased to 6.644% for the period of January through August 2010. State contributions to TRS made on behalf of Granbury Independent School District's employees for the years ended August 31, 2010, 2009, and 2008, were $2,033,451, $2,010,743, and $1,529,593, respectively. Granbury Independent School District paid additional state contributions for the years ended August 31, 2010, 2009, and 2008, in the amount of $600,376, $586,162, and $496,437, respectively, on the portion of the employees' salaries that exceeded the statutory minimum. These contributions equaled the required contributions each year, respectively.

(continued)

IV. OTHER INFORMATION (Continued)

C. Health Care Coverage

During the year ended August 31, 2010, employees of the District were covered by a health insurance plan (the "Plan"). The District paid premiums of $350 per month, per full-time employee, and $254 per month, per part-time employee to the Plan. Employees, at their option, authorized payroll withholdings to pay premiums for greater coverage for themselves and coverage for their dependents. All premiums were paid to a licensed insurer. The Plan was authorized by Section 21.922, Texas Education Code and was documented by contractual agreement. The contract between the District and the licensed insurer is renewable annually, and terms of coverage and premium costs are included in the contractual provisions. Latest financial statements for the insurer are available for the year ended December 31, 2009, and have been filed with the Texas State Board of Insurance, Austin, Texas, and are public records.

D. Retiree Health Plan

Plan Description. The Granbury Independent School District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit post-employment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for TRS-Care. That report may be obtained by visiting the TRS Web site at www.trs.state.tx.us, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

Funding Policy. Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. The State of Texas and active public school employee contribution rates were 1.0% and 0.65% of public school payroll, respectively, with school districts contributing a percentage of payroll set at 0.55% for fiscal years 2010, 2009, and 2008. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. For the years ended August 31, 2010, 2009, and 2008, the State's contributions to TRS-Care were $426,384, $420,417, and $398,420, respectively, the active member contributions were $277,150, $273,271, and $258,973, respectively, and the school district's contributions were $234,511, $231,229, and $219,131, respectively, which equaled the required contributions each year.

(continued)

IV. OTHER INFORMATION (Continued)

D. Retiree Health Plan (Continued)

Medicare Part D – On-behalf Payments. The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, which was effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. These on-behalf payments of $105,738, $96,105, and $90,902 were recognized for the years ended August 31, 2010, 2009, and 2008, respectively, as equal revenues and expenditures.

E. Workers' Compensation

Beginning in 1991, the District established a self-insurance plan for workers' compensation benefits as authorized by Section 504.011 of the Labor Code. Claims are paid by a third party administrator acting on behalf of the District under the terms of a contractual agreement. Administrative fees are included within the provisions of that agreement. The liability of the workers' compensation self-insurance plan includes $227,366 of incurred but not reported claims. These liabilities reported in the funds at August 31, 2010, are based on the requirements of Governmental Accounting Standards Board No. 10, which requires that a liability for claims be reported if information prior to the issuance of the financial statements indicates that it is probable that a liability has been incurred at the date of the financial statements, and the amount of the loss can be reasonably estimated. These liabilities include an amount for claims that have been incurred but not reported. Because actual claims liabilities depend on such complex factors as inflation, changes in legal doctrines, and damage awards, the process used in computing claims liability does not necessarily result in an exact amount. Claims are reevaluated periodically to take into consideration recently settled claims, the frequency of claims, and other economic and social factors.

Changes in the workers' compensation claims liability amounts are presented below:

	Beginning Liability	Current Year Claims and Change in Estimates	Claim Payments	Ending Liability
2008	$ 41,017	$ 292,669	$ 77,812	$ 255,874
2009	255,874	95,082	126,803	224,153
2010	224,153	301,358	140,970	384,541

(continued)

IV. OTHER INFORMATION (Continued)

F. Commitments and Contingencies

The District participates in grant programs which are governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies; therefore, to the extent that the District has not complied with the rules and regulations governing the grants, refunds of any money received may be required and the collectibility of any related receivable may be impaired. In the opinion of the District, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants; therefore, no provision has been recorded in the accompanying basic financial statements for such contingencies.

No reportable litigation was pending against the District at August 31, 2010.

G. Joint Venture Shared Service Arrangements

The District participates in a shared services arrangement ("SSA") for a federal program with the following school districts:

Dublin ISD	Gorman ISD	Stephenville ISD
Glen Rose ISD	Hamilton ISD	Weatherford ISD
	Mineral Wells ISD	

The District does not account for revenue or expenditures in this program and does not disclose them in these financial statements. The District neither has a joint ownership interest in fixed assets purchased by the fiscal agent, Brazos River Regional Day School Program for the Deaf, nor does the District have a net equity interest in the fiscal agent. The fiscal agent is neither accumulating significant financial resources nor fiscal exigencies that would give rise to a future additional benefit or burden to the District. The fiscal agent manager is responsible for all financial activities of the SSA.

REQUIRED SUPPLEMENTARY INFORMATION

EXHIBIT G-1

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND
FOR THE YEAR ENDED AUGUST 31, 2010

		Budgeted Amounts		Actual	Variance with Final Budget Positive
		Original	Final	Amounts	(Negative)
	REVENUES				
5700	Local and intermediate sources	$ 49,869,109	$ 51,868,604	$ 50,213,663	$(1,654,941)
5800	State program revenues	8,009,046	7,009,046	8,019,827	1,010,781
5900	Federal program revenues	430,000	570,000	685,824	115,824
5020	Total revenues	58,308,155	59,447,650	58,919,314	(528,336)
	EXPENDITURES				
	Current:				
0011	Instruction	34,053,684	33,554,265	32,634,183	920,082
0012	Instructional resources and media sources	962,478	966,246	954,927	11,319
0013	Curriculum and staff development	925,105	818,287	705,505	112,782
0021	Instructional leadership	627,591	532,345	513,038	19,307
0023	School leadership	3,876,751	3,697,807	3,658,975	38,832
0031	Guidance, counseling, and evaluation services	2,567,903	2,370,999	2,262,204	108,795
0033	Health services	361,106	379,558	391,850	(12,292)
0034	Student transportation	3,437,173	3,260,604	2,445,685	814,919
0036	Extracurricular activities	1,836,716	1,846,172	1,770,754	75,418
0041	General administration	2,295,187	2,254,560	2,067,393	187,167
0051	Facilities maintenance and operations	6,343,942	6,466,082	6,053,907	412,175
0052	Security and monitoring services	450,370	402,471	338,000	64,471
0053	Data processing services	963,241	922,492	945,999	(23,507)
0061	Community services	258,474	259,200	147,098	112,102
0081	Capital outlay	250,000	407,122	399,140	7,982
	Intergovernmental:				
0091	Contracted instructional services between schools	2,923,079	3,828,079	3,922,154	(94,075)
0099	Other governmental charges	725,640	725,640	720,301	5,339
6030	Total expenditures	62,858,440	62,691,929	59,931,113	2,760,816
1100	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES**	(4,550,285)	(3,244,279)	(1,011,799)	2,232,480
	OTHER FINANCING SOURCES (USES)				
7912	Sale of real or personal property	-	-	14,741	14,741
7080	Total other financing sources (uses)	-	-	14,741	14,741
1200	**NET CHANGE IN FUND BALANCES**	(4,550,285)	(3,244,279)	(997,058)	2,247,221
0100	**FUND BALANCES, BEGINNING**	16,697,009	16,697,009	16,697,009	-
3000	**FUND BALANCES, ENDING**	$ 12,146,724	$ 13,452,730	$ 15,699,951	$ 2,247,221

Budgetary Information

The Board of Trustees adopts an "appropriated budget" for the General Fund, Debt Service Fund, and the National School Breakfast and Lunch Fund which is included in the Special Revenue Funds. The District is required to present the adopted and final amended budgeted revenue and expenditures for each of these funds, and compares the final amended budget to actual revenue and expenditures. The District presented the General Fund budgetary comparison schedule as required supplementary information, and the National School Breakfast and Lunch and Debt Service Funds budgetary comparison schedules are presented as required TEA schedules.

The following procedures are followed in establishing the budgetary data reflected in the financial statements:

1. Prior to August 20, the District prepares a budget for the next succeeding fiscal year beginning September 1. The operating budget includes proposed expenditures and the means of financing them.

2. A meeting of the Board is then called for the purpose of adopting the proposed budget. At least 10 days' public notice of the meeting must be given.

3. Prior to September 1, the budget is legally enacted through passage of a resolution by the Board. Once a budget is approved, it can only be amended at the function and fund level by approval of a majority of the members of the Board. Amendments are presented to the Board at its regular meetings. Each amendment must have Board approval. As required by law, such amendments made before the fact, are reflected in the official minutes of the Board, and are not made after fiscal year-end. Because the District has a policy of careful budgetary control, several amendments were necessary during the year. However, none of these were significant.

4. Each budget is controlled by the budget coordinator at the revenue and expenditure function/object level. Budgeted amounts are as amended by the Board. All budget appropriations lapse at year-end.

5. Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at August 31, and encumbrances outstanding at that time are to be either canceled or appropriately provided for in the subsequent year's budget. The District had no outstanding end-of-year encumbrances.

(continued)

Excess of Expenditures over Appropriations

The District exceeded appropriations in the General Fund in the following functions:

Function	Amount
Health services	$ 12,292
Data processing services	23,507
Contracted instructional services between schools	94,075
	$ 129,874

These overruns were funded by positive variances in other functions.

COMBINING STATEMENTS

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2010

	Special Revenue Funds		
	204 ESEA Title IV Safe & Drug Free Schools	211 ESEA I, A Improving Basic Program	224 IDEA-Part B Formula
ASSETS			
Cash and cash equivalents	$ -	$ -	$ -
Investments- current	-	-	-
Property taxes - delinquent	-	-	-
Allowance for uncollectible taxes (credit)	-	-	-
Due from other governments	-	136,686	151,156
Due from other funds	-	-	-
Other receivables	-	-	-
Inventories	-	-	-
Total assets	$ -	$ 136,686	$ 151,156
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	$ -	$ 3,988	$ -
Accrued wages payable	-	46,914	65,311
Due to other funds	-	85,749	85,845
Due to other governments	-	35	-
Deferred revenue	-	-	-
Total liabilities	-	136,686	151,156
Fund balances:			
Reserved for:			
Investment in inventory	-	-	-
Retirement of long-term debt	-	-	-
Unreserved and undesignated:			
Reported in special revenue funds	-	-	-
Reported in capital projects funds	-	-	-
Total fund balances	-	-	-
Total liabilities and fund balances	$ -	$ 136,686	$ 151,156

EXHIBIT H-1
(Continued)

Special Revenue Funds					
225 IDEA-Part B Preschool	226 IDEA-Part B Discretionary	227 IDEA-Part B Deaf	228 IDEA-Part B Preschool Deaf	240 National Breakfast and Lunch Program	244 Vocational Ed Basic Program
$ -	$ -	$ -	$ -	$ 41,065	$ -
-	-	-	-	213,865	-
-	-	-	-	-	-
-	-	-	-	-	-
3,709	39,703	-	-	64,697	6,951
-	227	-	-	-	-
-	-	-	-	4,192	2,760
-	-	-	-	65,256	-
$ 3,709	$ 39,930	$ -	$ -	$ 389,075	$ 9,711
$ -	$ -	$ -	$ -	$ 10,598	$ -
1,571	-	-	-	50,607	-
2,138	39,703	-	-	263,495	9,711
-	227	-	-	-	-
-	-	-	-	-	-
3,709	39,930	-	-	324,700	9,711
-	-	-	-	65,256	-
-	-	-	-	-	-
-	-	-	-	(881)	-
-	-	-	-	-	-
-	-	-	-	64,375	-
$ 3,709	$ 39,930	$ -	$ -	$ 389,075	$ 9,711

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2010

	Special Revenue Funds		
	253 IDEA Part C Deaf- Early Intervention	255 ESEA Title II, A Training and Recruiting	262 Title II, D Education Technology
ASSETS			
Cash and cash equivalents	$ -	$ -	$ -
Investments- current	-	-	-
Property taxes - delinquent	-	-	-
Allowance for uncollectible taxes (credit)	-	-	-
Due from other governments	-	54,213	-
Due from other funds	-	-	-
Other receivables	-	-	-
Inventories	-	-	-
Total assets	$ -	$ 54,213	$ -
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	$ -	$ -	$ -
Accrued wages payable	-	9,978	-
Due to other funds	-	44,235	-
Due to other governments	-	-	-
Deferred revenues	-	-	-
Total liabilities	-	54,213	-
Fund balances:			
Reserved for:			
Investment in inventory	-	-	-
Retirement of long-term debt	-	-	-
Unreserved and undesignated:			
Reported in special revenue funds	-	-	-
Reported in capital projects funds	-	-	-
Total fund balances	-	-	-
Total liabilities and fund balances	$ -	$ 54,213	$ -

EXHIBIT H-1
(Continued)

Special Revenue Funds					
263 Title III, A English Lang. Acquisition	266 Title XIV ARRA State Stabilization	279 Title II Part D ARRA	283 IDEA-Part B Formula ARRA	285 Title I, Part A ARRA	289 Summer School LEP
$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
13,671	132,446	-	31,326	4,935	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
$ 13,671	$ 132,446	$ -	$ 31,326	$ 4,935	$ -
$ -	$ -	$ -	$ -	$ -	$ -
2,150	40,454	-	30,808	-	-
11,521	91,992	-	518	4,935	-
-	-	-	-	-	-
-	-	-	-	-	-
13,671	132,446	-	31,326	4,935	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
$ 13,671	$ 132,446	$ -	$ 31,326	$ 4,935	$ -

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2010

	Special Revenue Funds		
	385 Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives
ASSETS			
Cash and cash equivalents	$ -	$ 10,283	$ 29,799
Investments- current	-	-	-
Property taxes - delinquent	-	-	-
Allowance for uncollectible taxes (credit)	-	-	-
Due from other governments	-	-	-
Due from other funds	-	-	-
Other receivables	-	-	-
Inventories	-	-	-
Total assets	$ -	$ 10,283	$ 29,799
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	$ -	$ -	$ -
Accrued wages payable	-	10,283	-
Due to other funds	-	-	-
Due to other governments	-	-	-
Deferred revenues	-	-	-
Total liabilities	-	10,283	-
Fund balances:			
Reserved for:			
Investment in inventory	-	-	-
Retirement of long-term debt	-	-	-
Unreserved and undesignated:			
Reported in special revenue funds	-	-	29,799
Reported in capital projects funds	-	-	-
Total fund balances	-	-	29,799
Total liabilities and fund balances	$ -	$ 10,283	$ 29,799

Special Revenue Funds					
404 Student Success Initiative	409 Basic Skills Program High School	410 State Textbook	411 Technology Allotment	423 LEP Student Success Initiative	428 High School Allotment
$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
7,620	2,632	855	-	3,437	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
$ 7,620	$ 2,632	$ 855	$ -	$ 3,437	$ -
$ -	$ -	$ -	$ -	$ -	$ -
-	2,632	-	-	-	-
7,620	-	855	-	3,437	-
-	-	-	-	-	-
-	-	-	-	-	-
7,620	2,632	855	-	3,437	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
$ 7,620	$ 2,632	$ 855	$ -	$ 3,437	$ -

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
AUGUST 31, 2010

	Special Revenue Funds 429 Read to Succeed License Plate	Total Nonmajor Special Revenue Funds
ASSETS		
Cash and cash equivalents	$ 177	$ 81,324
Investments- current	-	213,865
Property taxes - delinquent	-	-
Allowance for uncollectible taxes (credit)	-	-
Due from other governments	-	654,037
Due from other funds	-	227
Other receivables	-	6,952
Inventories	-	65,256
		-
Total assets	$ 177	$ 1,021,661
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts payable	$ -	$ 14,586
Accrued wages payable	-	260,708
Due to other funds	-	651,754
Due to other governments	-	262
Deferred revenues	69	69
Total liabilities	69	927,379
Fund balances:		
Reserved for:		
Investment in inventory	-	65,256
Retirement of long-term debt	-	-
Unreserved and undesignated:		-
Reported in special revenue funds	108	29,026
Reported in capital projects funds	-	-
Total fund balances	108	94,282
Total liabilities and fund balances	$ 177	$ 1,021,661

599 Debt Service	699 Capital Projects	Total Nonmajor Governmental Funds
$ 9,992	$ 13,566	$ 104,882
486,299	1,042	701,206
337,017	-	337,017
(6,740)	-	(6,740)
-	-	654,037
-	-	227
2,530	-	9,482
-	-	65,256
$ 829,098	$ 14,608	$ 1,865,367
$ 1,500	$ -	$ 16,086
-	-	260,708
1,753	8,030	661,537
-	-	262
292,715	-	292,784
295,968	8,030	1,231,377
-	-	65,256
533,130	-	533,130
-	-	29,026
-	6,578	6,578
533,130	6,578	633,990
$ 829,098	$ 14,608	$ 1,865,367

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Special Revenue Funds		
	204 ESEA Title IV Safe & Drug Free Schools	211 ESEA I, A Improving Basic Program	224 IDEA-Part B Formula
REVENUES			
Local and intermediate sources	$ -	$ -	$ -
State program revenues	-	-	-
Federal program revenues	26,087	1,357,695	1,238,835
Total revenues	26,087	1,357,695	1,238,835
EXPENDITURES			
Current:			
Instruction	15,010	1,177,905	1,076,525
Instructional resources and media services	-	28,995	-
Curriculum and instructional staff development	2,284	20,484	-
Instructional leadership	-	75,098	-
School leadership	-	2,430	-
Guidance, counseling, and evaluation services	780	-	64,225
Social work services	7,013	43,117	-
Student (pupil) transportation	-	-	-
Food services	-	-	-
Extracurricular activities	-	-	-
General administration	-	-	-
Facilities maintenance and operations	-	-	-
Data processing services	-	-	-
Community services	1,000	9,666	-
Debt service:			
Principal on long-term debt	-	-	-
Interest on long-term debt	-	-	-
Bond issuance cost and fees	-	-	-
Intergovernmental:			
Payments to fiscal agent/member districts of SSA	-	-	98,085
Total expenditures	26,087	1,357,695	1,238,835
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	-	-	-
OTHER FINANCING SOURCES (USES)			
Issuance of refunding bonds	-	-	-
Premium on issuance of bonds	-	-	-
Payment to bond refunding escrow agent	-	-	-
Total other financing sources (uses)	-	-	-
NET CHANGE IN FUND BALANCES	-	-	-
FUND BALANCES, BEGINNING	-	-	-
FUND BALANCES, ENDING	$ -	$ -	$ -

EXHIBIT H-2
(Continued)

Special Revenue Funds					
225 IDEA-Part B Preschool	226 IDEA-Part B Discretionary	227 IDEA-Part B Deaf	228 IDEA-Part B Preschool Deaf	240 National Breakfast and Lunch Program	244 Vocational Ed Basic Program
$ -	$ -	$ -	$ -	$ 1,514,926	$ -
-	-	-	-	16,317	-
25,483	562,382	7,001	852	1,781,138	90,404
25,483	562,382	7,001	852	3,312,381	90,404
25,483	562,382	7,001	852	-	79,712
-	-	-	-	-	-
-	-	-	-	-	8,592
-	-	-	-	-	600
-	-	-	-	-	-
-	-	-	-	-	1,500
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	3,408,040	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	30,189	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
25,483	562,382	7,001	852	3,438,229	90,404
-	-	-	-	(125,848)	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	(125,848)	-
-	-	-	-	190,223	-
$ -	$ -	$ -	$ -	$ 64,375	$ -

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Special Revenue Funds		
	253 IDEA Part C Deaf- Early Intervention	255 ESEA Title II, A Training and Recruiting	262 Title II, D Education Technology
REVENUES			
Local and intermediate sources	$ -	$ -	$ -
State program revenues	-	-	-
Federal program revenues	352	247,683	13,656
Total revenues	352	247,683	13,656
EXPENDITURES			
Current:			
Instruction	352	176,428	8,870
Instructional resources and media services	-	-	-
Curriculum and instructional staff development	-	68,855	4,786
Instructional leadership	-	-	-
School leadership	-	1,798	-
Guidance, counseling, and evaluation services	-	-	-
Social work services	-	-	-
Student (pupil) transportation	-	-	-
Food services	-	-	-
Extracurricular activities	-	-	-
General administration	-	411	-
Facilities maintenance and operations	-	-	-
Data processing services	-	191	-
Community services	-	-	-
Debt service:			
Principal on long-term debt	-	-	-
Interest on long-term debt	-	-	-
Bond issuance cost and fees	-	-	-
Intergovernmental:			
Payments to fiscal agent/member districts of SSA	-	-	-
Total expenditures	352	247,683	13,656
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	-	-	-
OTHER FINANCING SOURCES (USES)			
Issuance of refunding bonds	-	-	-
Premium on issuance of bonds	-	-	-
Payment to bond refunding escrow agent	-	-	-
Total other financing sources (uses)	-	-	-
NET CHANGE IN FUND BALANCES	-	-	-
FUND BALANCES, BEGINNING	-	-	-
FUND BALANCES, ENDING	$ -	$ -	$ -

EXHIBIT H-2
(Continued)

Special Revenue Funds					
263 Title III, A English Lang. Acquisition	266 Title XIV ARRA State Stabilization	279 Title II Part D ARRA	283 IDEA-Part B Formula ARRA	285 Title I, Part A ARRA	289 Summer School LEP
$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-
49,734	1,650,954	16,685	248,004	287,659	2,053
49,734	1,650,954	16,685	248,004	287,659	2,053
2,712	1,055,819	16,685	102,956	138,169	2,053
-	-	-	-	-	-
5,945	49,335	-	-	147,635	-
41,077	83,296	-	15,087	-	-
-	156,865	-	-	-	-
-	271,016	-	125,707	-	-
-	-	-	-	-	-
-	-	-	4,254	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	34,623	-	-	-	-
-	-	-	-	1,855	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
49,734	1,650,954	16,685	248,004	287,659	2,053
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
$ -	$ -	$ -	$ -	$ -	$ -

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Special Revenue Funds		
	385 Visually Impaired	386 Regional Day School for the Deaf	397 Advanced Placement Incentives
REVENUES			
Local and intermediate sources	$ -	$ -	$ -
State program revenues	4,080	18,539	43,007
Federal program revenues	-	-	-
Total revenues	4,080	18,539	43,007
EXPENDITURES			
Current:			
Instruction	4,080	18,539	4,077
Instructional resources and media services	-	-	-
Curriculum and instructional staff development	-	-	9,131
Instructional leadership	-	-	-
School leadership	-	-	-
Guidance, counseling, and evaluation services	-	-	-
Social work services	-	-	-
Student (pupil) transportation	-	-	-
Food services	-	-	-
Extracurricular activities	-	-	-
General administration	-	-	-
Facilities maintenance and operations	-	-	-
Data processing services	-	-	-
Community services	-	-	-
Debt service:			
Principal on long-term debt	-	-	-
Interest on long-term debt	-	-	-
Bond issuance cost and fees	-	-	-
Intergovernmental:			
Payments to fiscal agent/member districts of SSA	-	-	-
Total expenditures	4,080	18,539	13,208
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	-	-	29,799
OTHER FINANCING SOURCES (USES)			
Issuance of refunding bonds	-	-	-
Premium on issuance of bonds	-	-	-
Payment to bond refunding escrow agent	-	-	-
Total other financing sources (uses)	-	-	-
NET CHANGE IN FUND BALANCES	-	-	29,799
FUND BALANCES, BEGINNING	-	-	-
FUND BALANCES, ENDING	$ -	$ -	$ 29,799

EXHIBIT H-2
(Continued)

Special Revenue Funds					
404 Student Success Initiative	409 Basic Skills Program High School	410 State Textbook	411 Technology Allotment	423 LEP Student Success Initiative	428 High School Allotment
$ -	$ -	$ -	$ -	$ -	$ -
76,196	2,632	855	184,476	3,437	-
-	-	-	-	-	-
76,196	2,632	855	184,476	3,437	-
68,696	-	855	184,476	-	67,721
-	-	-	-	-	10,640
7,500	-	-	-	3,437	79,253
-	-	-	-	-	-
-	-	-	-	-	-
-	2,632	-	-	-	2,920
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	500
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
76,196	2,632	855	184,476	3,437	161,034
-	-	-	-	-	(161,034)
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	(161,034)
-	-	-	-	-	161,034
$ -	$ -	$ -	$ -	$ -	$ -

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	Special Revenue Funds	
	429 Read to Succeed License Plate	Total Nonmajor Special Revenue Funds
REVENUES		
Local and intermediate sources	$ -	$ 1,514,926
State program revenues	153	349,692
Federal program revenues	-	7,606,657
Total revenues	153	9,471,275
EXPENDITURES		
Current:		
Instruction	-	4,797,358
Instructional resources and media services	45	39,680
Curriculum and instructional staff development	-	407,237
Instructional leadership	-	215,158
School leadership	-	161,093
Guidance, counseling, and evaluation services	-	468,780
Social work services	-	50,130
Student (pupil) transportation	-	4,254
Food services	-	3,408,040
Extracurricular activities	-	500
General administration	-	411
Facilities maintenance and operations	-	30,189
Data processing services	-	34,814
Community services	-	12,521
Debt service:		
Principal on long-term debt	-	-
Interest on long-term debt	-	-
Bond issuance cost and fees	-	-
Intergovernmental:		
Payments to fiscal agent/member districts of SSA	-	98,085
Total expenditures	45	9,728,250
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	108	(256,975)
OTHER FINANCING SOURCES (USES)		
Issuance of refunding bonds	-	-
Premium on issuance of bonds	-	-
Payment to bond refunding escrow agent	-	-
Total other financing sources (uses)	-	-
NET CHANGE IN FUND BALANCES	108	(256,975)
FUND BALANCES, BEGINNING	-	351,257
FUND BALANCES, ENDING	$ 108	$ 94,282

599 Debt Service	699 Capital Projects	Total Nonmajor Governmental Funds
$ 5,458,869	$ 9	$ 6,973,804
-	-	349,692
-	-	7,606,657
5,458,869	9	14,930,153
-	-	4,797,358
-	-	39,680
-	-	407,237
-	-	215,158
-	-	161,093
-	-	468,780
-	-	50,130
-	-	4,254
-	-	3,408,040
-	-	500
-	-	411
-	-	30,189
-	-	34,814
-	-	12,521
2,504,574	-	2,504,574
2,744,174	-	2,744,174
72,684	-	72,684
-	-	98,085
5,321,432	-	15,049,682
137,437	9	(119,529)
2,760,000	-	2,760,000
120,242	-	120,242
(2,809,328)	-	(2,809,328)
70,914	-	70,914
208,351	9	(48,615)
324,779	6,569	682,605
$ 533,130	$ 6,578	$ 633,990

EXHIBIT H-3

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF NET ASSETS
INTERNAL SERVICE FUNDS
AUGUST 31, 2010

	753 Worker's Compensation Insurance	770 Dental Insurance	771 Health Insurance	Total Internal Service Funds
ASSETS				
Current assets:				
Cash and cash equivalents	$ 316,705	$ 44,971	$ -	$ 361,676
Investments	582,402	100,251	-	682,653
Receivables, net	432	-	-	432
Due from other funds	-	-	1,782	1,782
Total assets	899,539	145,222	1,782	1,046,543
LIABILITIES				
Current liabilities:				
Accounts payable	384,541	19,934	-	404,475
Due to other funds	361,858	20,484	-	382,342
Deferred revenues	-	18,153	-	18,153
Total liabilities	746,399	58,571	-	804,970
NET ASSETS				
Unrestricted	153,140	86,651	1,782	241,573
Total net assets	$ 153,140	$ 86,651	$ 1,782	$ 241,573

EXHIBIT H-4

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET ASSETS
INTERNAL SERVICE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	753 Worker's Compensation Insurance	770 Dental Insurance	771 Health Insurance	Total Internal Service Funds
OPERATING REVENUES				
Local and intermediate sources	$ 494,644	$ 220,549	$ -	$ 715,193
Total operating revenues	494,644	220,549	-	715,193
OPERATING EXPENSES				
Other operating expenses	450,335	223,994	-	674,329
Total operating expenses	450,335	223,994	-	674,329
CHANGE IN NET ASSETS	44,309	(3,445)	-	40,864
NET ASSETS, BEGINNING	108,831	90,096	1,782	200,709
NET ASSETS, ENDING	$ 153,140	$ 86,651	$ 1,782	$ 241,573

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF CASH FLOWS
INTERNAL SERVICE FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	753 Worker's Compensation Insurance	770 Dental Insurance	771 Health Insurance	Total Internal Service Funds
CASH FLOWS FROM OPERATING ACTIVITIES				
Cash received for charges to other funds	$ 494,212	$ 220,549	$ -	$ 714,761
Cash payments for insurance claims	(309,853)	(220,945)	-	(530,798)
Net cash provided (used) by operating activities	184,359	(396)	-	183,963
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES				
Cash paid to other funds	-	(17,267)	-	(17,267)
Cash received from other funds	130,362	-	-	130,362
Net cash provided (used) by noncapital financing activities	130,362	(17,267)	-	113,095
CASH FLOWS FROM INVESTING ACTIVITIES				
Purchase of investments	(131,298)	(242)	-	(131,540)
Net cash flows used by investing activities	(131,298)	(242)	-	(131,540)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	183,423	(17,905)	-	165,518
CASH AND CASH EQUIVALENTS, BEGINNING	133,282	62,876	-	196,158
CASH AND CASH EQUIVALENTS, ENDING	$ 316,705	$ 44,971	$ -	$ 361,676
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES				
Operating income (loss)	$ 44,309	$(3,445)	$ -	$ 40,864
Effect of increases and decreases in current assets and liabilities:				
Decrease (increase) in receivable	(432)	-	-	(432)
Increase (decrease) in accounts payable	140,482	3,049	-	143,531
Net cash provided (used) by operating activities	$ 184,359	$(396)	$ -	$ 183,963

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF NET ASSETS
PRIVATE PURPOSE TRUST FUNDS
AUGUST 31, 2010

	490 Scholarship Fund	491 James Wann Scholarship	492 West Scholarship	493 Doyle Homes Scholarship
ASSETS				
Current assets:				
Cash and cash equivalents	$ 6,864	$ 2,116	$ 3,396	$ 24,036
Due from other funds	-	-	-	-
Total assets	$ 6,864	$ 2,116	$ 3,396	$ 24,036
LIABILITIES				
Current liabilities:				
Due to other funds	$ 1,797	$ -	$ -	$ -
Total liabilities	1,797	-	-	-
NET ASSETS				
Restricted for scholarships	5,067	2,116	3,396	24,036
Total net assets	$ 5,067	$ 2,116	$ 3,396	$ 24,036

494 BRAG Scholarship	495 Scholarship Fund	496 Aaron Tugwell Scholarship	Total Private Purpose Trust Funds
$ 7,547	$ 55,718	$ 38,258	$ 137,935
951	-	-	951
$ 8,498	$ 55,718	$ 38,258	$ 138,886
$ -	$ 248	$ -	$ 2,045
-	248	-	2,045
8,498	55,470	38,258	136,841
$ 8,498	$ 55,470	$ 38,258	$ 136,841

GRANBURY INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET ASSETS
PRIVATE PURPOSE TRUST FUNDS
FOR THE YEAR ENDED AUGUST 31, 2010

	490 Scholarship Fund	491 James Wann Scholarship	492 West Scholarship	493 Doyle Homes Scholarship
ADDITIONS				
Local and intermediate sources	$ -	$ -	$ 2	$ 12
Total additions	-	-	2	12
DEDUCTIONS				
Other operating costs	-	500	500	1,500
Total deductions	-	500	500	1,500
CHANGE IN NET ASSETS	-	(500)	(498)	(1,488)
NET ASSETS, BEGINNING	5,067	2,616	3,894	25,524
NET ASSETS, ENDING	$ 5,067	$ 2,116	$ 3,396	$ 24,036

494 BRAG Scholarship	495 Scholarship Fund	496 Aaron Tugwell Scholarship	Total Private Purpose Trust Funds
$ 20	$ 28,426	$ 40,008	$ 68,468
20	28,426	40,008	68,468
-	15,221	1,750	19,471
-	15,221	1,750	19,471
20	13,205	38,258	48,997
8,478	42,265	-	87,844
$ 8,498	$ 55,470	$ 38,258	$ 136,841

REQUIRED TEA SCHEDULES

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
FOR THE YEAR ENDED AUGUST 31, 2010

Last Ten Years Ended August 31,	1 Tax Rates Maintenance	2 Tax Rates Debt Service	3 Net Assessed/ Appraised Value for School Tax Purpose	10 Beginning Balance 09/01/09	20 Current Year's Total Levy
2001 and prior years	Various	Various	Various	$ 353,112	$ -
2002	$ 1.430000	$ 0.300000	$ 1,829,558,961	86,757	-
2003	1.480000	0.250000	2,043,095,090	113,031	-
2004	1.500000	0.200000	2,420,426,044	128,140	-
2005	1.425000	0.245000	2,567,206,467	159,475	-
2006	1.450000	0.220000	2,729,083,015	190,764	-
2007	1.286000	0.154000	3,149,532,655	232,784	-
2008	1.006150	0.165000	3,477,564,151	281,156	-
2009	1.040000	0.130000	4,265,084,002	893,555	-
2010	1.040000	0.115000	4,702,405,714	-	54,312,786
1000 Totals				$ 2,438,774	$ 54,312,786

31 Maintenance Total Collections	32 Debt Service Total Collections	40 Entire Year's Adjustments	50 Ending Balance 08/31/10
$ 6,690	$ 1,875	$(42,469)	$ 302,078
2,559	432	(4,424)	79,342
4,595	776	(6,394)	101,266
10,390	1,385	(6,726)	109,639
13,570	2,333	(9,611)	133,961
20,637	3,131	(15,696)	151,300
35,678	4,272	(18,560)	174,274
67,303	11,037	(17,311)	185,505
373,199	46,650	(54,239)	419,467
48,105,558	5,319,344	114,275	1,002,159
$ 48,640,179	$ 5,391,235	$(61,155)	$ 2,658,991

EXHIBIT J-2

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES FOR COMPUTATIONS OF INDIRECT COST FOR 2011 - 2012 GENERAL AND SPECIAL REVENUE FUNDS AUGUST 31, 2010

FUNCTION 41 AND RELATED FUNCTION 53 - GENERAL ADMINISTRATION, 99 - APPRAISAL DISTRICT COST

Account Number	Account Name	1 (702) School Board	2 (703) Tax Collections	3 (701) Supt's Office	4 (750) Indirect Cost	5 (720) Direct Cost	6 (other) Miscellaneous	7 Total
611X-6146	PAYROLL COSTS	$ 15,322	$ -	$ 232,865	$ 1,249,502	$ -	$ -	$ 1,497,689
6149	Fringe benefits				-			-
6149	Fringe benefits				-			-
6211	Legal services	64,477	-	-		-		64,477
6212	Audit services				39,000			39,000
6213	Tax appraisal and collection		813,992					813,992
621X	Other professional services	-	-	-	14,997	-	-	14,997
6220	Tuition and transfer payments						-	-
6230	Education service centers	800	-	90	3,703	-	-	4,593
6240	Contractor maintenance and repair					11,221		11,221
6250	Utilities					-		-
6260	Rentals	-	-	-	27,853	-	-	27,853
6290	Miscellaneous contractors	-	-	957	171,547	4,316	-	176,820
6320	Textbooks and reading	-	-	424	536	-	-	960
6330	Testing materials	-	-	-	-	-	-	-
63XX	Other supplies materials	4,343	-	5,192	37,265	-	-	46,800
6410	Travel, subsistence, stipends	8,269	-	6,299	32,499	-	-	47,067
6420	Insurance and bonding costs	-	-	-	27,973	-	-	27,973
6430	Election costs	11,575						11,575
6490	Miscellaneous operating	5,239	-	9,075	55,028	15,394	-	84,736
6500	Debt service						-	-
6600	Capital outlay						-	-
6000	Total	$ 110,025	$ 813,992	$ 254,902	$ 1,659,903	$ 30,931	$ -	$ 2,869,753

Total expenditures for General and Special Revenue Funds		9	69,659,363
Less: Deductions of unallowable costs:			
FISCAL YEAR			
Total capital outlay (6600)	10	617,606	
Total debt and lease (6500)	11	-	
Plant maintenance (Function 51, 6100-6400)	12	6,054,226	
Food (Function 35, 6341 and 6499)	13	1,532,621	
Stipends (6413)	14	-	
Column 4 (above) - Total indirect cost		1,659,903	
Subtotal			9,864,356
Net allowed direct cost			59,795,007
CUMULATIVE			
Total cost of buildings before depreciation (1520)		15	98,251,718
Historical cost of buildings over 50 years old		16	570,454
Amount of federal money in building cost (net of #16)		17	-
Total cost of furniture and equipment before depreciation (1530 & 1540)		18	10,424,883
Historical cost of furniture and equipment over 16 years old		19	532,975
Amount of federal money in furniture and equipment (net of #19)		20	-

8 Note A - $81,648 in Function 53 expenditures are included in this report on administrative costs. $720,301 in Function 99, expenditures for appraisal district costs are included in this report on administrative costs.

GRANBURY INDEPENDENT SCHOOL DISTRICT
FUND BALANCE AND CASH FLOW CALCULATION WORKSHEET
GENERAL FUND AS OF AUGUST 31, 2010
UNAUDITED

Data Control Code	Explanation		
1	Total General Fund Balance 08/31/10 (Exhibit C-1 object 3000 for the General Fund only).		$ 15,699,951
2	Total Reserved Fund Balance (from Exhibit C-1 - total of object 3400s for the General Fund only).	$ 77,809	
3	Total Designated Fund Balance (from Exhibit C-1 - total of object 3500s for the General Fund only).	1,024,264	
4	Estimated amount needed to cover fall cash flow deficits in General Fund (net of borrowed funds and funds representing deferred revenues).	10,000,000	
5	Estimate of **two** months' average cash disbursements during fiscal year.	10,000,000	
6	Estimate of delayed payments from state sources (58XX).	-	
7	Estimate of underpayment from state sources equal to variance between Legislative Payment Estimate (LPE) and District Planning Estimate (DPE) or District's calculated earned state aid amount.	-	
8	Estimate of delayed payments from federal sources (59XX).	-	
9	Estimate of expenditures to be reimbursed to General Fund from Capital Projects Fund (uses of General Fund cash after bond referendum and prior to issuance of bonds).	-	
10	Optimum Fund Balance and Cash Flow		21,102,073
11	Excess/(deficit) undesignated unreserved General Fund fund balance		$(5,402,122)

EXHIBIT J-4

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - NATIONAL BREAKFAST AND LUNCH PROGRAM
FOR THE YEAR ENDED AUGUST 31, 2010

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts	Variance with Final Budget Positive (Negative)
	REVENUES				
5700	Local and intermediate sources	$ 1,820,521	$ 1,822,713	$ 1,514,926	$(307,787)
5800	State program revenues	17,500	17,500	16,317	(1,183)
5900	Federal program revenues	1,551,620	1,651,200	1,781,138	129,938
5020	Total revenues	3,389,641	3,491,413	3,312,381	(179,032)
	EXPENDITURES				
	Current:				
0035	Food service	3,357,473	3,458,779	3,408,040	50,739
0051	Facilities maintenance and operations	30,157	30,625	30,189	436
6030	Total expenditures	3,387,630	3,489,404	3,438,229	51,175
1100	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES**	2,011	2,009	(125,848)	(127,857)
1200	**NET CHANGE IN FUND BALANCES**	2,011	2,009	(125,848)	(127,857)
0100	**FUND BALANCES, BEGINNING**	190,223	190,223	190,223	-
3000	**FUND BALANCES, ENDING**	$ 192,234	$ 192,232	$ 64,375	$(127,857)

EXHIBIT J-5

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND
FOR THE YEAR ENDED AUGUST 31, 2010

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts	Variance with Final Budget Positive (Negative)
	REVENUES				
5700	Local and intermediate sources	$ 5,402,495	$ 5,402,495	$ 5,458,869	$ 56,374
5020	Total revenues	5,402,495	5,402,495	5,458,869	56,374
	EXPENDITURES				
	Current:				
0071	Principal on long-term debt	2,459,575	2,459,575	2,504,574	(44,999)
0072	Interest on long-term debt	2,791,815	2,783,560	2,744,174	39,386
0073	Bond issuance costs and fees	6,000	55,924	72,684	(16,760)
6030	Total expenditures	5,257,390	5,299,059	5,321,432	(22,373)
1100	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES**	145,105	103,436	137,437	34,001
	OTHER FINANCING SOURCES (USES)				
7901	Issuance of refunding bonds	-	-	2,760,000	2,760,000
7916	Premium on issuance of bonds	-	-	120,242	120,242
8940	Payment to bond refunding escrow agent	-	-	(2,809,328)	(2,809,328)
7080	Total other financing sources (uses)	-	-	70,914	70,914
1200	**NET CHANGE IN FUND BALANCES**	145,105	103,436	208,351	104,915
0100	**FUND BALANCES, BEGINNING**	324,779	324,779	324,779	-
3000	**FUND BALANCES, ENDING**	$ 469,884	$ 428,215	$ 533,130	$ 104,915

FEDERAL AWARDS SECTION

PB&H
PATTILLO, BROWN & HILL, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS ■ BUSINESS CONSULTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Granbury Independent School District
Granbury, Texas

Members of the Board:

We have audited the financial statements of the governmental activities, business-type activities, each major fund, and the aggregate remaining fund information of Granbury Independent School District, as of and for the year ended August 31, 2010, which collectively comprise Granbury Independent School District's basic financial statements and have issued our report thereon dated December 6, 2010. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Granbury Independent School District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

401 WEST HIGHWAY 6 ■ P. O. BOX 20725 ■ WACO, TX 76702-0725 ■ (254) 772-4901 ■ FAX: (254) 772-4920 ■ www.pbhcpa.com
AFFILIATE OFFICES: BROWNSVILLE, TX (956) 544-7778 ■ HILLSBORO, TX (254) 582-2583
TEMPLE, TX (254) 791-3460 ■ ALBUQUERQUE, NM (505) 266-5904

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Granbury Independent School District's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the audit committee, management, Board of Trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Patillo, Brown & Hill, LLP

December 6, 2010

PB&H
PATTILLO, BROWN & HILL, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS ■ BUSINESS CONSULTANTS

REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

Board of Trustees
Granbury Independent School District
Granbury, Texas

Members of the Board:

Compliance

We have audited Granbury Independent School District's compliance (the "District"), with the types of compliance requirements described in the U. S. Office of Management and Budget (OMB) Circular A-133 *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended August 31, 2010. The District's major federal programs are identified in the summary of auditors' results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

In our opinion, the District, complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended August 31, 2010.

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Internal Control Over Compliance

The management of Granbury Independent School District, is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the audit committee, management, Board of Trustees, others within the entity, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Patillo, Brown & Hill, LLP

December 6, 2010

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2010

(1) Federal Grantor/ Pass-through Grantor/ Grantor/Program Title	(2) Federal CFDA Number	(2A) Pass-through Entity Identifying Number	(3) Federal Expenditures
U. S. DEPARTMENT OF AGRICULTURE			
Passed through the Texas Education Agency			
National School Breakfast Program	10.553	71401001	$ 399,732
National School Lunch Program	10.555	71301001	1,197,416
Total Child Nutrition Cluster			1,597,148
Total Passed through the Texas Education Agency			1,597,148
Passed through the Texas Department of Agriculture			
Commodities - Non-cash assistance	10.565	111001A	183,990
Total Passed through the Texas Department of Agriculture			183,990
TOTAL U. S. DEPARTMENT OF AGRICULTURE			1,781,138
U. S. DEPARTMENT OF DEFENSE			
Direct Programs			
JROTC	12.000	111-901	40,957
Total Direct Programs			40,957
TOTAL U. S. DEPARTMENT OF DEFENSE			40,957
U. S. DEPARTMENT OF EDUCATION			
Passed through the Texas Education Agency			
ESEA, Title I, Part A - Improving Basic Programs	84.010A	10610101111901	1,327,758
ESEA, Title I, Part A - Improving Basic Programs	84.010A	11610101111901	65,538
ESEA, Title I, Part A - Improving Basic Programs - ARRA	84.389A	10551001111901	287,659
Total Title I, Part A Cluster			1,680,955
IDEA - Part B, Formula	84.027A	106600011119016600	1,199,641
IDEA - Part B, Formula	84.027A	116600011119016600	72,028
IDEA - Part B, High Cost	84.027A	10660006111901	557,074
IDEA - Part B, Preschool	84.173A	106610011119016610	24,207
IDEA - Part B, Preschool	84.173A	116610011119016610	1,623
IDEA - Part B, Formula - ARRA	84.391A	10554001111901	248,004
Total Special Education Cluster (IDEA)			2,102,577
Career and Technical - Basic Grant	84.048	10420006111901	79,219
ESEA Title IV - Safe and Drug-Free Schools	84.186A	10691001111901	26,737

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED AUGUST 31, 2010

(1) Federal Grantor/ Pass-through Grantor/ Grantor/Program Title	(2) Federal CFDA Number	(2A) Pass-through Entity Identifying Number	(3) Federal Expenditures
Title II, Part D - Enhancing Ed. Through Technology	84.318X	10630001111901	$ 14,066
Title II, Part D - Enhancing Ed. Through Technology - ARRA	84.386A	10553001111901	16,685
Total Educational Technology State Grants Cluster			30,751
Title III, Part A - English Language Acquisition	84.365A	10671001111901	43,220
Title III, Part A - English Language Acquisition	84.365A	11671001111901	7,738
Total Title III, Part A - English Language Acquisition			50,958
ESEA, Title II, Part A, Teacher/Principal Training	84.367A	10694501111901	245,222
ESEA, Title II, Part A, Teacher/Principal Training	84.367A	11694501111901	10,309
Total ESEA, Title II, Part A, Teacher/Principal Training			255,531
Summer School LEP	84.369A	69550902	2,053
Title XIV, State Fiscal Stabilization Fund - ARRA	84.394A	10557001111901	1,676,936
Total Passed through the Texas Education Agency			5,905,717
Passed through the Parker County Co-op			
IDEA B - Deaf Ed Co-op	84.027	111-901	12,310
IDEA B - Preschool Deaf Ed Co-op	84.173	111-901	852
Total Special Education Cluster (IDEA)			13,162
IDEA C - Special Education	84.181	111-901	352
Total Passed through the Parker County Co-op			13,514
Passed through Weatherford College			
Carl Perkins Vocational Education - Tech Prep	84.243	111-901	11,185
Total Passed through Weatherford College			11,185
TOTAL U. S. DEPARTMENT OF EDUCATION			5,930,416
U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			
Passed through Texas Health and Human Services Commission			
Medicaid Administrative Claiming Program - MAC	93.778	111-901	11,601
Total Passed through Texas Health and Human Services Commission			11,601
TOTAL U. S. DEPARTMENT OF HEALTH AND HUMAN SERVICES			11,601
TOTAL EXPENDITURES OF FEDERAL AWARDS			$ 7,764,112

GRANBURY INDEPENDENT SCHOOL DISTRICT
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
AUGUST 31, 2010

1. GENERAL

The Schedule of Expenditures of Federal Awards presents the activity of all applicable federal award programs of Granbury Independent School District. The District's reporting entity is defined in Note I of the financial statements. Federal awards received directly from federal agencies, as well as federal awards passed through other government agencies, are included on the Schedule of Expenditures of Federal Awards.

2. BASIS OF ACCOUNTING

The Schedule of Expenditures of Federal Awards is presented using the modified accrual basis of accounting. The modified accrual basis of accounting is described in Note I of the financial statements.

3. RECONCILIATION OF FEDERAL REVENUES AND THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Federal revenues per the Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds (Exhibit C-3)	$ 8,292,481
School health and related services revenue	(528,369)
Federal expenditures per the Schedule of Expenditures of Federal Awards (Exhibit K-1)	$ 7,764,112

GRANBURY INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED AUGUST 31, 2010

Summary of Auditors' Results

Financial Statements:	
Type of auditors' report issued:	Unqualified
Internal control over financial reporting:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None reported
Noncompliance material to financial statements noted?	No
Federal Awards:	
Internal control over major programs:	
Material weakness(es) identified?	No
Significant deficiency(ies) identified?	None reported
Type of auditors' report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133?	No
Identification of major programs:	
CFDA Numbers:	Name of federal program or cluster:
10.553, 10.555	Child Nutrition Cluster
84.010A, 84.389A	Title I, Part A Cluster
84.027A, 84.173A, 84.391A	Special Education Cluster (IDEA)
Dollar threshold used to distinguish between Type A and Type B programs:	$300,000
Auditee qualified as low-risk auditee?	No

Findings Relating to the Financial Statements Which are Required to be Reported in Accordance With Generally Accepted Auditing Standards

None

Findings and questioned Costs for Federal Awards

None

GRANBURY INDEPENDENT SCHOOL DISTRICT
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED AUGUST 31, 2010

None

PROJECTED
12/6/10

Granbury ISD
Fund Balance Analysis

	2009-10	2010-11	2011-12
Unrestricted	14,597,878	12,608,951	10,620,024
Construction	424,264	424,264	424,264
Equipment	400,000	400,000	400,000
Other	200,000	200,000	200,000
HS Alottment	77,809	77,809	77,809
Total	15,699,951	13,711,024	11,722,097
% of Operating Budget	23%	20%	17%

GRANBURY INDEPENDENT SCHOOL DISTRICT

INTEROFFICE MEMO

FINANCE AND BUSINESS AFFAIRS

To: Board of Trustees
Date: December 13, 2010
For: Information

TO: Mr. Ron Mayfield, Superintendent

FROM: Sharay Boynton
DATE: December 6, 2010
RE: 10/31/10 Financial Statements

SUMMARY:

Attached are the financial statements for the period ended October 31, 2010 for the general operating fund.

The statements for the period ended October 31, 2010 include only those transactions that occurred between the period of September 1, 2010 and October 31, 2010. Revenue collected to date equal 8.64% of the budgeted amount compared to 3.33% last year. Expenditures to date represent 16.76% of the budget compared to 17.07% last year.

Respectfully submitted,

Sharay S. Boynton
Executive Director of Finance

Staff Person Responsible: Sharay Boynton
Emmett Whitefield

Date Submitted: December 6, 2010

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2010

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT
REVENUES				
5700 LOCAL SOURCES	49,492,074	441,505	49,050,569	0.89%
5800 STATE SOURCES	13,668,344	5,148,974	8,519,370	37.67%
5900 FEDERAL SOURCES	2,275,103	63,227	2,211,876	2.78%
TOTAL REVENUES	**65,435,521**	**5,653,706**	**59,781,815**	**8.64%**
EXPENDITURES				
6100 PAYROLL COSTS	47,577,682	7,926,186	39,651,496	16.66%
6200 PROFESSIONAL & CONTRACTED SERVICES	13,907,111	1,638,558	12,268,553	11.78%
6300 SUPPLIES/MATERIALS	2,554,311	740,842	1,813,469	29.00%
6400 OTHER OPERATING	1,098,786	410,196	688,589	37.33%
6500 DEBT SERVICE	0	0	0	#DIV/0!
6600 CAPITAL OUTLAY	2,288,558	584,265	1,704,294	25.53%
TOTAL EXPENDITURES	**67,426,448**	**11,300,047**	**56,126,401**	**16.76%**
OTHER SOURCES AND USES				
7900 OTHER RESOURCES	0	0	0	0.00%
8900 OTHER USES	0	0	0	0.00%
OTHER SOURCES(USES)	**0**	**0**	**0**	**0.00%**
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	**(1,990,927)**	**(5,646,340)**	**3,655,414**	

GRANBURY INDEPENDENT SCHOOL DISTRICT
GENERAL OPERATING FUND - SORTED BY FUNCTION CODE
INTERIM STATEMENT OF REVENUES AND EXPENDITURES
FOR THE PERIOD ENDED OCTOBER 31, 2010

	ANNUAL BUDGET	YTD ACTUAL	REMAINING BALANCE	YTD PERCENT	PRIOR YTD PERCENT
REVENUES					
5700 LOCAL					
PROPERTY TAXES	48,900,000	300,341	48,599,659	0.61%	1.19%
INVESTMENT INCOME	100,000	8,889	91,111	8.89%	3.21%
OTHER LOCAL INCOME	492,074	132,275	359,799	26.88%	30.25%
5800 STATE					
STATE FUNDING	13,668,344	5,148,974	8,519,370	37.67%	14.52%
5900 FEDERAL					
FEDERAL PROJECTS	2,275,103	63,227	2,211,876	2.78%	1.68%
TOTAL REVENUES	**65,435,521**	**5,653,706**	**59,781,815**	**8.64%**	**3.33%**
EXPENDITURES					
11 INSTRUCTION	33,739,089	6,218,726	27,520,362	18.43%	17.57%
12 INSTRUCTIONAL RESOURCES & MEDIA	950,451	188,296	762,155	19.81%	21.30%
13 CURRICULUM & STAFF DEVELOPMENT	945,753	138,892	806,861	14.69%	16.04%
21 INSTRUCTIONAL LEADERSHIP	642,427	121,425	521,002	18.90%	16.08%
23 SCHOOL LEADERSHIP	3,657,501	649,190	3,008,311	17.75%	18.51%
31 GUIDANCE/COUNSELING	2,445,233	433,009	2,012,224	17.71%	17.80%
32 SOCIAL WORK SERVICES	54,000	53,551	449	99.17%	0.00%
33 HEALTH SERVICES	408,069	69,209	338,860	16.96%	17.85%
34 TRANSPORTATION	2,885,626	609,065	2,276,561	21.11%	15.76%
35 FOOD SERVICE	0	0	0	#DIV/0!	0.00%
36 CO-CURRICULAR/EXTRACURRICULAR	1,657,869	306,572	1,351,297	18.49%	18.32%
41 GENERAL ADMINISTRATION	1,972,601	339,626	1,632,975	17.22%	18.66%
51 PLANT MAINTENANCE	6,288,756	1,840,713	4,448,043	29.27%	20.40%
52 SECURITY & MONITORING SERVICES	314,149	69,520	244,629	22.13%	21.98%
53 DATA PROCESSING	947,743	234,691	713,052	24.76%	25.55%
61 COMMUNITY EDUCATION	143,907	11,462	132,445	7.96%	11.39%
71 DEBT SERVICE	0	0	0	#DIV/0!	0.00%
81 FACILITIES CONSTRUCTION & ACQUISITION	317,100	16,100	301,000	5.08%	26.29%
91 CONTR INSTRUCTIONAL SERVICES	9,295,454	0	9,295,454	0.00%	0.00%
93 PAYMENTS TO FISCAL AGENT					0.00%
99 OTHER INTER GOV CHARGES	760,720	0	760,720	0.00%	1.00%
TOTAL EXPENDITURES	**67,426,448**	**11,300,047**	**56,126,401**	**16.76%**	**17.07%**
OTHER SOURCES (USES)	0	0	0	0.00%	0.00%
EXCESS (DEFICIENCY) OF REVENUE OVER EXPENDITURES	**(1,990,927)**	**(5,646,340)**	**3,655,414**		

GRANBURY ISD
TECHNOLOGY DEPARTMENT

TO: Mr. Ron Mayfield, Superintendent	**FROM**: Amy Wood **DATE**: December 2010 **RE**: Technology Purchases through December 1, 2010

SUMMARY:

The following technology items were requested and purchased between October 19, 2010 and November 4, 2010. The items purchased were from the list of commonly requested technology items approved for purchase at the School Board Meeting on September 20, 2010.

Commonly Requested Technology Items Purchased:

2 - Projectors
14 – Document Cameras
2 – Black and White Printers
2 – Color Printers
2 – Staff Desktop Replacement Computers

Respectfully submitted,

Amy Wood

Amy Wood
Director of Technology

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**AEIS Report**

SUMMARY:
Ms. Howard will present a very detailed AEIS report with raw scores without TPM. She has spent a great deal of time preparing this report. I doubt you've ever seen an AEIS report with the kind of improvement that you will see in this report. I doubt you'll see it again as it will become more difficult for us to improve to this degree with as many scores as we have close to 90%.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

2009-10 Academic Excellence Indicator System

District Name: GRANBURY ISD

District #: 111901

2010 Accountability Rating: Recognized

Gold Performance Acknowledgments:

Commended on Social Studies

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District Name: GRANBURY ISD
District #: 111901

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2009-10 District Performance

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 3 (English)															
Reading	2010	92%	92%	96%	> 99%	95%	96%	> 99%	*	96%	95%	89%	92%	> 99%	85%
	2009	90%	91%	90%	> 99%	80%	92%	*	*	89%	91%	65%	82%	79%	77%
Mathematics	2010	87%	87%	91%	80%	88%	92%	> 99%	*	92%	91%	88%	89%	92%	78%
	2009	85%	85%	83%	80%	76%	85%	*	*	83%	83%	54%	73%	87%	68%
All Tests	2010	84%	84%	89%	80%	87%	90%	> 99%	*	90%	88%	82%	85%	92%	71%
	2009	81%	82%	79%	83%	70%	81%	*	*	79%	80%	42%	68%	80%	60%
TAKS Met 2010 Standard Grade 3 (Spanish)															
Reading	2010	85%	85%	89%	*	89%	*	*	*	*	> 99%	*	88%	89%	89%
	2009	84%	82%	88%	*	88%	*	*	*	75%	> 99%	*	87%	88%	88%
Mathematics	2010	74%	73%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	71%	67%	80%	*	80%	*	*	*	*	*	*	*	80%	80%
All Tests	2010	75%	76%	89%	*	89%	*	*	*	*	> 99%	*	88%	89%	89%
	2009	70%	68%	88%	*	88%	*	*	*	75%	> 99%	*	87%	88%	88%
TAKS Met 2010 Standard Grade 4 (English)															
Reading	2010	86%	87%	90%	> 99%	81%	92%	*	*	91%	89%	76%	81%	69%	72%
	2009	85%	86%	84%	*	60%	89%	*	88%	79%	89%	60%	73%	50%	66%
Mathematics	2010	89%	88%	91%	86%	89%	91%	*	*	93%	89%	79%	84%	85%	72%
	2009	87%	86%	82%	*	63%	85%	*	88%	80%	83%	62%	71%	53%	59%
Writing	2010	92%	91%	91%	> 99%	88%	92%	*	*	90%	93%	63%	86%	90%	80%
	2009	91%	91%	90%	*	82%	91%	*	88%	85%	94%	67%	84%	76%	78%
All Tests	2010	79%	79%	81%	86%	71%	83%	*	*	81%	80%	50%	68%	57%	52%
	2009	76%	77%	74%	*	49%	79%	*	63%	68%	79%	40%	60%	34%	46%
TAKS Met 2010 Standard Grade 4 (Spanish)															
Reading	2010	83%	73%	17%	*	17%	*	*	*	*	*	*	17%	17%	17%
	2009	80%	70%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	73%	61%	< 1%	*	< 1%	*	*	*	*	*	*	< 1%	< 1%	< 1%
	2009	70%	56%	*	*	*	*	*	*	*	*	*	*	*	*
Writing	2010	94%	93%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	92%	88%	71%	*	71%	*	*	*	80%	*	*	71%	71%	67%
All Tests	2010	73%	65%	13%	*	13%	*	*	*	*	20%	*	13%	13%	13%
	2009	68%	58%	57%	*	57%	*	*	*	60%	*	*	57%	57%	50%

District Name: GRANBURY ISD
District #: 111901

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 5 (English) First Administration Only															
Reading	2010	86%	87%	87%	83%	67%	91%	*	78%	85%	88%	72%	79%	44%	66%
	2009	83%	85%	81%	*	66%	84%	*	*	77%	85%	45%	70%	42%	60%
Mathematics	2010	86%	87%	89%	67%	75%	92%	*	> 99%	89%	88%	81%	82%	52%	70%
	2009	84%	83%	80%	*	72%	81%	*	*	81%	78%	46%	71%	62%	60%
Science	2010	88%	89%	88%	83%	74%	91%	*	86%	89%	86%	69%	80%	48%	71%
	2009	85%	86%	87%	*	73%	90%	*	*	90%	85%	67%	80%	56%	74%
All Tests	2010	76%	78%	79%	67%	62%	82%	*	78%	81%	77%	51%	67%	36%	49%
	2009	72%	73%	71%	*	56%	74%	*	*	70%	72%	29%	59%	42%	44%
TAKS Met 2010 Standard Grade 5 (Spanish) First Administration Only															
Reading	2010	74%	70%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	69%	65%	*	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2010	45%	40%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	46%	46%	*	*	*	*	*	*	*	*	*	*	*	*
Science	2010	52%	43%	17%	*	17%	*	*	*	*	20%	*	17%	17%	17%
	2009	44%	41%	*	*	*	*	*	*	*	*	*	*	*	*
All Tests	2010	55%	55%	17%	*	17%	*	*	*	*	20%	*	17%	17%	17%
	2009	48%	42%	*	*	*	*	*	*	*	*	*	*	*	*
TAKS Met 2010 Standard Grade 6															
Reading	2010	86%	88%	83%	80%	72%	85%	*	*	82%	85%	62%	73%	45%	60%
	2009	86%	88%	86%	*	79%	88%	*	*	85%	87%	60%	79%	55%	61%
Mathematics	2010	83%	85%	87%	60%	80%	88%	*	*	88%	86%	76%	81%	61%	67%
	2009	81%	82%	87%	*	83%	87%	*	*	89%	85%	70%	78%	64%	62%
All Tests	2010	77%	79%	79%	60%	72%	80%	*	*	79%	79%	55%	67%	52%	51%
	2009	75%	78%	80%	*	74%	81%	*	*	80%	79%	51%	68%	45%	46%

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Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 7															
Reading	2010	86%	88%	91%	*	86%	92%	*	83%	90%	92%	66%	84%	70%	74%
	2009	85%	87%	86%	40%	76%	88%	*	*	85%	86%	48%	74%	18%	57%
Mathematics	2010	82%	82%	90%	*	88%	90%	*	> 99%	93%	87%	87%	82%	75%	66%
	2009	80%	81%	88%	80%	85%	88%	*	*	87%	88%	51%	77%	54%	64%
Writing	2010	95%	95%	97%	*	97%	96%	*	> 99%	95%	99%	76%	94%	89%	88%
	2009	93%	94%	93%	> 99%	88%	94%	*	*	91%	95%	60%	89%	58%	83%
All Tests	2010	75%	77%	84%	*	81%	84%	*	83%	84%	83%	56%	72%	60%	52%
	2009	73%	75%	80%	40%	72%	82%	*	*	78%	83%	31%	67%	23%	46%
TAKS Met 2010 Standard Grade 8 First Administration Only															
Reading	2010	91%	92%	94%	> 99%	85%	95%	*	*	95%	93%	88%	90%	44%	81%
	2009	88%	89%	89%	67%	80%	90%	*	> 99%	87%	91%	53%	83%	54%	72%
Mathematics	2010	81%	82%	93%	80%	92%	94%	*	*	92%	94%	92%	88%	70%	80%
	2009	80%	82%	88%	> 99%	80%	89%	*	> 99%	87%	89%	51%	80%	57%	69%
Science	2010	78%	80%	86%	80%	73%	88%	*	*	91%	80%	82%	72%	22%	63%
	2009	73%	76%	78%	50%	58%	82%	*	80%	79%	77%	33%	64%	36%	49%
Soc Studies	2010	95%	96%	93%	80%	87%	95%	*	*	94%	93%	95%	89%	67%	78%
	2009	92%	93%	91%	83%	75%	93%	*	> 99%	91%	90%	62%	85%	57%	75%
All Tests	2010	70%	73%	82%	80%	69%	85%	*	*	85%	79%	81%	66%	30%	56%
	2009	65%	69%	74%	50%	54%	77%	*	80%	74%	74%	27%	59%	33%	42%
TAKS Met 2010 Standard Grade 9															
Reading	2010	92%	94%	98%	> 99%	92%	99%	> 99%	> 99%	98%	> 99%	92%	98%	77%	95%
	2009	88%	90%	92%	*	77%	95%	*	*	91%	94%	60%	86%	46%	81%
Mathematics	2010	72%	75%	87%	63%	75%	89%	60%	86%	86%	88%	50%	81%	33%	65%
	2009	69%	71%	76%	*	61%	79%	*	*	75%	77%	29%	59%	29%	47%
All Tests	2010	71%	74%	87%	63%	76%	89%	60%	86%	87%	88%	59%	81%	38%	66%
	2009	67%	70%	75%	*	60%	78%	*	*	73%	77%	30%	59%	29%	48%

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard Grade 10															
Eng Lang Arts	2010	91%	92%	94%	*	86%	96%	86%	*	91%	97%	67%	90%	59%	85%
	2009	88%	89%	88%	*	78%	89%	*	> 99%	84%	92%	48%	75%	40%	73%
Mathematics	2010	75%	76%	76%	*	71%	77%	57%	*	74%	79%	36%	63%	63%	52%
	2009	67%	68%	68%	*	51%	71%	*	71%	70%	65%	28%	49%	25%	28%
Science	2010	75%	78%	80%	*	65%	82%	71%	*	82%	76%	60%	69%	25%	54%
	2009	67%	71%	72%	*	49%	76%	*	71%	75%	69%	30%	56%	10%	37%
Soc Studies	2010	93%	94%	96%	*	92%	97%	> 99%	*	97%	95%	80%	91%	83%	90%
	2009	91%	92%	91%	*	83%	92%	*	> 99%	91%	90%	63%	81%	53%	77%
All Tests	2010	66%	68%	67%	*	56%	69%	57%	*	66%	67%	35%	53%	30%	36%
	2009	56%	60%	62%	*	40%	66%	*	71%	64%	60%	11%	44%	10%	20%
TAKS Met 2010 Standard ^ Grade 11															
Eng Lang Arts	2010	93%	95%	95%	*	90%	96%	*	*	93%	97%	81%	91%	63%	90%
	2009	93%	94%	92%	*	78%	94%	*	*	89%	95%	55%	83%	23%	82%
Mathematics	2010	89%	90%	94%	*	85%	96%	*	*	95%	93%	81%	88%	63%	86%
	2009	82%	84%	77%	*	63%	79%	80%	*	76%	78%	10%	65%	25%	50%
Science	2010	92%	93%	96%	*	90%	97%	*	*	96%	96%	76%	93%	75%	90%
	2009	86%	87%	86%	*	69%	88%	80%	*	86%	85%	31%	73%	15%	68%
Soc Studies	2010	98%	98%	99%	*	97%	99%	*	*	99%	99%	92%	98%	88%	98%
	2009	97%	98%	95%	*	81%	97%	> 99%	*	95%	96%	80%	88%	46%	88%
All Tests	2010	83%	85%	89%	*	77%	91%	*	*	88%	90%	57%	81%	47%	76%
	2009	76%	79%	75%	*	56%	77%	80%	*	75%	75%	10%	60%	< 1%	45%

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Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)															
Reading/ELA	2010	90%	91%	93%	95%	85%	95%	92%	95%	92%	94%	78%	87%	66%	81%
	2009	88%	89%	89%	76%	76%	91%	80%	94%	87%	91%	58%	80%	52%	74%
Mathematics	2010	84%	85%	89%	77%	83%	91%	77%	92%	89%	89%	77%	83%	67%	72%
	2009	80%	82%	82%	75%	72%	83%	71%	85%	82%	81%	46%	72%	55%	57%
Writing	2010	93%	93%	94%	> 99%	93%	94%	*	> 99%	92%	96%	69%	90%	90%	84%
	2009	92%	92%	91%	> 99%	84%	92%	*	89%	88%	95%	63%	86%	70%	80%
Science	2010	83%	85%	87%	88%	74%	89%	83%	80%	89%	84%	71%	77%	43%	70%
	2009	78%	80%	81%	64%	63%	84%	75%	79%	82%	79%	42%	70%	32%	57%
Soc Studies	2010	95%	96%	96%	90%	92%	97%	> 99%	> 99%	97%	96%	89%	92%	82%	90%
	2009	93%	94%	92%	89%	80%	94%	> 99%	> 99%	92%	92%	69%	85%	52%	80%
All Tests	2010	77%	78%	82%	77%	72%	84%	77%	87%	83%	82%	59%	72%	49%	58%
	2009	72%	74%	75%	55%	60%	78%	62%	76%	74%	76%	33%	62%	39%	46%
TAKS Met 2010 Standard with TPM (Sum of All Grades Tested)															
Reading/ELA	2010	96%	96%	97%	> 99%	93%	98%	> 99%	> 99%	97%	97%	89%	95%	80%	92%
	2009	95%	96%	95%	97%	89%	97%	95%	97%	94%	97%	79%	91%	75%	89%
Mathematics	2010	91%	91%	94%	88%	88%	95%	88%	97%	94%	93%	84%	89%	73%	82%
	2009	88%	88%	88%	97%	78%	90%	86%	91%	88%	88%	55%	81%	62%	70%
Writing	2010	97%	97%	97%	> 99%	96%	97%	*	> 99%	96%	99%	77%	95%	90%	91%
	2009	96%	96%	96%	> 99%	92%	96%	*	> 99%	94%	97%	77%	94%	82%	91%
Science	2010	92%	93%	94%	88%	85%	96%	92%	> 99%	94%	94%	77%	89%	60%	84%
	2009	83%	85%	84%	73%	68%	87%	75%	79%	86%	83%	50%	73%	36%	64%
Soc Studies	2010	99%	99%	99%	> 99%	99%	99%	> 99%	> 99%	99%	99%	92%	98%	95%	98%
	2009	98%	98%	98%	> 99%	93%	99%	> 99%	> 99%	98%	98%	90%	95%	78%	94%
All Tests	2010	88%	88%	91%	86%	83%	93%	88%	97%	91%	91%	71%	85%	63%	75%
	2009	82%	84%	84%	88%	71%	86%	76%	88%	84%	84%	46%	75%	50%	62%

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Commended Performance (Sum of All Grades Tested)															
Reading/ELA	2010	33%	36%	37%	30%	24%	40%	28%	44%	34%	40%	14%	26%	8%	14%
	2009	31%	34%	36%	45%	21%	38%	20%	39%	33%	39%	10%	24%	10%	14%
Mathematics	2010	29%	31%	33%	19%	22%	36%	12%	50%	34%	32%	13%	23%	11%	9%
	2009	28%	30%	31%	19%	21%	34%	5%	39%	33%	30%	8%	20%	12%	9%
Writing	2010	33%	34%	35%	33%	23%	37%	*	44%	29%	41%	8%	23%	4%	11%
	2009	33%	35%	35%	33%	23%	38%	*	11%	26%	44%	3%	20%	11%	11%
Science	2010	28%	31%	31%	13%	17%	34%	17%	47%	37%	25%	15%	20%	9%	11%
	2009	26%	28%	31%	27%	16%	33%	< 1%	21%	35%	26%	10%	22%	7%	11%
Soc Studies	2010	47%	50%	54%	50%	37%	58%	30%	50%	61%	47%	20%	37%	11%	28%
	2009	44%	48%	53%	33%	32%	57%	36%	46%	57%	48%	8%	33%	9%	21%
All Tests	2010	15%	17%	18%	9%	9%	20%	4%	26%	17%	19%	3%	10%	3%	3%
	2009	15%	16%	17%	15%	9%	19%	< 1%	15%	17%	18%	4%	10%	4%	4%
TAKS-M Met 2010 Standard (Sum of All Grades Tested)															
Reading/ELA	2010	85%	87%	91%	*	94%	90%	*	*	92%	89%	91%	93%	91%	92%
	2009	82%	84%	79%	*	81%	77%	*	*	81%	74%	79%	79%	78%	84%
Mathematics	2010	75%	75%	82%	*	87%	81%	*	*	83%	81%	82%	81%	88%	84%
	2009	69%	69%	62%	*	85%	55%	*	*	68%	47%	62%	60%	86%	67%
Writing	2010	80%	80%	85%	*	83%	85%	*	*	80%	> 99%	85%	81%	*	88%
	2009	72%	73%	36%	*	*	43%	*	*	38%	*	36%	29%	*	33%
Science	2010	58%	60%	63%	*	67%	60%	*	*	59%	69%	63%	63%	72%	66%
	2009	51%	51%	36%	*	33%	42%	*	*	42%	22%	36%	33%	*	32%
Soc Studies	2010	67%	68%	78%	*	73%	79%	*	*	75%	85%	78%	75%	78%	77%
	2009	64%	64%	67%	*	*	69%	*	*	69%	60%	67%	64%	*	64%
All Tests	2010	64%	67%	72%	*	78%	70%	*	*	72%	72%	72%	71%	77%	76%
	2009	57%	60%	43%	*	44%	45%	*	*	52%	23%	43%	42%	44%	43%
TAKS-Alt Met 2010 Standard (Sum of All Grades Tested)															
All Tests	2010	93%	92%	94%	*	95%	95%	*	*	93%	96%	94%	94%	91%	*
	2009	84%	82%	97%	> 99%	> 99%	97%	*	*	95%	> 99%	97%	98%	> 99%	*

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Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Met 2010 Standard (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	90%	91%	93%	96%	86%	94%	92%	95%	92%	94%	85%	88%	70%	83%
	2009	88%	89%	89%	79%	77%	91%	80%	94%	87%	91%	63%	80%	54%	74%
Mathematics	2010	84%	85%	89%	74%	83%	90%	77%	92%	89%	89%	81%	83%	71%	73%
	2009	80%	81%	81%	76%	72%	83%	71%	85%	82%	81%	51%	72%	57%	57%
Writing	2010	93%	92%	93%	90%	92%	94%	*	> 99%	91%	96%	76%	89%	87%	85%
	2009	91%	91%	91%	> 99%	83%	92%	*	89%	87%	94%	65%	85%	70%	78%
Science	2010	82%	84%	86%	88%	74%	88%	83%	82%	88%	84%	70%	77%	50%	69%
	2009	77%	79%	80%	53%	62%	83%	75%	80%	81%	79%	44%	69%	33%	56%
Soc Studies	2010	94%	95%	96%	90%	91%	96%	> 99%	> 99%	96%	95%	86%	91%	82%	89%
	2009	92%	93%	92%	92%	79%	94%	> 99%	> 99%	92%	92%	70%	84%	51%	80%
All Tests	2010	76%	78%	81%	72%	72%	83%	77%	88%	82%	81%	62%	71%	52%	58%
	2009	71%	74%	75%	53%	60%	78%	62%	76%	74%	76%	37%	62%	40%	45%
TAKS 2010 Commended Performance (Sum of All Grades Tested, INCLUDES TAKS-Modified and TAKS-Alt) (2011 Preview)															
Reading/ELA	2010	32%	35%	36%	30%	23%	39%	31%	41%	33%	40%	20%	26%	10%	15%
Mathematics	2010	28%	30%	33%	17%	22%	35%	12%	49%	33%	32%	16%	22%	11%	10%

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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.8%	99.1%	98.1%	97.2%	99.6%	93.8%	97.6%	99.3%	98.9%	99.8%	98.9%	91.6%	97.9%
By Test Version														
TAKS (1 or more)	90.8%	92.0%	90.3%	88.7%	85.5%	91.4%	81.3%	90.5%	88.1%	92.7%	27.6%	85.9%	71.4%	79.0%
Not on TAKS	7.8%	6.8%	8.8%	9.4%	11.7%	8.2%	12.5%	7.1%	11.2%	6.2%	72.2%	12.9%	20.2%	18.9%
TAKS(Acc) Only	2.3%	2.3%	2.4%	1.9%	1.8%	2.5%	3.1%	0.0%	3.2%	1.5%	19.7%	2.6%	2.3%	5.4%
TAKS-M Only	3.3%	2.5%	3.5%	3.8%	6.6%	2.9%	3.1%	2.4%	4.6%	2.4%	29.5%	5.9%	10.3%	8.6%
TAKS-Alt Only	0.8%	0.8%	1.0%	3.8%	0.8%	1.1%	0.0%	2.4%	1.2%	0.9%	8.7%	1.7%	1.1%	0.0%
Combination	1.3%	1.3%	1.8%	0.0%	2.4%	1.7%	6.3%	2.4%	2.3%	1.4%	14.3%	2.7%	6.5%	4.9%
By Acct Status														
Acct System	90.0%	91.4%	90.4%	83.0%	85.6%	91.6%	81.3%	92.9%	89.8%	91.2%	58.4%	85.5%	75.6%	86.3%
Non-Acct System	8.6%	7.4%	8.7%	15.1%	11.5%	8.0%	12.5%	4.8%	9.5%	7.7%	41.4%	13.3%	16.0%	11.7%
Mobile	4.4%	4.2%	4.0%	7.5%	3.4%	4.0%	9.4%	0.0%	3.6%	4.2%	3.0%	5.4%	2.7%	2.6%
Non-Acct Test	4.2%	3.2%	4.7%	7.5%	8.1%	4.0%	3.1%	4.8%	5.9%	3.5%	38.4%	7.9%	13.4%	9.0%
Not Tested	1.4%	1.2%	0.9%	1.9%	2.8%	0.4%	6.3%	2.4%	0.7%	1.1%	0.2%	1.1%	8.4%	2.1%
Absent	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%
LEP Exempt	0.9%	0.8%	0.5%	0.0%	2.6%	0.0%	6.3%	0.0%	0.3%	0.7%	0.0%	0.9%	8.4%	1.4%
Other	0.4%	0.3%	0.3%	1.9%	0.3%	0.3%	0.0%	2.4%	0.4%	0.3%	0.2%	0.1%	0.0%	0.6%
Total Count	3,175,337	351,912	4,481	53	738	3,614	32	42	2,347	2,131	539	2,020	262	1,553
2009 TAKS Participation (Grades 3-11)														
Tested	98.5%	98.7%	98.8%	100.0%	94.9%	99.6%	100.0%	95.0%	98.9%	98.8%	98.9%	97.9%	85.3%	97.4%
By Test Version														
TAKS (1 or more)	90.8%	92.1%	90.1%	90.4%	85.9%	90.9%	88.0%	90.0%	87.7%	92.7%	32.2%	84.7%	70.2%	80.2%
Not on TAKS	7.7%	6.6%	8.7%	9.6%	9.0%	8.7%	12.0%	5.0%	11.2%	6.0%	66.7%	13.2%	15.1%	17.2%
TAKS(Acc) Only	2.3%	2.5%	5.9%	0.0%	6.1%	6.0%	12.0%	2.5%	7.7%	4.0%	45.4%	8.5%	9.9%	13.4%
TAKS-M Only	3.3%	2.3%	1.2%	5.8%	1.7%	1.1%	0.0%	0.0%	1.6%	0.8%	9.3%	2.0%	2.4%	2.5%
TAKS-Alt Only	0.8%	0.7%	0.9%	3.8%	0.7%	0.9%	0.0%	2.5%	1.0%	0.8%	7.0%	1.2%	1.6%	0.0%
Combination	1.3%	1.2%	0.7%	0.0%	0.6%	0.7%	0.0%	0.0%	0.8%	0.5%	5.0%	1.4%	1.2%	1.3%
By Acct Status														
Acct System	87.3%	88.7%	87.7%	61.5%	83.9%	88.9%	84.0%	80.0%	86.2%	89.8%	53.8%	81.7%	73.0%	83.4%
Non-Acct System	11.2%	10.0%	11.1%	38.5%	10.9%	10.7%	16.0%	15.0%	12.7%	9.0%	45.0%	16.2%	12.3%	14.0%
Mobile	4.7%	4.7%	5.5%	28.8%	4.4%	5.2%	12.0%	10.0%	5.4%	5.0%	1.6%	6.5%	0.8%	3.7%
Non-Acct Test	6.4%	5.3%	5.7%	9.6%	6.5%	5.5%	4.0%	5.0%	7.2%	4.0%	43.3%	9.7%	11.5%	10.2%
Hurricane Ike	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.1%	0.0%	0.1%
Not Tested	1.5%	1.3%	1.2%	0.0%	5.1%	0.4%	0.0%	5.0%	1.1%	1.2%	1.1%	2.1%	14.7%	2.6%
Absent	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.3%	0.0%	0.0%	0.2%
LEP Exempt	0.9%	0.8%	0.7%	0.0%	4.6%	0.0%	0.0%	2.5%	0.7%	0.8%	0.0%	1.8%	13.9%	1.9%
Other	0.4%	0.4%	0.4%	0.0%	0.6%	0.3%	0.0%	2.5%	0.3%	0.4%	0.8%	0.3%	0.8%	0.5%
Hurricane Ike	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Count	3,132,150	347,425	4,707	52	722	3,866	25	40	2,451	2,245	615	1,778	252	1,653
TAKS Exit-Level Cumulative Pass Rate														
Class of 2010	90%	91%	84%	*	75%	86%	67%	*	82%	86%	24%	71%	31%	66%
Class of 2009	86%	88%	86%	80%	73%	88%	*	86%	84%	88%	27%	72%	48%	75%

District Name: GRANBURY ISD
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Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Progress of Prior Year TAKS Failers															
Percent of Failers Passing TAKS (Sum of Grades 4-11)															
Reading/ELA	2010	57%	56%	57%	86%	44%	62%	*	*	56%	59%	52%	49%	37%	53%
	2009	43%	45%	45%	*	35%	50%	*	*	40%	50%	27%	38%	22%	43%
Mathematics	2010	43%	41%	51%	57%	48%	53%	*	*	52%	51%	46%	46%	40%	51%
	2009	36%	36%	27%	*	25%	27%	*	*	28%	27%	14%	26%	21%	26%
Average Vertical Scale Growth (Sum of Grades 4-8)															
Reading	2010	78	79	74	110	71	74	*	*	77	70	60	70	67	75
Mathematics	2010	70	69	82	91	80	82	*	*	85	79	91	80	77	82
Student Success Initiative															
Grade 5 Reading (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	15%	13%	13%	17%	32%	10%	*	22%	15%	12%	28%	21%	54%	34%
	2009	17%	16%	19%	*	34%	16%	*	*	23%	15%	55%	31%	58%	40%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	93%	94%	83%	83%	97%	*	89%	94%	95%	83%	90%	61%	85%
	2009	90%	90%	89%	*	79%	91%	*	*	88%	90%	65%	81%	52%	76%
TAKS Failers Promoted by Grade Placement Committee															
	2009	84.7%	83.4%	94.9%	-	100.0%	92.0%	-	-	95.7%	93.8%	100.0%	96.4%	100.0%	96.4%
	2008	84.0%	86.2%	100.0%	-	100.0%	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2010	31%	28%	9%	*	11%	7%	*	*	< 1%	15%	*	10%	11%	9%
	2009	27%	26%	11%	*	< 1%	15%	*	*	13%	8%	17%	5%	*	11%
Retained in Grade 5															
	2010	72%	74%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	65%	61%	*	*	*	*	*	*	*	*	*	*	*	*

Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)															
Grade 5 Mathematics (English and Spanish)															
Students Requiring Accelerated Instruction															
	2010	14%	14%	11%	33%	25%	9%	*	< 1%	11%	12%	19%	18%	46%	30%
	2009	16%	18%	20%	*	28%	19%	*	*	19%	22%	54%	29%	38%	40%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	92%	92%	94%	83%	81%	96%	*	> 99%	93%	95%	90%	88%	59%	81%
	2009	91%	90%	86%	*	81%	87%	*	*	89%	83%	55%	80%	69%	71%
TAKS Failers Promoted by Grade Placement Committee															
	2009	84.7%	84.6%	98.3%	-	100.0%	97.8%	-	-	100.0%	96.8%	100.0%	97.2%	100.0%	97.8%
	2008	84.0%	87.4%	100.0%	-	*	100.0%	-	-	100.0%	100.0%	100.0%	100.0%	*	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 6															
	2010	23%	19%	33%	*	36%	31%	*	*	50%	21%	38%	32%	29%	32%
	2009	19%	15%	25%	*	*	29%	*	*	25%	25%	31%	26%	*	22%
Retained in Grade 5															
	2010	74%	76%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	71%	63%	*	*	*	*	*	*	*	*	*	*	*	*
Grade 8 Reading															
Students Requiring Accelerated Instruction															
	2010	9%	8%	6%	< 1%	15%	5%	*	*	5%	8%	15%	10%	56%	19%
	2009	7%	7%	7%	33%	9%	6%	*	< 1%	9%	5%	30%	11%	31%	19%
TAKS Cumulative Met Standard (First and Second Administrations)															
	2010	95%	96%	97%	> 99%	88%	98%	*	*	98%	96%	96%	95%	56%	90%
	2009	89%	91%	91%	67%	80%	93%	*	> 99%	89%	93%	56%	86%	54%	78%
TAKS Failers Promoted by Grade Placement Committee															
	2009	88.5%	91.2%	92.9%	*	*	88.9%	-	-	90.0%	*	100.0%	*	*	100.0%
	2008	88.5%	90.8%	96.4%	*	100.0%	100.0%	-	-	94.7%	100.0%	100.0%	100.0%	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)															
Promoted to Grade 9															
	2010	40%	46%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	25%	22%	29%	*	< 1%	50%	*	*	31%	25%	22%	31%	< 1%	29%
Retained in Grade 8															
	2010	51%	45%	*	*	*	*	*	*	*	*	*	*	*	*
	2009	34%	43%	*	*	*	*	*	*	*	*	*	*	*	*

District Name: GRANBURY ISD
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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
2010	19%	18%	7%	20%	8%	7%	*	*	8%	7%	12%	12%	30%	20%
2009	20%	18%	13%	< 1%	20%	12%	*	< 1%	13%	12%	49%	20%	43%	31%
TAKS Cumulative Met Standard (First and Second Administrations)														
2010	88%	89%	95%	80%	97%	96%	*	*	96%	95%	92%	93%	80%	87%
2009	85%	87%	90%	> 99%	80%	91%	*	> 99%	88%	91%	53%	84%	57%	72%
TAKS Failers Promoted by Grade Placement Committee														
2009	91.1%	92.7%	91.9%	-	100.0%	88.0%	*	-	91.3%	92.9%	100.0%	93.3%	100.0%	93.5%
2008	90.5%	94.0%	98.3%	*	100.0%	100.0%	-	-	96.6%	100.0%	100.0%	100.0%	100.0%	100.0%
TAKS Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
2010	19%	19%	18%	*	*	15%	*	*	9%	33%	*	18%	*	18%
2009	13%	12%	< 1%	*	< 1%	< 1%	*	*	< 1%	< 1%	< 1%	< 1%	< 1%	< 1%
Retained in Grade 8														
2010	53%	52%	*	*	*	*	*	*	*	*	*	*	*	*
2009	48%	51%	*	*	*	*	*	*	*	*	*	*	*	*
English Language Learners Progress Indicator (2011 Preview)														
2009-10	79%	82%	80%	*	80%	*	*	83%	82%	79%	92%	79%	76%	78%
2008-09	76%	79%	77%	*	76%	*	*	> 99%	76%	77%	56%	76%	69%	74%
Attendance Rate														
2008-09	95.6%	95.8%	94.5%	94.0%	95.3%	94.3%	93.6%	95.8%	94.6%	94.3%	93.7%	94.0%	95.9%	93.6%
2007-08	95.5%	95.7%	94.5%	94.5%	95.0%	94.3%	92.7%	96.9%	94.6%	94.3%	93.5%	93.9%	95.9%	93.4%
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)														
2008-09	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2007-08	0.3%	0.3%	0.2%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.4%	0.0%	0.3%	0.0%	0.3%
Annual Dropout Rate (Gr 7-12) (AEA Indicator)														
2008-09	2.0%	1.9%	0.5%	0.0%	0.2%	0.5%	0.0%	3.1%	0.4%	0.5%	0.2%	0.3%	0.0%	0.4%
2007-08	2.2%	1.8%	2.5%	3.6%	4.3%	2.2%	4.3%	0.0%	2.3%	2.7%	2.6%	2.8%	7.1%	4.0%
Annual Dropout Rate (Gr 9-12)														
2008-09	2.9%	2.7%	0.7%	0.0%	0.3%	0.7%	0.0%	4.0%	0.7%	0.7%	0.3%	0.5%	0.0%	0.6%
2007-08	3.2%	2.5%	3.7%	6.7%	6.6%	3.2%	5.9%	0.0%	3.4%	3.9%	3.8%	4.5%	12.1%	5.5%

District Name: GRANBURY ISD
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Indicator:	State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
4-Year Completion Rate (Gr 9-12)														
Class of 2009														
Graduated	80.6%	84.2%	84.0%	80.0%	72.7%	85.5%	*	100.0%	83.6%	84.4%	80.0%	80.2%	37.5%	78.4%
Received GED	1.4%	1.2%	1.6%	0.0%	0.0%	1.9%	*	0.0%	1.5%	1.7%	4.4%	0.0%	0.0%	1.6%
Continued HS	8.6%	6.5%	9.4%	20.0%	18.2%	8.1%	*	0.0%	10.3%	8.4%	11.1%	13.2%	37.5%	13.9%
Dropped Out	9.4%	8.1%	5.0%	0.0%	9.1%	4.5%	*	0.0%	4.6%	5.5%	4.4%	6.6%	25.0%	6.1%
Class of 2008														
Graduated	79.1%	83.3%	80.9%	*	69.5%	83.0%	*	*	81.5%	80.3%	67.7%	60.9%	56.0%	68.9%
Received GED	1.5%	1.2%	0.6%	*	1.7%	0.5%	*	*	0.4%	0.8%	0.0%	2.6%	4.0%	0.9%
Continued HS	8.9%	7.5%	5.1%	*	11.9%	4.0%	*	*	6.9%	3.5%	12.9%	11.3%	12.0%	8.8%
Dropped Out	10.5%	7.9%	13.4%	*	16.9%	12.5%	*	*	11.2%	15.4%	19.4%	25.2%	28.0%	21.5%
5-Year Extended Completion Rate (Gr 9-12)														
Class of 2008														
Graduated	83.4%	87.0%	83.3%	*	70.5%	85.7%	*	*	85.3%	81.5%	74.6%	68.5%	60.0%	73.7%
Received GED	2.1%	1.7%	1.2%	*	1.6%	1.2%	*	*	0.9%	1.5%	0.0%	2.7%	4.0%	1.8%
Continued HS	2.4%	1.5%	2.9%	*	9.8%	1.7%	*	*	2.6%	3.1%	7.9%	2.7%	8.0%	4.4%
Dropped Out	12.2%	9.8%	12.6%	*	18.0%	11.4%	*	*	11.2%	13.9%	17.5%	26.1%	28.0%	20.2%
Completion Rate II (Graduates, Continuers, and GED) (AEA Indicator)														
Class of 2009	90.6%	91.9%	95.0%	100.0%	90.9%	95.5%	*	100.0%	95.4%	94.5%	95.6%	93.4%	75.0%	93.9%
Class of 2008	89.5%	92.1%	86.6%	*	83.1%	87.5%	*	*	88.8%	84.6%	80.6%	74.8%	72.0%	78.5%
Completion Rate I (Graduates and Continuers) (Standard Accountability Indicator)														
Class of 2009	89.2%	90.7%	93.4%	100.0%	90.9%	93.6%	*	100.0%	93.9%	92.8%	91.1%	93.4%	75.0%	92.2%
Class of 2008	88.0%	90.8%	85.9%	*	81.4%	87.0%	*	*	88.4%	83.8%	80.6%	72.2%	68.0%	77.6%
COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2008-09	24.6%	25.1%	18.4%	18.8%	16.3%	18.6%	8.3%	33.3%	16.3%	20.8%	3.1%	8.5%	8.8%	11.1%
2007-08	23.1%	24.1%	18.0%	20.0%	14.1%	18.5%	0.0%	36.8%	13.4%	23.0%	3.7%	9.3%	8.8%	9.1%
RHSP/DAP Graduates														
Class of 2009	82.5%	82.1%	73.7%	*	80.4%	72.3%	*	100.0%	66.1%	82.8%	5.0%	60.5%	71.4%	58.6%
Class of 2008	81.4%	82.2%	69.0%	*	71.1%	68.6%	*	*	61.6%	75.9%	4.2%	48.6%	53.8%	45.5%
AP/IB Results														
Tested														
2009	21.2%	23.4%	21.6%	0.0%	23.0%	21.4%	0.0%	30.0%	19.7%	23.6%	n/a	n/a	n/a	n/a
2008	20.9%	23.5%	22.2%	0.0%	25.0%	21.5%	*	66.7%	17.6%	26.7%	n/a	n/a	n/a	n/a
Examinees >= Criterion														
2009	51.2%	56.0%	60.6%	-	43.5%	62.9%	-	*	63.3%	58.2%	n/a	n/a	n/a	n/a
2008	50.1%	53.8%	48.3%	-	57.1%	46.9%	-	*	41.4%	52.8%	n/a	n/a	n/a	n/a
Scores >= Criterion														
2009	47.4%	50.1%	59.2%	-	41.4%	60.9%	-	62.5%	59.7%	58.8%	n/a	n/a	n/a	n/a
2008	46.0%	46.2%	40.7%	-	57.5%	38.4%	-	40.0%	40.3%	40.9%	n/a	n/a	n/a	n/a

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Indicator:		State	Region 11	District	African American	Hispanic	White	Native American	Asian/ Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
Texas Success Initiative (TSI) – Higher Education Readiness Component															
Eng Lang Arts	2010	60%	64%	62%	*	50%	64%	*	*	57%	69%	31%	49%	31%	40%
	2009	63%	68%	71%	*	55%	74%	*	*	64%	78%	24%	52%	< 1%	52%
Mathematics	2010	66%	68%	73%	*	61%	75%	*	*	73%	73%	32%	61%	31%	46%
	2009	62%	65%	64%	*	44%	67%	40%	*	64%	63%	6%	45%	< 1%	30%
SAT/ACT Results															
Tested															
Class of 2009		61.5%	61.6%	57.6%	*	48.8%	56.5%	?	100.0%	56.5%	58.9%	n/a	n/a	n/a	n/a
Class of 2008		65.0%	65.1%	62.0%	*	39.0%	64.6%	*	*	60.2%	63.4%	n/a	n/a	n/a	n/a
At/Above Criterion															
Class of 2009		26.9%	33.9%	30.4%	*	5.0%	32.8%	*	37.5%	28.0%	33.0%	n/a	n/a	n/a	n/a
Class of 2008		27.2%	33.6%	28.3%	*	37.5%	27.6%	*	*	33.0%	24.6%	n/a	n/a	n/a	n/a
Average SAT Score															
Class of 2009		985	1021	992	-	921	1000	*	1044	985	999	n/a	n/a	n/a	n/a
Class of 2008		987	1019	985	*	1023	982	*	*	1003	971	n/a	n/a	n/a	n/a
Average ACT Score															
Class of 2009		20.5	21.8	21.5	*	16.8	21.7	*	22.4	21.5	21.5	n/a	n/a	n/a	n/a
Class of 2008		20.5	21.6	21.4	*	23.4	21.3	-	-	21.6	21.2	n/a	n/a	n/a	n/a
College-Ready Graduates															
Eng Lang Arts															
Class of 2009		62%	65%	59%	*	45%	61%	*	63%	51%	68%	7%	40%	14%	35%
Class of 2008		59%	62%	55%	*	44%	56%	*	*	53%	57%	14%	43%	10%	28%
Mathematics															
Class of 2009		60%	63%	60%	*	62%	59%	*	88%	61%	58%	4%	47%	57%	29%
Class of 2008		58%	61%	59%	*	57%	60%	*	*	67%	53%	9%	35%	30%	33%
Both Subjects															
Class of 2009		47%	51%	46%	*	36%	47%	*	63%	42%	50%	< 1%	31%	< 1%	16%
Class of 2008		44%	48%	41%	*	36%	42%	*	*	42%	41%	< 1%	27%	< 1%	12%

STUDENT INFORMATION		District Count	District Percent	State Count	State Percent
Total Students:		6,724	100.0%	4,824,778	100.0%
Students By Grade:	Early Childhood Education	22	0.3%	13,290	0.3%
	Pre-Kindergarten	177	2.6%	213,393	4.4%
	Kindergarten	495	7.4%	369,079	7.6%
	Grade 1	509	7.6%	383,388	7.9%
	Grade 2	483	7.2%	374,350	7.8%
	Grade 3	476	7.1%	373,329	7.7%
	Grade 4	522	7.8%	367,837	7.6%
	Grade 5	530	7.9%	361,103	7.5%
	Grade 6	531	7.9%	352,226	7.3%
	Grade 7	494	7.3%	351,046	7.3%
	Grade 8	462	6.9%	346,099	7.2%
	Grade 9	537	8.0%	391,800	8.1%
	Grade 10	555	8.3%	334,556	6.9%
	Grade 11	486	7.2%	309,658	6.4%
	Grade 12	445	6.6%	283,624	5.9%
Ethnic Distribution:	African American	71	1.1%	676,523	14.0%
	Hispanic	1,169	17.4%	2,342,680	48.6%
	White	5,380	80.0%	1,607,212	33.3%
	Native American	44	0.7%	18,890	0.4%
	Asian/Pacific Islander	60	0.9%	179,473	3.7%
Economically Disadvantaged		3,013	44.8%	2,848,067	59.0%
Limited English Proficient (LEP)		468	7.0%	815,998	16.9%
Students w/Disciplinary Placements (2008-09)		929	12.1%	657,011	13.4%
At-Risk		2,501	37.2%	2,275,895	47.2%
Graduates (Class of 2009):					
Total Graduates		434	100.0%	264,275	100.0%
By Ethnicity (incl. Special Ed.):					
	African American	4	0.9%	35,982	13.6%
	Hispanic	46	10.6%	104,854	39.7%
	White	375	86.4%	112,016	42.4%
	Native American	1	0.2%	961	0.4%
	Asian/Pacific Islander	8	1.8%	10,462	4.0%
By Graduation Type (incl. Special Ed.):					
	Minimum H.S. Program	114	26.3%	46,313	17.5%
	Recommended H.S. Pgm./DAP	320	73.7%	217,962	82.5%
Special Education Graduates		40	9.2%	25,929	9.8%

		Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: District	Special Education Rates: State
Retention Rates By Grade:	Kindergarten	3.6%	2.4%	17.5%	11.8%
	Grade 1	3.2%	5.3%	18.6%	9.7%
	Grade 2	1.9%	3.0%	0.0%	4.2%
	Grade 3	0.5%	2.3%	3.1%	2.4%
	Grade 4	0.2%	1.2%	1.6%	1.0%
	Grade 5	0.7%	1.7%	2.1%	1.7%
	Grade 6	0.0%	0.8%	0.0%	1.3%
	Grade 7	0.0%	1.2%	0.0%	1.8%
	Grade 8	1.1%	1.4%	1.9%	2.5%

		District Count	District Percent	State Count	State Percent
Data Quality:	PID Errors (student)	0	0.0%	6,858	0.1%
	Underreported Students	0	0.0%	10,045	0.5%

CLASS SIZE INFORMATION
(Derived from teacher responsibility records.)

		District	State
Class Size Averages by Grade and Subject:			
Elementary:	Kindergarten	18.2	19.3
	Grade 1	20.0	19.1
	Grade 2	18.1	19.2
	Grade 3	18.8	19.3
	Grade 4	19.4	19.9
	Grade 5	22.0	22.4
	Grade 6	20.5	21.1
	Mixed Grades	-	24.7
Secondary:	English/Language Arts	18.9	17.8
	Foreign Languages	17.1	19.4
	Mathematics	16.1	18.5
	Science	20.2	19.3
	Social Studies	20.2	20.4

STAFF INFORMATION	District Count	District Percent	State Count	State Percent
Total Staff:	1,044.1	100.0%	659,820.6	100.0%
Professional Staff:	636.4	61.0%	416,978.9	63.2%
Teachers	500.7	48.0%	333,006.8	50.5%
Professional Support	96.0	9.2%	58,575.8	8.9%
Campus Administration (School Leadership)	29.7	2.8%	18,543.4	2.8%
Central Administration	10.0	1.0%	6,852.9	1.0%
Educational Aides:	82.9	7.9%	64,700.8	9.8%
Auxiliary Staff:	324.8	31.1%	178,140.9	27.0%
Total Minority Staff:	70.2	6.7%	289,833.3	43.9%
Teachers by Ethnicity and Sex:				
African American	3.0	0.6%	31,677.1	9.5%
Hispanic	11.0	2.2%	74,998.8	22.5%
White	483.7	96.6%	221,068.7	66.4%
Native American	2.0	0.4%	969.4	0.3%
Asian/Pacific Islander	1.0	0.2%	4,292.8	1.3%
Males	114.3	22.8%	76,550.7	23.0%
Females	386.4	77.2%	256,456.0	77.0%
Teachers by Highest Degree Held:				
No Degree	2.0	0.4%	2,696.1	0.8%
Bachelors	396.1	79.1%	257,498.8	77.3%
Masters	102.6	20.5%	70,998.1	21.3%
Doctorate	0.0	0.0%	1,813.8	0.5%
Teachers by Years of Experience:				
Beginning Teachers	9.0	1.8%	20,077.3	6.0%
1-5 Years Experience	139.4	27.8%	103,267.4	31.0%
6-10 Years Experience	104.5	20.9%	67,484.2	20.3%
11-20 Years Experience	151.1	30.2%	81,095.2	24.4%
Over 20 Years Experience	96.6	19.3%	61,082.7	18.3%
Number of Students per Teacher:	13.4	n/a	14.5	n/a

STAFF INFORMATION (Continued)	District	State
Average Years Experience of Teachers:	12.2 yrs.	11.3 yrs.
Average Years Experience of Teachers with District:	6.8 yrs.	7.6 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	$39,852	$41,165
1-5 Years Experience	$45,035	$43,527
6-10 Years Experience	$46,674	$46,149
11-20 Years Experience	$50,358	$50,153
Over 20 Years Experience	$58,829	$58,427
Average Actual Salaries (regular duties only):		
Teachers	$49,553	$48,263
Professional Support	$56,008	$56,470
Campus Administration (School Leadership)	$71,318	$70,209
Central Administration	$93,145	$87,446
Turnover Rate for Teachers:	10.8%	11.8%
Instructional Staff Percent***:	59.8%	64.0%
STAFF EXCLUSIONS:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,207.4
Educational Aides	0.0	257.5
Auxiliary Staff	0.0	653.9
Contracted Instructional Staff:	4.1	1,722.9

TAX INFORMATION (CALENDAR YEAR 2009)	District Amount	District Percent/Rate	State Amount	State Percent/Rate
Adopted Tax Rate				
Maintenance and Operations	n/a	$1.040	n/a	$1.058
Interest and Sinking Fund #	n/a	$0.115	n/a	$0.164
Total Rate (sum of above)	n/a	$1.155	n/a	$1.222
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	$4,704,414,834	n/a	$1,698,964,724,042	n/a
Value Per Pupil @@	$699,645	n/a	$361,580	n/a
Value by Category				
Business	$1,105,701,892	20.7%	$649,349,823,451	33.8%
Residential	$3,022,918,139	56.6%	$1,033,570,760,501	53.8%
Land	$560,834,766	10.5%	$121,356,232,468	6.3%
Oil and Gas	$607,889,240	11.4%	$108,285,898,821	5.6%
Other	$46,511,396	0.9%	$10,075,877,138	0.5%

FUND BALANCE INFORMATION	District Amount	District Percent/Rate	State Amount	State Percent/Rate
Fund Balance (End of Year 2008-09 audited)	$16,522,745	n/a	$7,278,208,782	n/a
Percent of Total Budgeted Expenditures (2009-10)	n/a	26.1%	n/a	19.1%

ACTUAL REVENUE INFORMATION (2008-09)	District General Fund	District Percent	District Per Student	District All Funds	District Percent	District Per Student	State All Funds	State Percent	State Per Student
By Source:									
Total Revenues	$56,033,355	100.0%	$8,137	$69,919,294	100.0%	$10,154	$47,106,866,456	100.0%	$9,965
Local Tax	$39,154,287	69.9%	$5,686	$44,840,331	64.1%	$6,512	$19,778,617,973	42.0%	$4,184
Other Local & Intermediate	$1,382,648	2.5%	$201	$3,021,456	4.3%	$439	$2,422,976,202	5.1%	$513
State	$14,818,387	26.4%	$2,152	$15,909,163	22.8%	$2,310	$20,197,428,541	42.9%	$4,272
Federal	$678,033	1.2%	$98	$6,148,344	8.8%	$893	$4,707,843,740	10.0%	$996
Equity Transfers (excluded from revenues)	$6,093,552	n/a	$885	$6,093,552	n/a	$885	$1,433,568,888	n/a	$303

ACTUAL EXPENDITURE INFORMATION (2008-09)	District All Funds	District Percent	District Per Student	State All Funds	State Percent	State Per Student
By Object:						
Total Expenditures	$56,408,995	100.0%	$8,192	$70,291,444	100.0%	$10,208	$54,682,605,865	100.0%	$11,567
Payroll Costs	$47,451,885	84.1%	$6,891	$52,240,057	74.3%	$7,586	$32,489,605,153	59.4%	$6,873
Other Operating Costs	$8,456,940	15.0%	$1,228	$11,751,236	16.7%	$1,707	$8,618,579,347	15.8%	$1,823
Debt Service	$0	0.0%	$0	$5,783,946	8.2%	$840	$4,872,849,855	8.9%	$1,031
Capital Outlay	$500,170	0.9%	$73	$516,205	0.7%	$75	$8,701,571,510	15.9%	$1,841

ACTUAL EXPENDITURE INFORMATION (continued)	District						State		
	General Fund	Percent	Per Student	All Funds	Percent	Per Student	All Funds	Percent	Per Student
By Function (Objects 6100-6400 only):									
Total Operating Expenditures	$55,669,409	100.0%	$8,084	$63,744,687	100.0%	$9,257	$40,525,145,922	100.0%	$8,572
Instruction (11,95)	$32,701,806	58.7%	$4,749	$36,589,936	57.4%	$5,314	$23,523,496,019	58.0%	$4,976
Instructional-Related Services (12,13)	$1,905,014	3.4%	$277	$2,709,811	4.3%	$394	$1,415,722,964	3.5%	$299
Instructional Leadership (21)	$670,594	1.2%	$97	$750,475	1.2%	$109	$596,512,856	1.5%	$126
School Leadership (23)	$3,670,877	6.6%	$533	$3,691,001	5.8%	$536	$2,280,003,039	5.6%	$482
Support Services-Student (31,32,33)	$2,776,125	5.0%	$403	$2,880,600	4.5%	$418	$1,937,515,661	4.8%	$410
Student Transportation (34)	$2,491,163	4.5%	$362	$2,493,301	3.9%	$362	$1,112,080,221	2.7%	$235
Food Services (35)	$0	0.0%	$0	$3,138,422	4.9%	$456	$2,119,618,985	5.2%	$448
Cocurricular Activities (36)	$1,736,979	3.1%	$252	$1,736,979	2.7%	$252	$1,065,856,311	2.6%	$225
Central Administration (41,92 **)	$2,000,736	3.6%	$291	$2,002,957	3.1%	$291	$1,256,071,093	3.1%	$266
Plant Maintenance and Operations (51)	$6,489,205	11.7%	$942	$6,524,295	10.2%	$947	$4,347,944,257	10.7%	$920
Security and Monitoring Services (52)	$344,831	0.6%	$50	$344,831	0.5%	$50	$316,121,209	0.8%	$67
Data Processing Services (53)	$882,079	1.6%	$128	$882,079	1.4%	$128	$554,203,307	1.4%	$117
Community Services (61)	$237,652	n/a	$35	$244,842	n/a	$36	$200,373,328	n/a	$42
Equity Transfers (excluded from expenditures)	$6,093,552	n/a	$885	$6,093,552	n/a	$885	$1,433,568,888	n/a	$303
Instructional Expenditure Ratio*** (11,12,13,31)		65.2%						64.9%	
ACTUAL PROGRAM EXPENDITURE INFORMATION (2008-09)									
By Program:									
Total Operating Expenditures	$43,652,803	100.0%	$6,339	$48,350,665	100.0%	$7,022	$30,513,841,711	100.0%	$6,455
Bilingual/ESL Education (25)	$956,415	2.2%	$139	$1,013,932	2.1%	$147	$1,295,663,024	4.2%	$274
Career & Technical Education (22)	$1,305,291	3.0%	$190	$1,394,034	2.9%	$202	$1,009,165,942	3.3%	$213
Accelerated Education (24,30)	$1,782,758	4.1%	$259	$3,892,000	8.0%	$565	$3,722,273,417	12.2%	$787
Gifted & Talented Education (21)	$1,805,137	4.1%	$262	$1,814,780	3.8%	$264	$418,034,678	1.4%	$88
Regular Education (11)	$28,538,328	65.4%	$4,144	$29,139,085	60.3%	$4,232	$18,176,818,981	59.6%	$3,845
Special Education (23)	$6,644,466	15.2%	$965	$8,456,704	17.5%	$1,228	$4,800,227,933	15.7%	$1,015
Athletics/Related Activities (91)	$1,478,068	3.4%	$215	$1,478,068	3.1%	$215	$743,853,847	2.4%	$157
Other (26,28,29)	$1,142,340	2.6%	$166	$1,162,062	2.4%	$169	$347,803,889	1.1%	$74

PROGRAM INFORMATION	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	460	6.8%	778,806	16.1%
Career & Technical Education	1,101	16.4%	1,025,940	21.3%
Gifted & Talented Education	263	3.9%	367,873	7.6%
Special Education	727	10.8%	435,040	9.0%
Teachers by Program (population served):				
Bilingual/ESL Education	13.6	2.7%	23,412.4	7.0%
Career & Technical Education	18.4	3.7%	12,990.2	3.9%
Compensatory Education	11.0	2.2%	11,450.3	3.4%
Gifted & Talented Education	5.0	1.0%	6,744.5	2.0%
Regular Education	375.5	75.0%	236,292.2	71.0%
Special Education	52.6	10.5%	32,027.4	9.6%
Other	24.6	4.9%	10,089.7	3.0%

'^' Primary Spring Administration, plus October first-time 11th grade testers who pass all 4 tests in October.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'#' The $0.164 includes 220 districts with an Interest and Sinking (I & S) tax rate of $0.000.
Among districts with I & S tax rates, the state average is $0.208.
'@@' Not used for School Funding calculations.
'**' Function 81, for charter schools only, is included in the Central Administration Total Operating Expenditure.
'***' For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/index4.aspx?id=3881.

Academic Excellence Indicator System - Bilingual Education/English as a Second Language Report

District Name: GRANBURY ISD — 2009-10 District Performance Report

District #: 111901 — For Current Year LEP Students

Indicator:		State	Region 11	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
TAKS Met 2010 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2010	90%	91%	93%	59%	*	59%	*	*	67%	84%	60%	80%	66%
	2009	88%	89%	89%	65%	*	65%	*	*	50%	51%	44%	55%	52%
Mathematics	2010	84%	85%	89%	63%	*	63%	*	*	69%	84%	63%	40%	67%
	2009	80%	82%	82%	74%	*	74%	*	*	51%	51%	53%	55%	55%
Writing	2010	93%	93%	94%	94%	*	94%	*	*	88%	87%	88%	*	90%
	2009	92%	92%	91%	71%	*	71%	*	*	70%	72%	*	*	70%
Science	2010	83%	85%	87%	27%	*	27%	*	*	47%	54%	45%	*	43%
	2009	78%	80%	81%	29%	*	29%	*	*	30%	34%	10%	*	32%
Soc Studies	2010	95%	96%	96%	*	*	*	*	*	84%	*	84%	*	82%
	2009	93%	94%	92%	*	*	*	*	*	51%	56%	33%	*	52%
All Tests	2010	77%	78%	82%	47%	*	47%	*	*	51%	65%	44%	40%	49%
	2009	72%	74%	75%	58%	*	58%	*	*	34%	34%	31%	55%	39%
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction														
	2010	15%	13%	13%	60%	*	60%	*	*	47%	47%	*	*	54%
	2009	17%	16%	19%	71%	*	71%	*	*	56%	56%	*	*	58%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	92%	93%	94%	33%	*	33%	*	*	80%	80%	*	*	61%
	2009	90%	90%	89%	43%	*	43%	*	*	56%	56%	*	*	52%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction														
	2010	14%	14%	11%	50%	*	50%	*	*	38%	38%	*	*	46%
	2009	16%	18%	20%	43%	*	43%	*	*	39%	39%	*	*	38%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	92%	92%	94%	53%	*	53%	*	*	69%	69%	*	*	59%
	2009	91%	90%	86%	57%	*	57%	*	*	81%	81%	*	*	69%
Grade 8 Reading														
Students Requiring Accelerated Instruction														
	2010	9%	8%	6%	*	*	*	*	*	56%	*	56%	*	56%
	2009	7%	7%	7%	*	*	*	*	*	33%	40%	29%	*	31%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	95%	96%	97%	*	*	*	*	*	56%	*	56%	*	56%
	2009	89%	91%	91%	*	*	*	*	*	63%	60%	*	*	54%

Indicator:		State	Region 11	District	BE Total	BE-Trans. Early Exit	BE-Trans. Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	Total LEP
Student Success Initiative (continued)														
Grade 8 Mathematics														
Students Requiring Accelerated Instruction														
	2010	19%	18%	7%	*	*	*	*	*	30%	*	30%	*	30%
	2009	20%	18%	13%	*	*	*	*	*	46%	33%	57%	*	43%
TAKS Cumulative Met Standard (First and Second Administrations)														
	2010	88%	89%	95%	*	*	*	*	*	80%	*	80%	*	80%
	2009	85%	87%	90%	*	*	*	*	*	75%	80%	*	*	57%
Progress of Prior Year TAKS Failers														
Percent of Failers Passing TAKS (Sum of Grades 4-11)														
Reading/ELA	2010	57%	56%	57%	*	*	*	*	*	36%	29%	37%	*	37%
	2009	43%	45%	45%	*	*	*	*	*	22%	19%	33%	*	22%
Mathematics	2010	43%	41%	51%	*	*	*	*	*	38%	33%	39%	*	40%
	2009	36%	36%	27%	*	*	*	*	*	23%	23%	*	*	21%

GRANBURY ISD
Helping Students Reach New Heights

2010 AEIS Report

Carol Howard
Assistant Superintendent

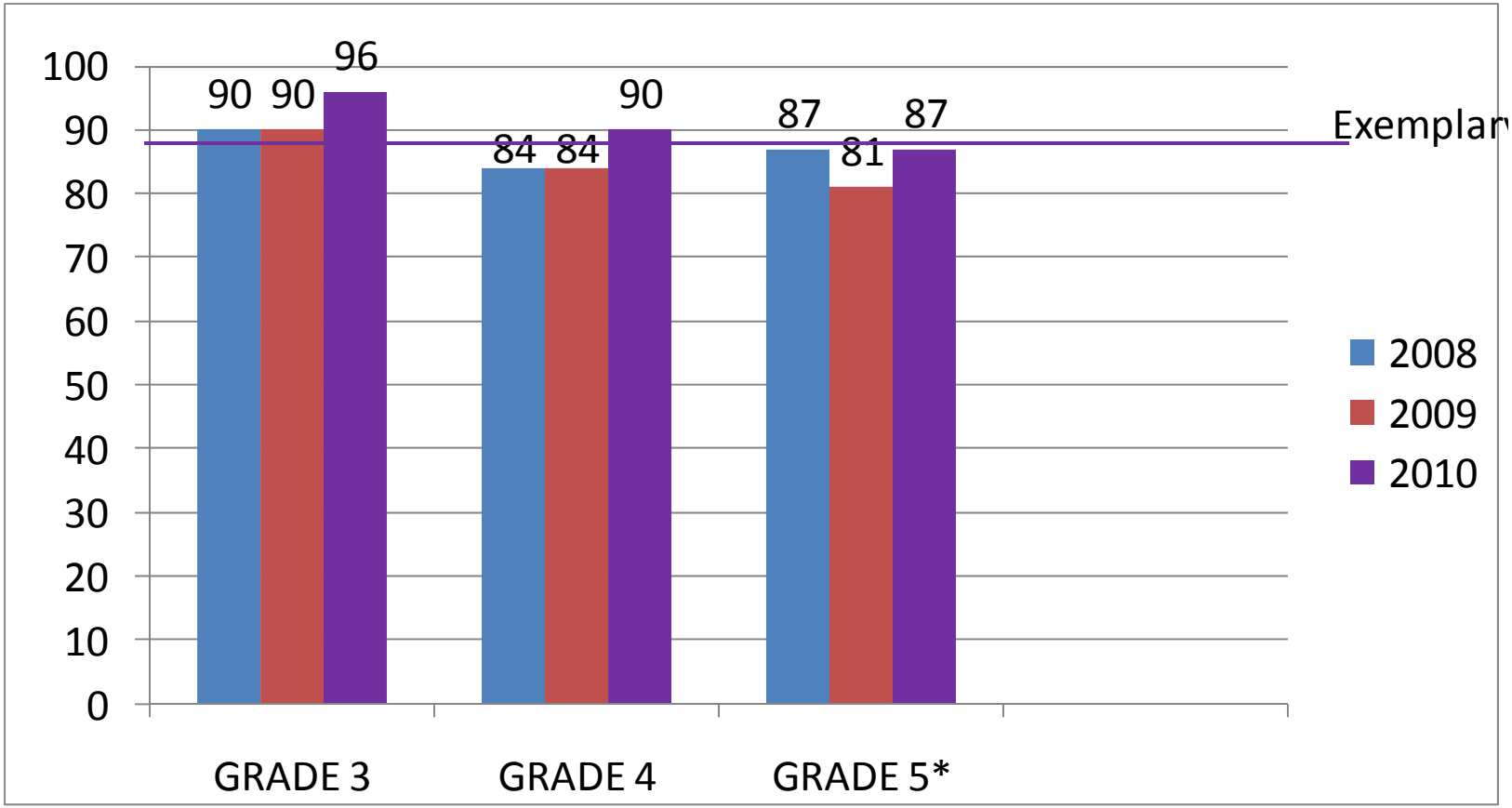
Academic Excellence Indicator System (AEIS)

- Mandated by the Texas Legislature to emphasize student achievement as the basis for accreditation of local school districts.
- The Academic Excellence Indicator System (AEIS) pulls together a wide range of information on the performance of students in each school and district in Texas every year.
- The following charts illustrate information gathered for the AEIS report that leads to accountability ratings.
- All scores reported are standard and not with TPM

2010 Focus

- Monitor Leavers and address Completion Rate
- Monitor subpopulations in all areas, but especially watch math and science
- Monitor elementary math
- Monitor special education students and include their performance in campus monitoring
- Monitor LEP and especially Bilingual students

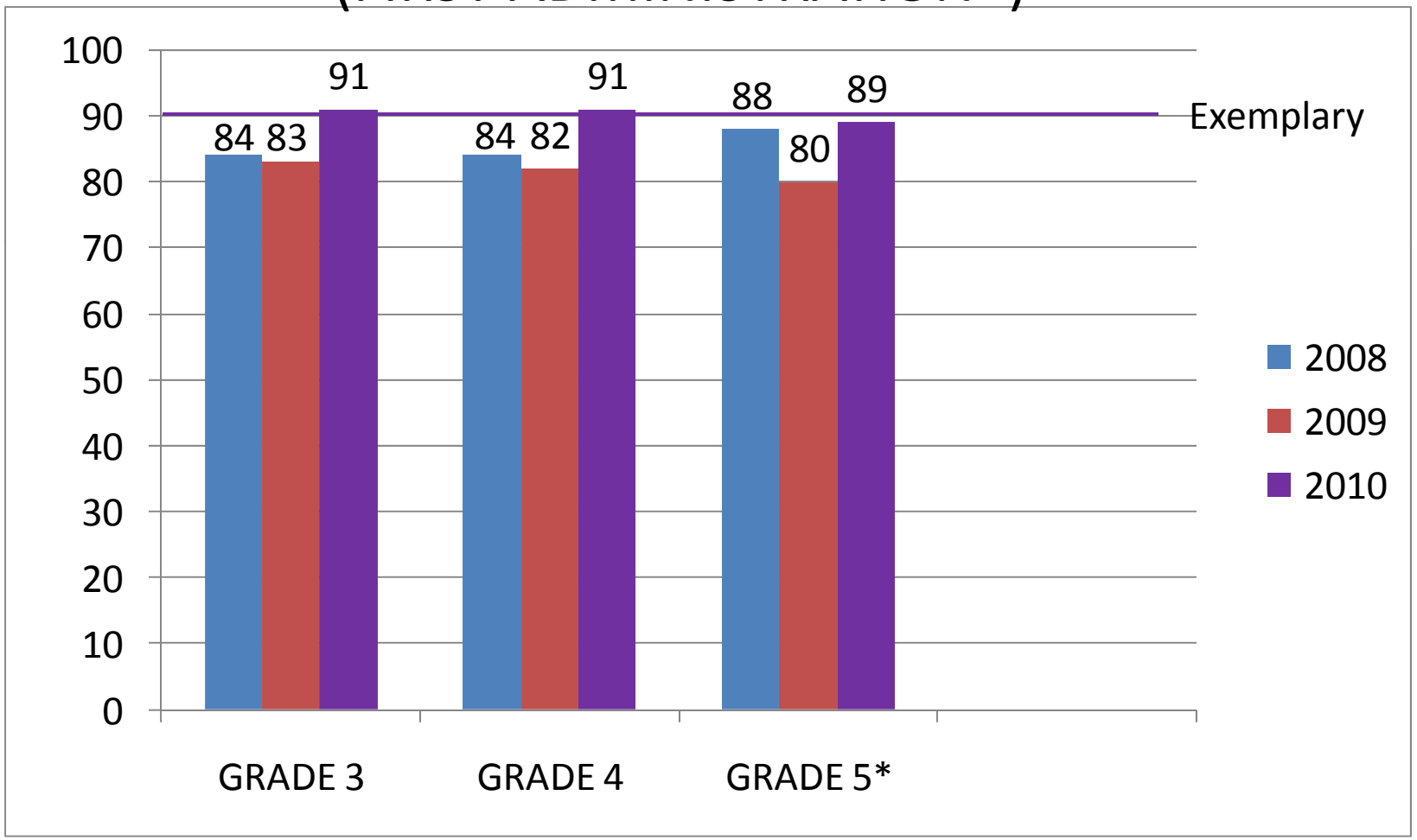
GRADES 3 – 5
READING
(FIRST ADMINISTRATION*)



GRADES 3 – 5
READING

- Good growth in all elementary grades in reading (6% points in all grades).
- Exceptional growth in all subpopulations in reading with exception of 5th grade LEP.
- Growth in all subpopulations ranged from + 2 to + 27; with exception of 5th grade LEP.
- Outperformed region and state in 3rd and 4th grade reading; higher than state in 5th grade reading; even to region in 5th.

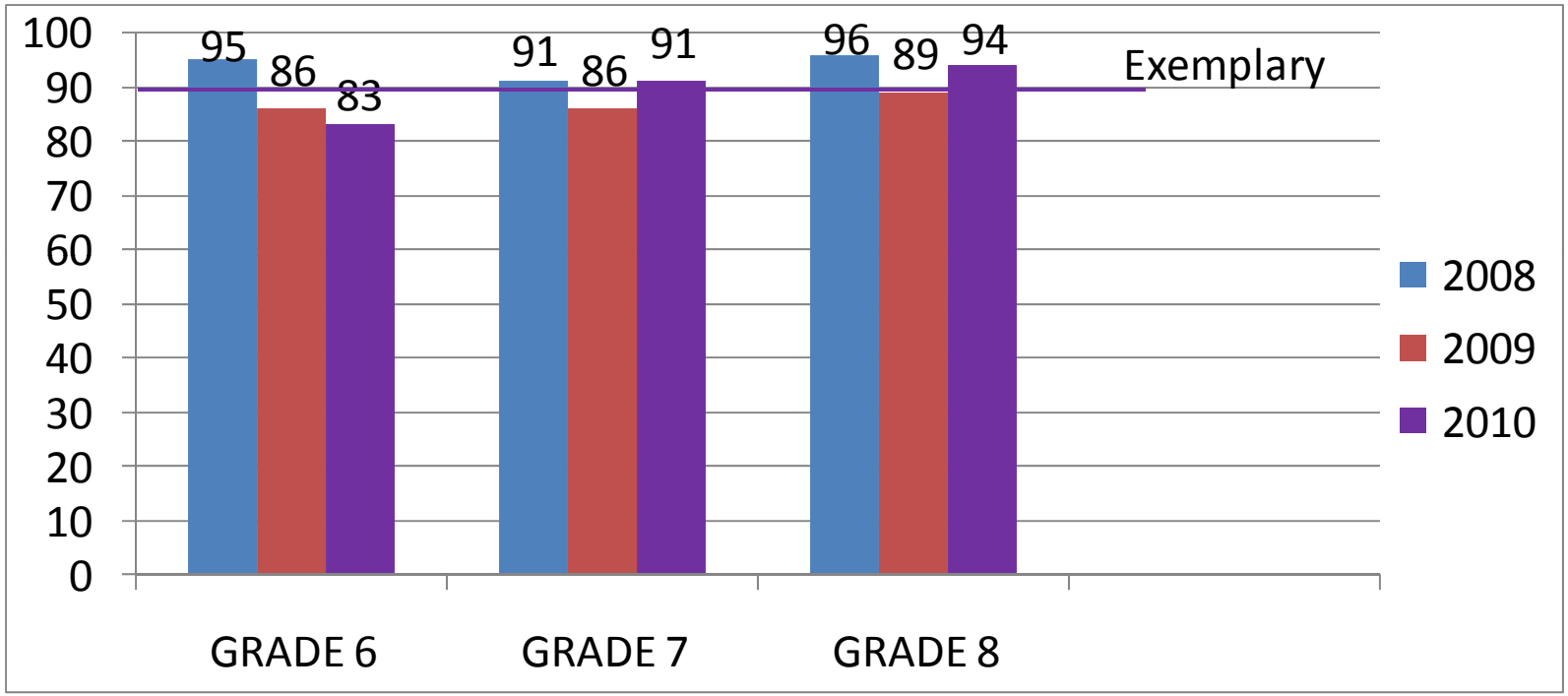
GRADES 3-5
MATH
(FIRST ADMINISTRATION*)



3-5 Grade Math
First Administration

- Exceptional growth in Grades 3, 4, and 5.
- Growth was from 8% to 9% for the district in the elementary grades.
- Outperformed region and state in all grades of elementary math.
- Tremendous growth in math in the subpopulation groups (Hispanic, Eco Dis, LEP, SPED.)
- Growth range for math subpopulations, +5 to +35 with the exception of 5^{th} grade LEP.

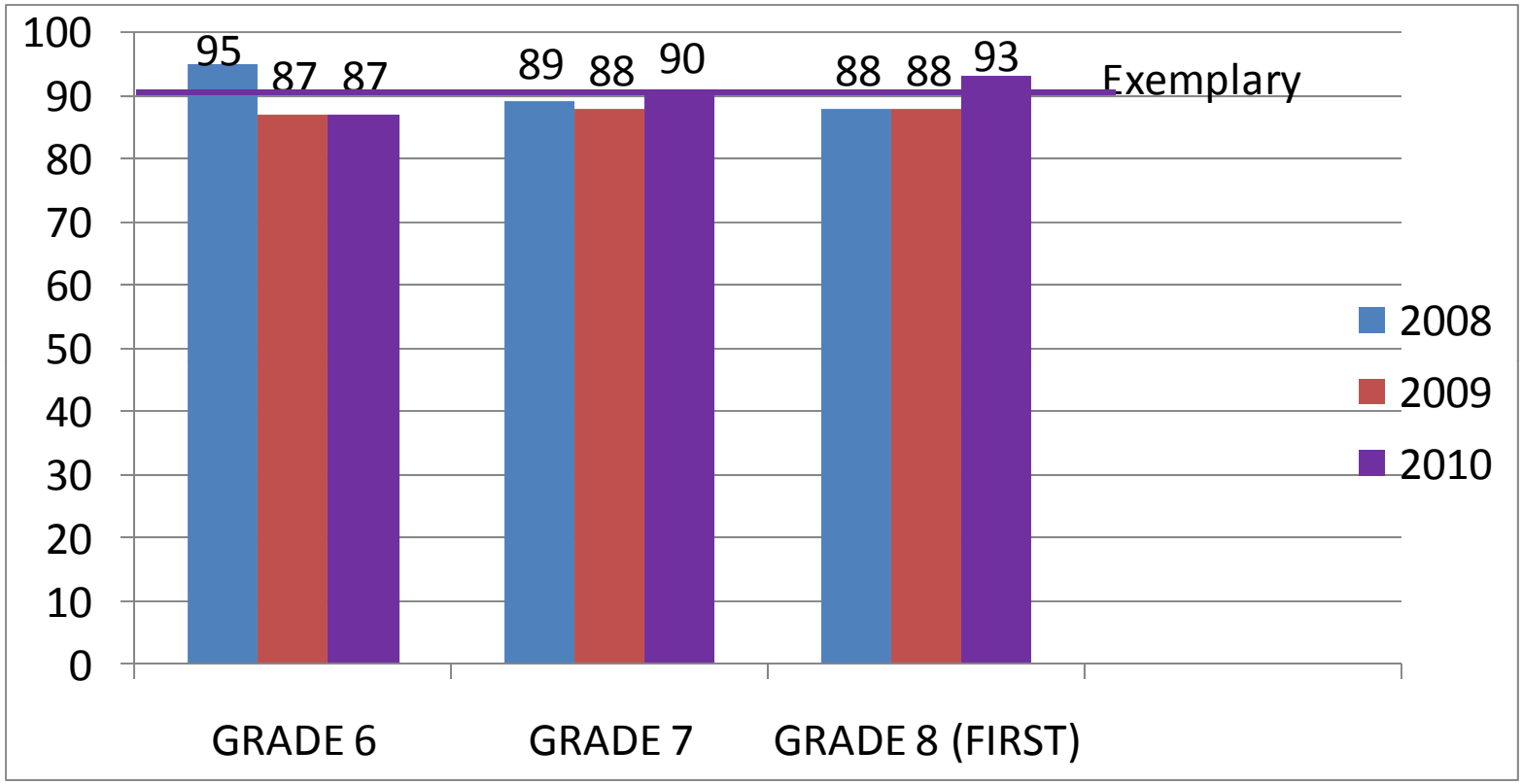
GRADES 6-8
READING
(FIRST ADMINISTRATION – (8)



Grades 6-8 Reading
First Administration

- 6th Grade Reading performed lower at the district, region and state level since it peaked 2008.
- District 6th grade reading only subject that did not increase in performance.
- Good growth in 7th Grade Reading and continue to outperform region and state.
- Good growth in 8th Grade Reading and continue to outperform region and state.

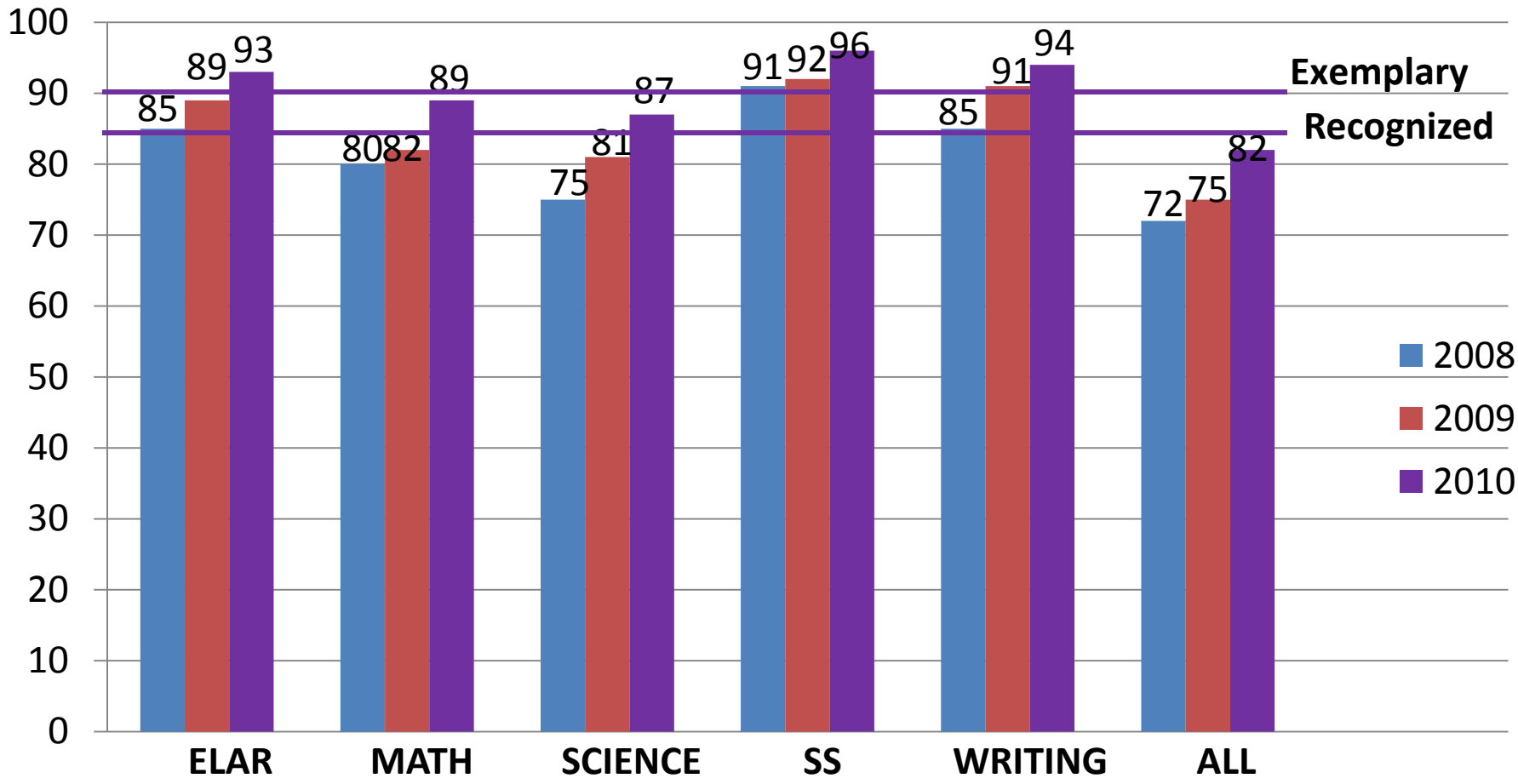
GRADES 6-8
MATH



Grades 6-8 Math

- Slight decrease in 6th Grade math in comparison to region and state; but gap smaller than past three years.
- 6th grade math had significant drop in district, region and state from 2008 to 2009.
- 7th Grade Math outperforms region and state by 8 % points.
- 8th Grade Math outperforms region and state by 11% and 12%

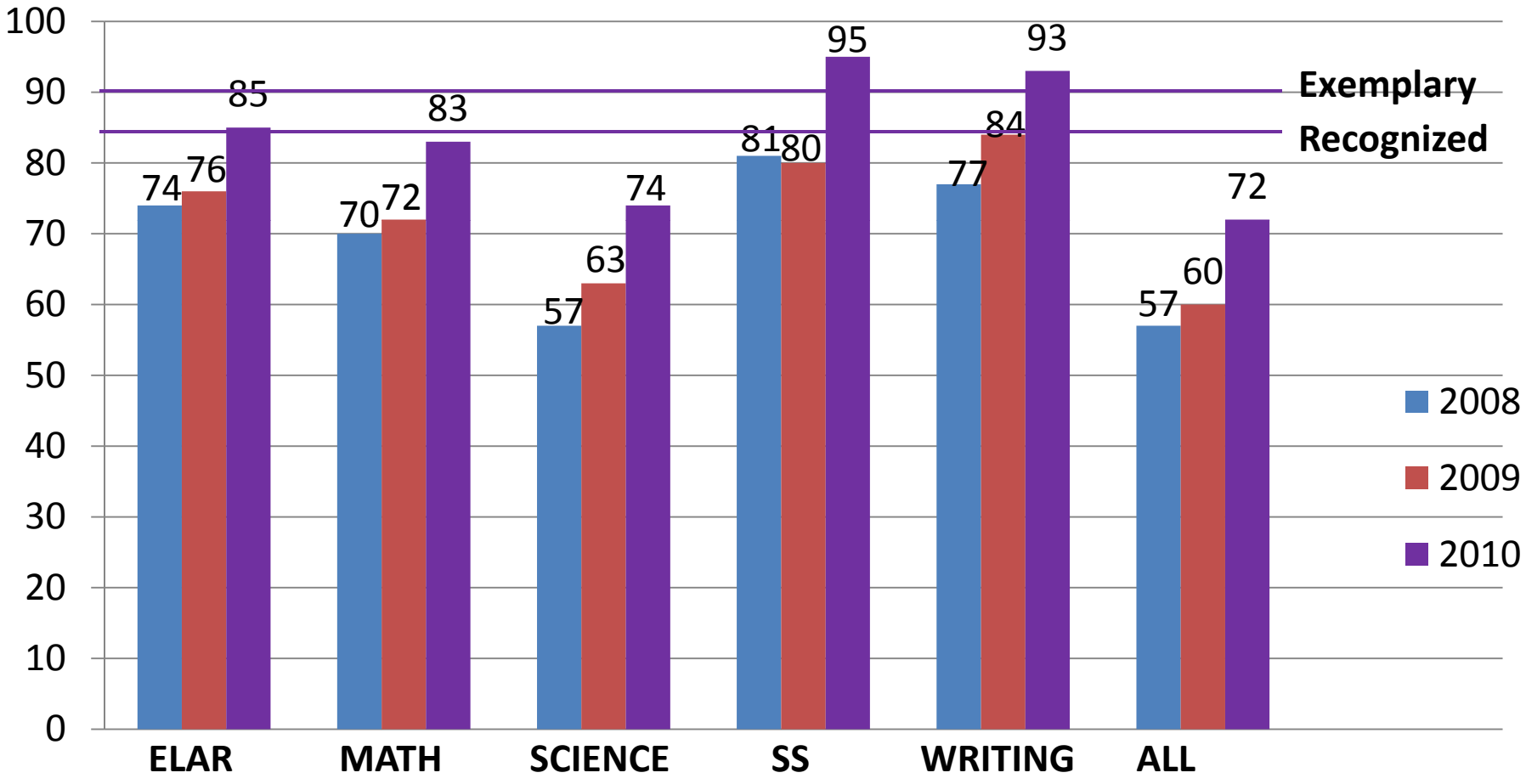
GRANBURY
LONGITUDINAL DATA
ALL GRADES/ALL STUDENTS
2008-2010



TAKS Results
All Grades/All Students

- 2009 Improvement ranged from +3% to +7% (Math, Science, All Tests)
- Only Math and Science slightly below exemplary
- Greatest improvement since 2008
  - 12 % in Science
  - 9% in Math
  - 9% in Writing
  - 8% in Reading/ELA
  - 5% in SS
  - 10% in All Tests

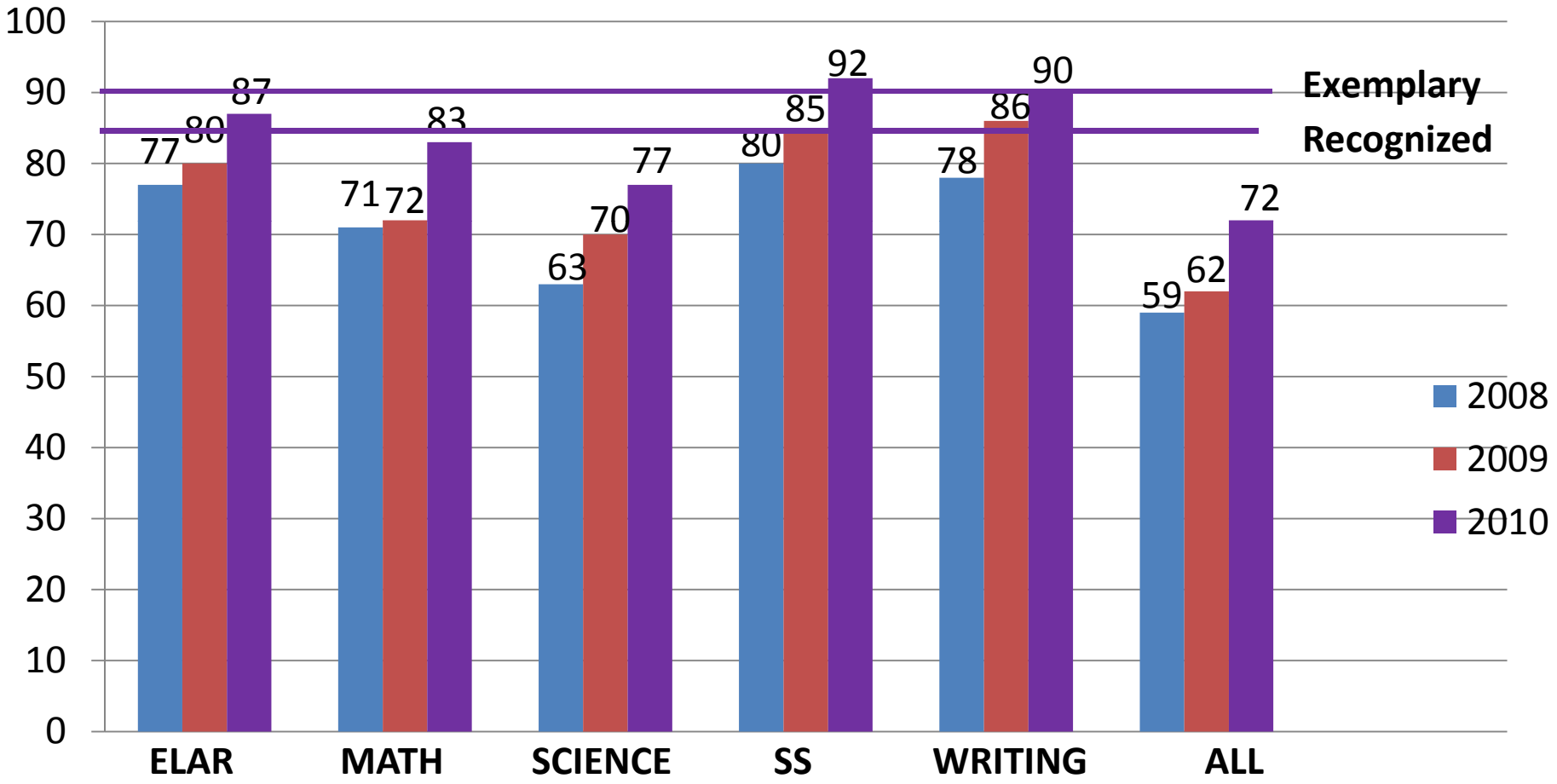
GRANBURY
LONGITUDINAL DATA
ALL GRADES/HISPANIC
2008-2010



TAKS Results
All Grades/Hispanic

- 2009 Improvement ranged from +9% to +12% (SS, Math, All Tests, Reading/ELA, Science)
- At exemplary for SS and Writing
- Greatest improvement since 2008
  - 17 % in Science
  - 16% in Writing
  - 13% in Math
  - 11% in Reading/ELA
  - 11% in SS
  - 15% in All Tests

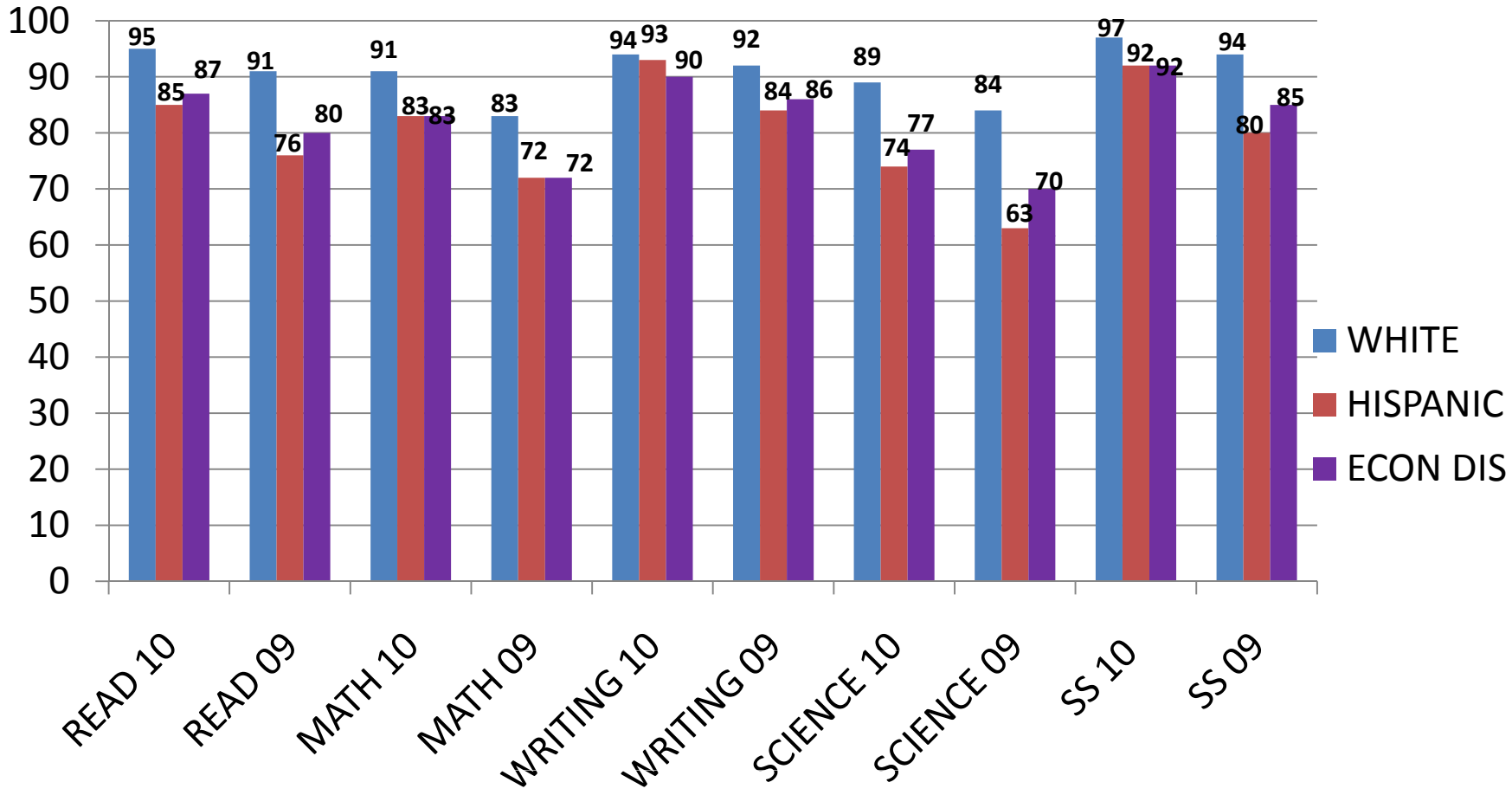
GRANBURY
LONGITUDINAL DATA
ALL GRADES/ECON DISADV
2010-2008



TAKS Results
All Grades/Economically Disadvantaged

- 2009 Improvement ranged from +4% to +11% (Math, All Tests, Reading/ELA, Science)
- Must improve in ELA, Math and Science for exemplary
- Greatest improvement since 2008
  - 14 % in Science
  - 12% in Math
  - 12% in Writing
  - 12% in SS
  - 10% in Reading/ELA
  - 13% in All Tests

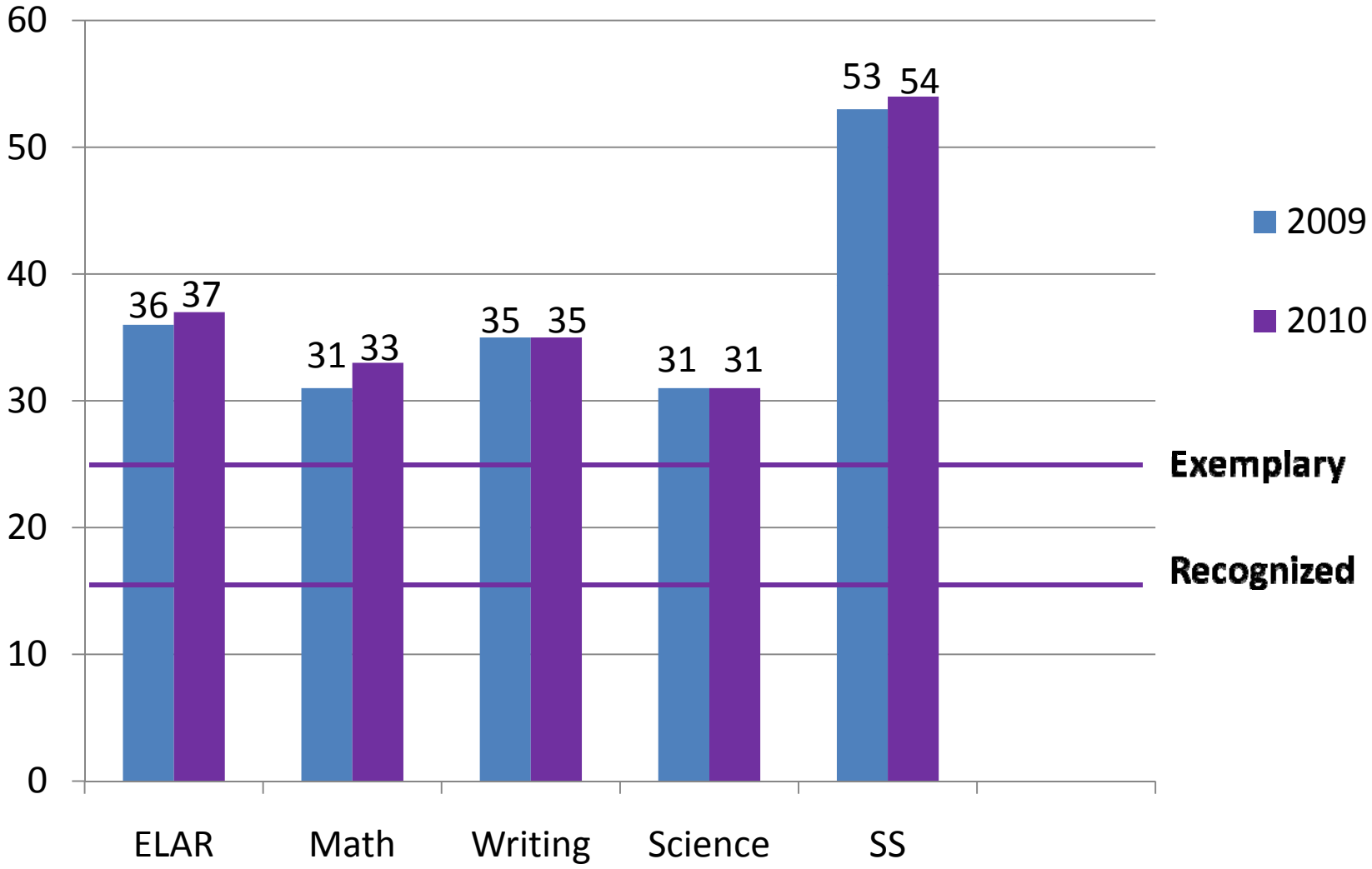
CLOSING THE GAP
2010 AEIS DATA



CLOSING THE GAP

- Subpopulation growth dramatic but still below White group
- Also had great growth in LEP, SPED, and At Risk
- Will continue to need to closely monitor Gap between White, Hispanic and Economically Disadvantaged

TAKS Commended Performance
All Students

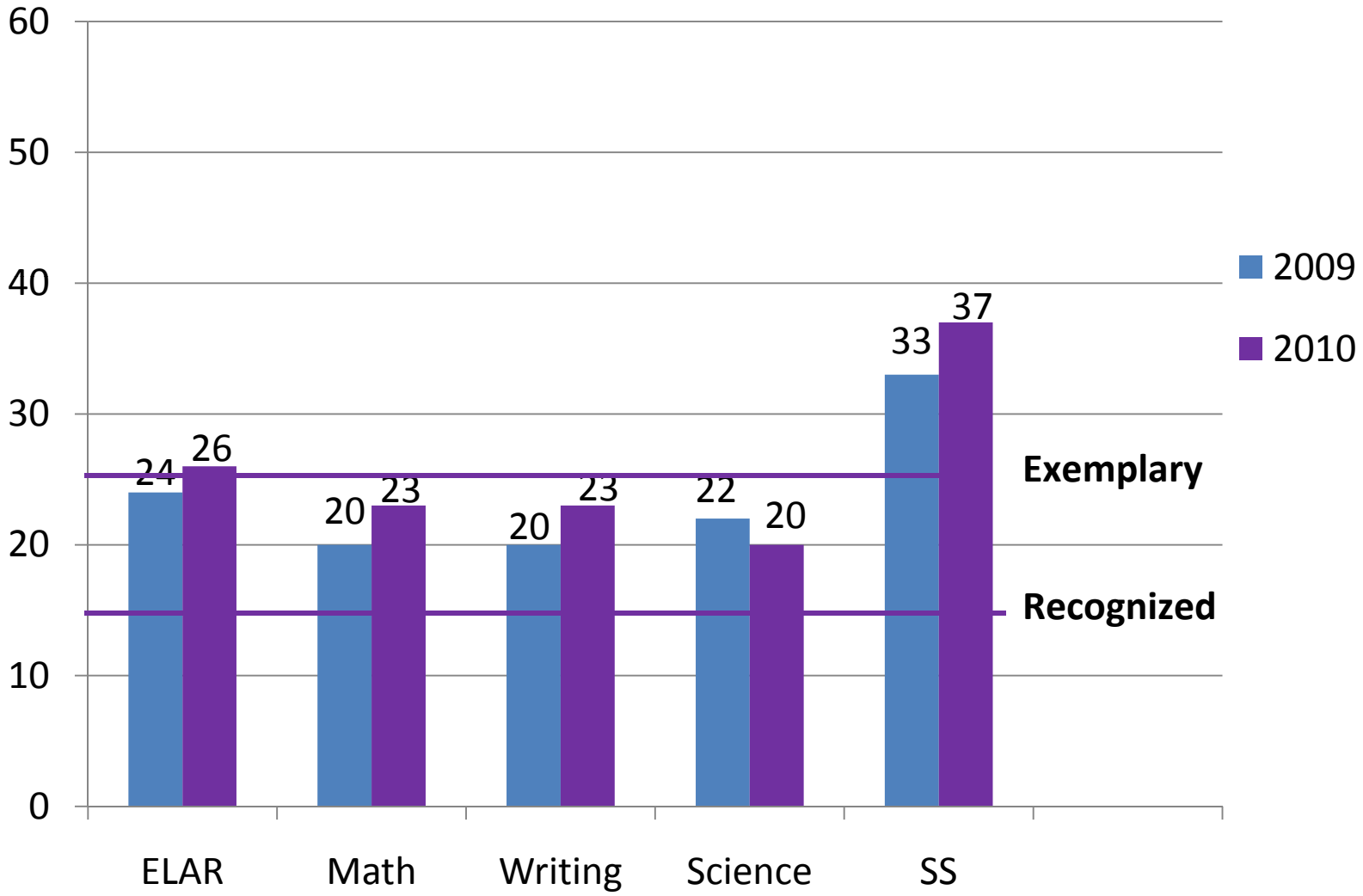


TAKS Commended Performance Results
All Grades/All Students

- All Students and Economically Disadvantaged calculates in AEIS in 2011
- 2009 Improvement largest variance across campuses
- Highest % of Commended Performance
  - SS at GHS (59%) and AMS (59%)
  - Highest Commended Performance Science of ISD
  - Oak Woods in Science at 58%

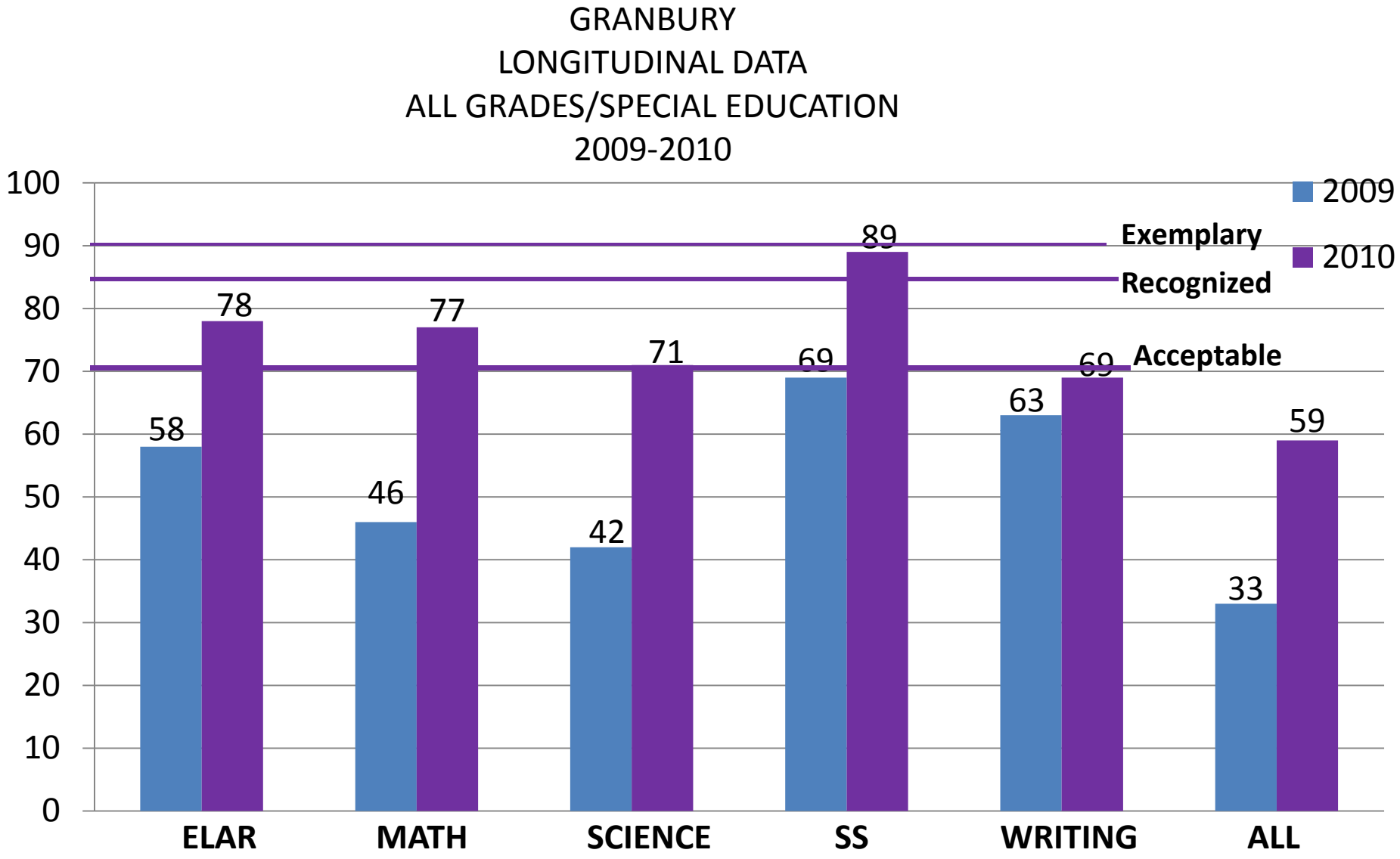
- Greatest improvement
  - Secondary – CNC with (18%) in Reading/ELA and Math
  - Elementary – Oak Woods – (9%) in Writing

TAKS Commended Performance
Economically Disadvantaged Students



TAKS Commended Performance Results
All Grades/All Economically Disadvantaged

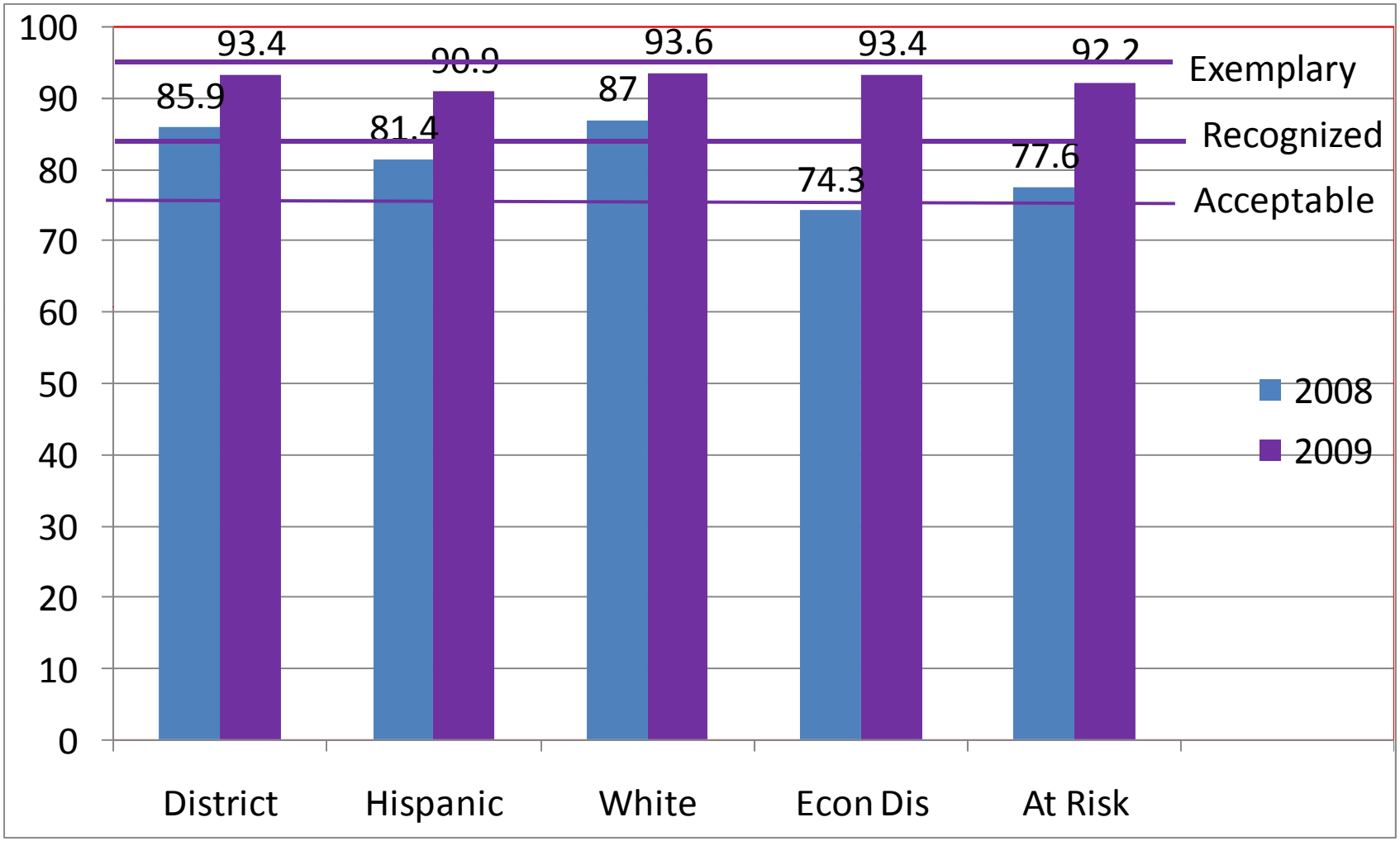
- 2009 Improvement significant variance across subjects and across campuses
- Must improve by +2 to +5 to meet exemplary
- Outperform Region and State in all subjects; except even with Region in Science
- Highest % of Commended Performance –
  Oak Woods in Writing (45%) and GHS in SS (43%)
- Greatest improvement
  - Secondary – CNC with (15%) in Math and AMS (15%) in SS.
  - Elementary – Oak Woods – 12% in Writing


GRANBURY
LONGITUDINAL DATA
ALL GRADES/SPECIAL EDUCATION
2009-2010
100
90
80
70
60
50
40
30
20
10
0
2009
2010
Exemplary
Recognized
Acceptable
58
78
46
77
42
71
69
89
63
69
33
59
ELAR
MATH
SCIENCE
SS
WRITING
ALL

ALL GRADES/SPECIAL EDUCATION
2009-2010

- Exceptional Growth for Special Education students across grades, across subjects.
- Growth ranged from +6 in writing to +31 in Math.
- All tests will be included in the AEIS accountability report for the 2011 cycle (TAKS, TAKS Acc, TAKS M, TAKS Alt.)
- Students have progressed by their inclusion in the mainstream and direct instruction through the RtI process.

Completion Rate I



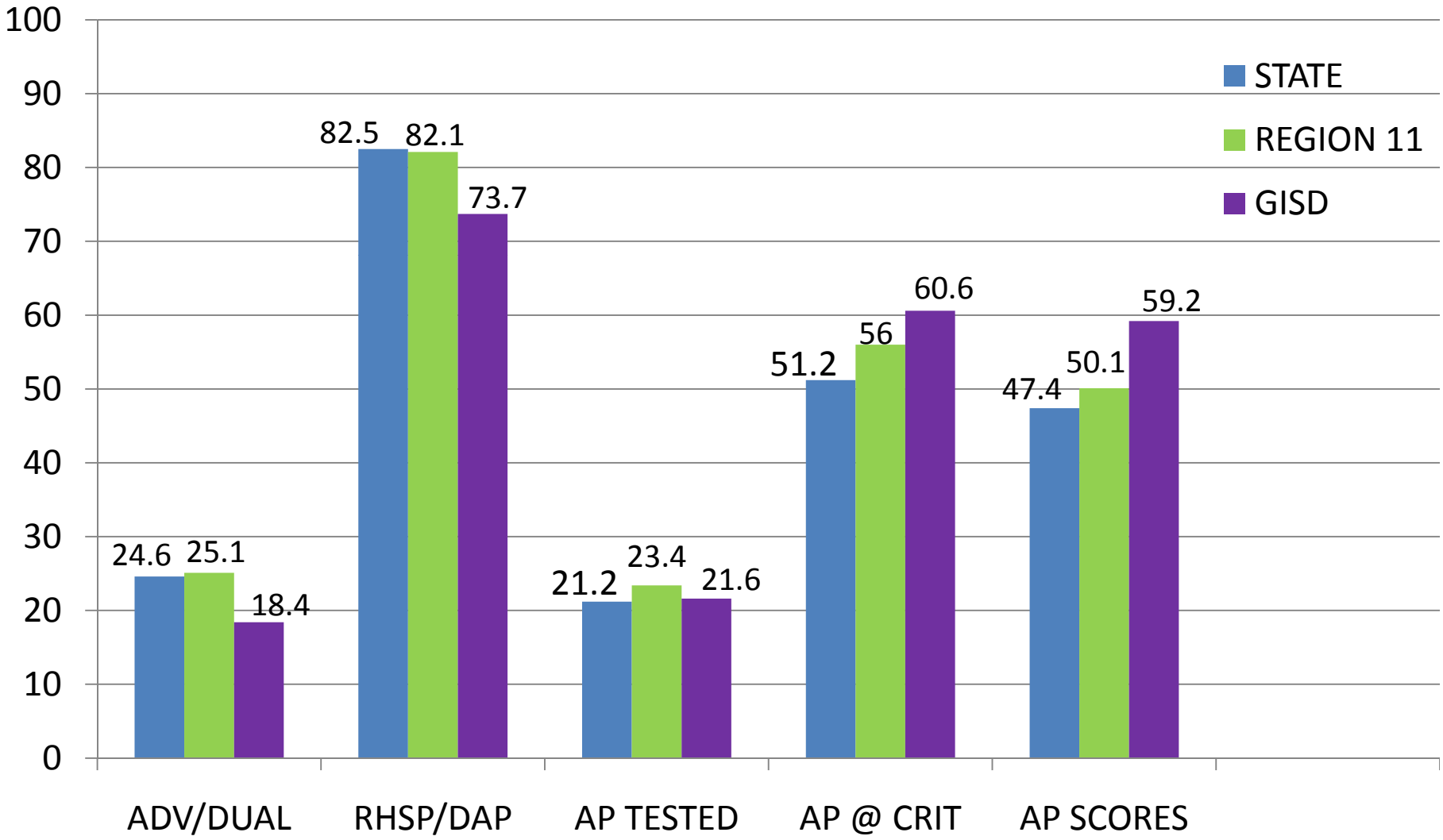
COMPLETION RATE I

- Exceptional growth across all indicators.
- Increases of 6.6% (White) to 21.2% (Eco. Dis.)
- Continue to implement a process to track and monitor Leavers.
- Continuers impacted RHSP/DAP due to graduation with a Minimum plan.

COLLEGE READINESS

- Advanced Course/Dual Credit Enrollment
- RHSP/DAP Graduates
- AP/IB Results
  - Tested, Examinees @ Criterion, Scores @ Criterion
- Texas Success Initiative
- SAT/ACT Results
  - Tested, @ Criterion, Average SAT and ACT scores
- College Ready Graduates

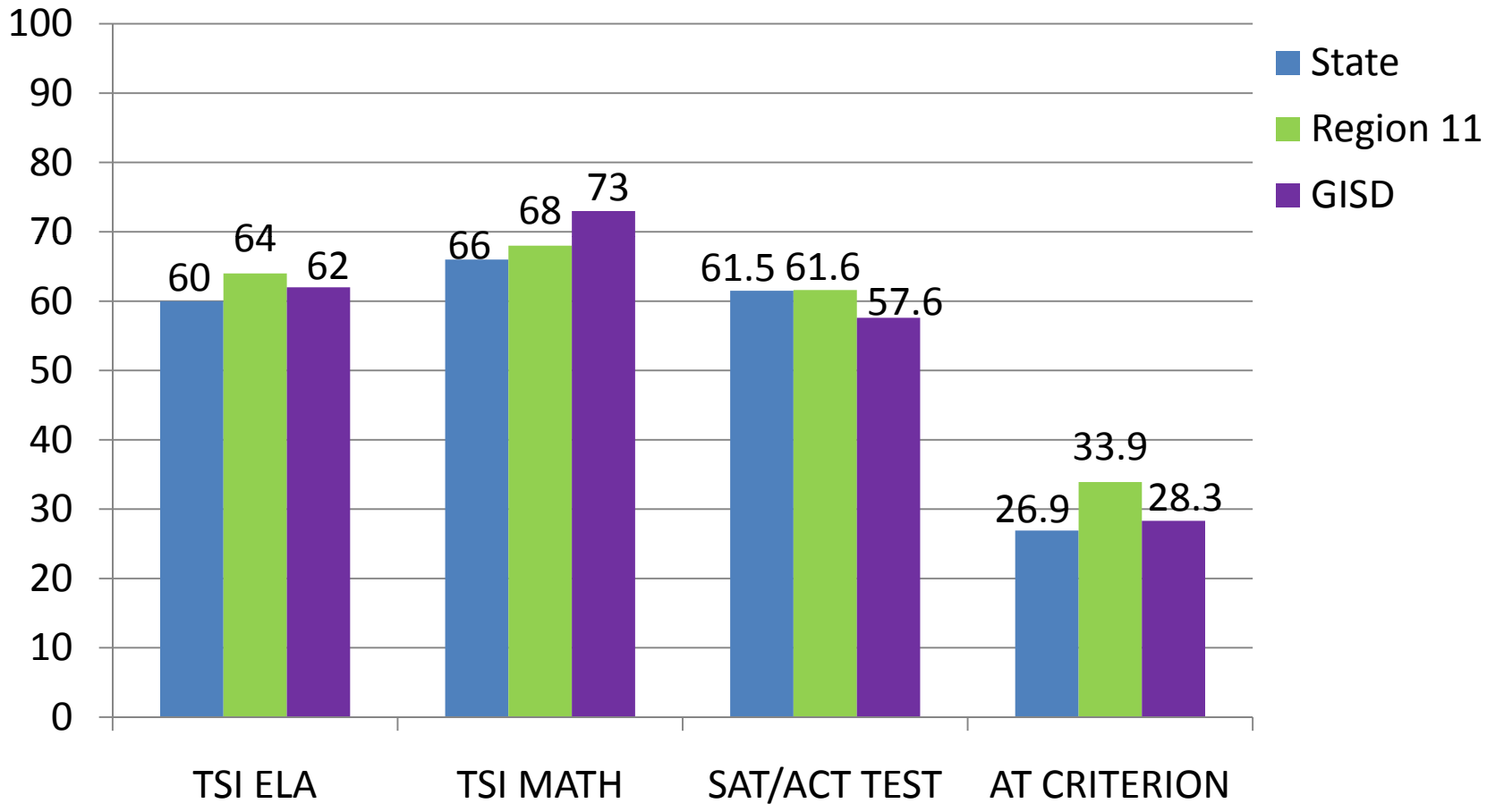
COLLEGE READINESS INDICATORS



COLLEGE READINESS INDICATORS

- Lag significantly behind Region and State and number of students enrolled in AP/Dual Credit
- Lag behind number of students on the RHSP/DAP, but this year that gap should close significantly
- Below the Region, but slightly above state with number of AP tests
- Above state and Region with AP Examinees at or above Criterion
- Above state and Region with AP Scores at or above Criterion

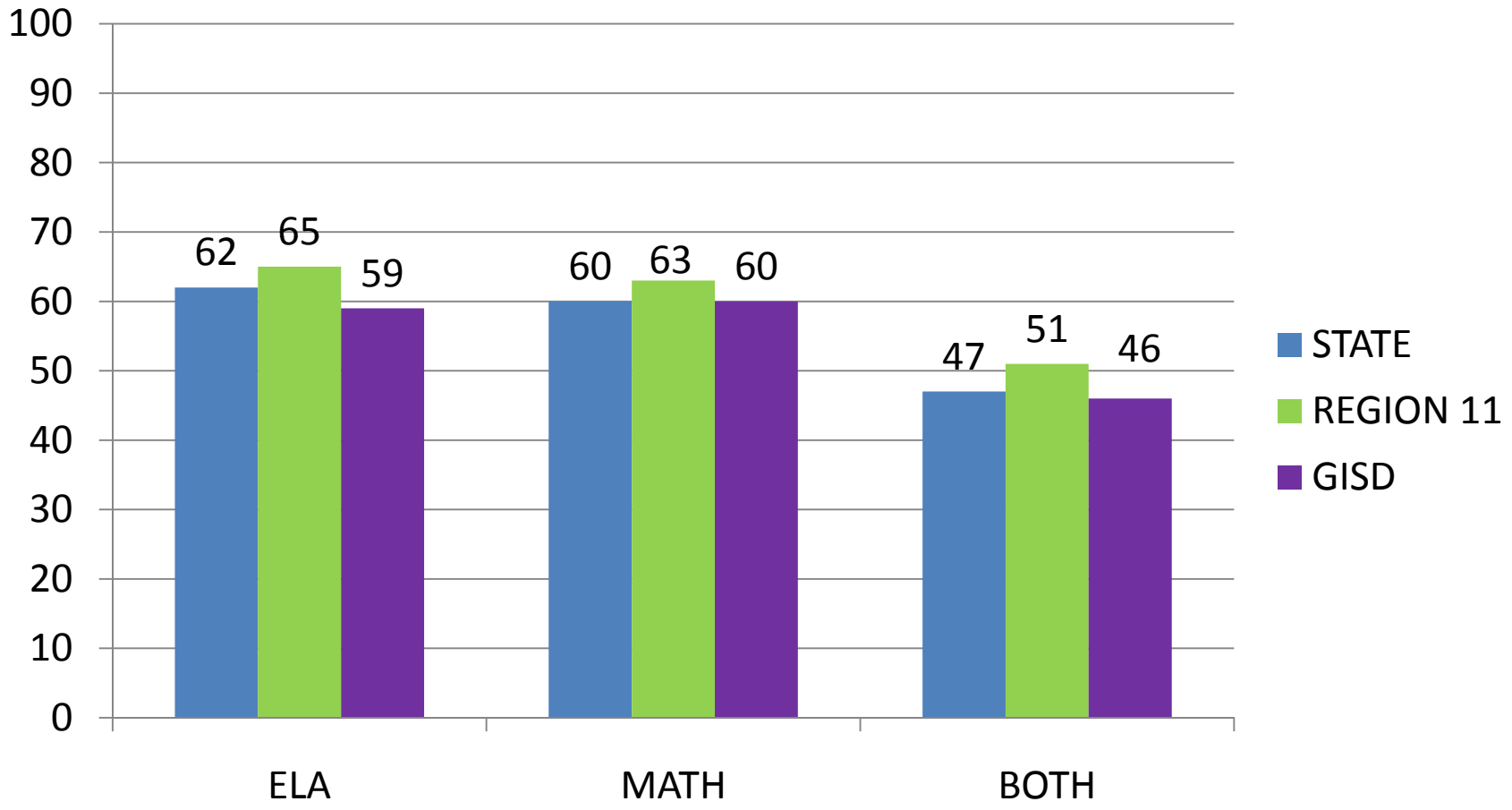
COLLEGE READINESS INDICATORS



COLLEGE READINESS INDICATORS

- Score above the state and below the Region on ELA TSI component (11th grade only).
- Score above the state and the Region in Math TSI
- Fewer SAT/ACT tests than state and region
- Above state but below region on SAT scores
- Above state but slightly below region on ACT scores

COLLEGE READY GRADUATES



COLLEGE READY GRADUATES

- Must meet either TSI standard (2200 TAKS score, plus at least a 3 on Composition) or the SAT criterion (500 individual and 1070 total) or the ACT Criterion (19 individual and 23 total)
- Below State and Region in ELA
- Even with State and below Region in Math
- Below State and Region in both tests

GISD 2011 Focus

- Maintain or exceed current levels of growth
- Continue the increase in % Commended Performance
- Continue to monitor and listen to our canaries
  - Subpopulations in math and science
  - Subpopulations in elementary reading to 6th grade
- Pay close attention to the new LEP progress measure that will be included on AEIS; monitor campus groups
- Monitor Special Education and include them in campus groups to monitor
- Must address college readiness
  - Need more students enrolled in AP/Dual Credit
  - Increase number of students on RHSP/DAP
- THE GOAL IS EXEMPLARY!

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**High School Allotment Report**

SUMMARY:
Sharon Williams will present the High School Allotment report.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

GRANBURY ISD
Helping Students Reach New Heights

2009-10 High School Allotment Report

Presented by

Sharon Williams

Director of Curriculum

Purpose of High School Allotment

- The High School Allotment (HSA) is an annual fund created by the Texas Legislature in 2006 to assist districts in:
  - preparing underachieving students to enter institutions of higher education
  - encouraging students to pursue advanced academic opportunities
  - providing opportunities for students to take academically rigorous courses
  - aligning secondary and postsecondary curriculum and expectations
  - supporting other promising high school completion and success initiatives in Grades 6-12 approved by the commissioner of education

High School Allotment Goals

- Completion Rate
- Advanced Academics and Dual Credit Enrollment Completion
- % of Graduates on HSRP and DAP
- Higher Ed Readiness – ELA
- Higher Ed Readiness - Math

Completion Rate

The completion rate at Granbury High School will increase to 94% for all students, 90% for white students, 90% for Hispanic students, and 90% for low socioeconomic students.

Goal accomplished

Proposed goal for 2010-11: 100%

	Class of 2007	Class of 2008	Class of 2009
All	85.9%	85.9%	93.4%
White	88.2%	87%	93.6%
Hisp	69.6%	81.4%	90.9%
Low SES	74.3%	72.2%	93.4%
Male	84.8%	88.4%	93.9%
Female	87%	83.8%	92.8%

Advanced Placement / Dual Credit

Enrollment in advanced courses, including College Board Advanced Placement course, International Baccalaureate Course, and dual or college credit courses will increase to 28% for all students, 29% for White students, 27% for Hispanic students, and 20% for Low SES students.

Goals to remain the same for 2010-11.

	2008	2009	2010
All	18.8%	18%	18.4%
White	19.4%	18.5%	18.6%
Hisp	13.8%	14.1%	16.3%
Low SES	9%	9.3%	8.5%
Male	14.5%	13.4%	16.3%
Female	23.1%	23%	20.8%

Recommended / Distinguished Plans

Percentage of students successfully graduating on the Recommended High School Program or Distinguished Achievement Program described in Chapter 74, Subchapter F, of this title (relating to graduation requirements, beginning with school year 2007-08) will increase to 70%.

Goal Accomplished

	2008	2009	2010	Proposed 2010-2011
All	68.5%	69%	73.7%	90%
White	69.3%	68.6%	72.3%	90%
Hisp	65.7%	71.1%	80.4%	90%
Low SES	55.3%	48.3%	60.5%	90%
Male	66.1%	61.6%	66.1%	90%
Female	70.7%	75.9%	82.8%	90%

College Readiness - ELA

Percentage of students who achieve the higher education readiness component qualifying scores on the English Language Arts section of the exit-level TAKS will increase to 80% for all students, 80% for White students, 70% for Hispanic students, and 70% for Low SES students.

	2008	2009	2010	Proposed 2010-2011
All	52%	71%	62%	80%
White	57%	74%	64%	80%
Hisp	34%	55%	50%	80%
Low SES	31%	52%	49%	80%
Male	44%	64%	57%	80%
Female	63%	78%	69%	80%

College Readiness - Math

Percentage of students who achieve the higher education readiness component qualifying scores on the Mathematics section of the exit-level TAKS will increase to 70% for all students, 75% for White students, 50% for Hispanic students, and 50% for Low SES students.

	2008	2009	2010	Proposed 2010-2011
All	56%	64%	73%	80%
White	57%	67%	75%	80%
Hisp	49%	44%	61%	80%
Low SES	41%	44%	61%	80%
Male	56%	64%	73%	80%
Female	56%	63%	73%	80%

2009-2010 Program Activities

- Post Secondary Programs Coordinator
- Instructional Specialists – MS, C9, GHS
- GHS Summer Program – Credit Recovery
- C9 Summer Academy
- Dual Enrollment Tuition and Books
- Credit Recovery
- Upward Bound
- College Campus Visits
- ACT, SAT, PSAT – prep and assessment
- Calculators, Document Cameras, LCD Projectors
- Parent meetings

School Board Continuing Education Record

School district: 111-901

Date last updated: 12-1-10

Name	Tier One		Tier Two	Tier Three	Open Meetings Training	Public Information Act Training	Status
	Local Orientation* Enter date completed	**Education Code Orientation or Update** Enter date completed	**Team-Building and Assessment** Enter date entire team completed	**Continuing Education in Assessed Needs** Enter hours completed since March 1**	Required of All Elected Public Officials Enter date completed	Required of All Elected Public Officials*** Enter date completed	
Nancy Alana		5-21-09		10.75	12-3-09	12-3-09	deficient
Charlie Cloud		10-30-01		12	2-19-06	2-19-06	deficient
Barbara Herrington		9-28-07		15	1-1-06	1-1-06	deficient
Mark Jackson	5-27-10	6-8-10		31.25	5-16-10	5-16-10	deficient
Micky Shearon		5-17-06		0	6-9-06	1-18-06	deficient
B. J. Wallace	5-27-10	6-8-10		15.50	6-10-10	5-16-10	deficient
Don Walton		5-20-08		24.25	12-18-06	12-18-06	deficient
Ron Mayfield	N/A	N/A		23.75	8-10-10	8-10-10	deficient

* *Applicable for first year board members only*
** *Assessment year begins March 1.*
*** *Boards may delegate this training to the district's public information coordinator.*

School Board Continuing Education Record

School district: 111-901

Date last updated: 12-1-10

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* *Applicable for first year board members only*
** *Assessment year begins March 1.*
*** *Boards may delegate this training to the district's public information coordinator.*

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Legislative/Financial Update**

SUMMARY:
I will bring a very brief report of the current news out of Austin concerning school finance issues. We all know that we really won't know anything until legislation is complete.

We know it probably won't be good and that we will probably see some reduction.

This doesn't change the fact that we are currently over-staffed and have a deficit budget that needs to be corrected.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Information**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Highlights of House Bill 3 Transition Plan**

SUMMARY:
I have attached a five-page document showing the Highlights of House Bill 3 Transition Plan. We have the complete plan and it will have a tremendous impact on what we do.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

Highlights of House Bill 3 Transition Plan

Assessment

- The new, more rigorous *State of Texas Assessments of Academic Readiness (STAAR)* program will begin in the 2011–2012 school year. A new test design for the STAAR assessments will focus on readiness for success in subsequent grades or courses and, ultimately, for college and career.
- At grades 3–8, STAAR will include assessments in the following grades/subjects:
  - mathematics and reading at grades 3–8, including Spanish versions at grades 3–5
  - writing at grades 4 and 7, including Spanish version at grade 4
  - science at grade 5, including a Spanish version at grade 5
  - science at grade 8
  - social studies at grade 8
- For high school, STAAR assessments will be administered in Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history. The STAAR EOC assessment scores will account for 15% of a student's final grade in the course.
- The test design for English I, II, and III will require students to write two essays rather than the one that TAKS required. In reading, greater emphasis will be given to critical analysis rather than literal understanding. The test design will also allow for the reading and writing components to be calibrated, equated, and scaled separately so that the scores on the reading and writing components can be reported separately. This will allow a student to retake only the portion of the English EOC assessment on which he or she did not meet the minimum score requirements. Because of the length of these tests and the desire to embed field-test items to eliminate stand-alone field testing, each of the English EOC assessments will be administered over two days. All other EOC assessments will be administered on one day only during a scheduled assessment window.
- STAAR grades 3-8 assessments will be administered on paper only; STAAR EOC assessments will be offered in both online and paper formats.
- With the implementation of STAAR in the 2011–2012 school year, testing requirements for graduation will significantly increase. While TAKS represented four "hurdles" for students (requiring them to pass exit level tests in mathematics, English language arts, science, and social studies), STAAR represents 12 hurdles for students taking the recommended high school program. To graduate under STAAR, a student must achieve a cumulative score that is at least equal to the product of the number of EOC assessments taken in each foundation content area (English language arts, mathematics, science, and social studies) and a scale score that indicates satisfactory performance.
- Performance levels on certain STAAR EOC assessments are now linked to a student's graduation plan. Different levels of performance are required on the EOC assessments in English III and Algebra II for each of the three graduation plans: minimum, recommended, and distinguished.

- STAAR performance standards will be set so that they require a higher level of student performance than is required on the current TAKS assessments.
    - STAAR performance standards for STAAR EOC will be set in February 2012 and reports will be available in June 2012 after the first May 2012 administration.
    - Performance standards for STAAR at grades 3–8 will be set in fall 2012, after the first spring administration of STAAR. This standard-setting schedule will result in the following:
        - The Student Success Initiative (SSI) promotion requirements will not include use of the STAAR results in the 2011–2012 school year only, since passing standards will not yet be established. Statute continues to require the use of other academic information (teacher recommendations, student grades, etc.) in promotion decisions.
        - Reporting of STAAR grades 3-8 results will be delayed until fall 2012.
- Each general grade 3-8 and EOC STAAR assessment will have a satisfactory cut score and an advanced cut score. There will also be EOC minimum scores set below but within a reasonable range of the satisfactory scores which will be used to determine whether a student's score on a particular EOC assessment may count towards his or her cumulative score in that content area. Performance at the highest cut score will be interpreted differently depending on the assessment. For example, this highest cut will indicate college readiness for Algebra II and English III. It will indicate advanced course readiness for Algebra I, English I, and II, and it will indicate advanced performance for the remaining courses.
- It is anticipated that the satisfactory performance standards for STAAR will be phased in over several years, but the highest performance standard (including the college and career readiness standards for Algebra II and English III) would not be phased in, but applied as approved when STAAR becomes operational.
- Performance standards will be reviewed at least every three years, as required by state statute.
- As with the current modified assessments, the STAAR Modified assessments will cover the same content as the general STAAR assessments, but will be modified in format and test design. Modified assessments will be developed for all content areas for grades 3-8 that are part of the general STAAR program and for nine of the twelve STAAR EOC assessments. Modified assessments are not being developed for Algebra II, chemistry, or physics as these courses are not required on the Minimum High School Program (MHSP) and all students taking STAAR Modified assessments are on the MHSP because they are receiving modified instruction. The new STAAR Modified assessments will reflect the same increased rigor and focus of the general assessments and now will include more rigorous item types. In addition, field-test items will be embedded in the modified assessments.
- The STAAR Alternate assessments will be very similar in design to the current TAKS-Alt assessments. Students will continue to perform standardized assessment tasks linked to the grade-level TEKS that measure student progress on skills aligned with the academic grade-level content standards. However, STAAR Alternate will incorporate a vertical alignment in the program's assessment tasks, and the high school assessments will move from grade-level assessments to course-based assessments. The new STAAR Alternate assessments will reflect the same increased rigor and focus of the general and modified assessments.

- For eligible English language learners (ELLs) in grades 3-8 and high school, plans are being made for the development of computer-based linguistically accommodated versions of STAAR, currently referred to as STAAR L. Spanish versions of STAAR will be implemented for eligible ELLs in grades 3-5. TELPAS will be adjusted as needed to ensure a strong link between academic language proficiency as defined by TELPAS and academic achievement as defined by STAAR.
- TEA is evaluating all testing accommodations to determine which ones will continue in the STAAR program and which accommodations will be added or discontinued. With the STAAR program, TEA is considering the elimination of the separate accommodated form and instead building in some specific accommodations to the general STAAR assessments for these students. Also, TEA is exploring the possibility of standardized oral administrations for the STAAR program using an online testing format.
- Performance standards, test score interpretations, and the uses of STAAR assessment data will be supported by validity evidence that will be obtained by correlating the STAAR assessments with other tests or measures of student performance. To provide external validity evidence based on test content, an analysis will be conducted to compare the assessment content standards on the STAAR assessments with other nationally and internationally administered assessments.
- STAAR significantly increases the number of testing days at the high school level because of the increase in the number of assessments students will be taking. Currently on TAKS there is a total of 25 testing days, including exit level retest administrations. With three testing opportunities each year (fall, winter, and spring), STAAR EOC will require up to 45 testing days when it is fully implemented. Students are allowed by statute to retest for any reason.
- TEA is considering adopting policies to limit the time a student spends taking a STAAR assessment on a given day. This consideration is based on advice from advisory committees to align Texas' testing policies with other state and national assessments and better prepare students for timed tests such as SAT, ACT, and AP.
- Because of the number of high stakes EOC assessments that will be administered at the same time and the provision in statute to allow students to retest an EOC assessment for any reason, there will be much greater security challenges associated with the STAAR program.
- Beginning in 2011-2012, TEA will annually use statistical analyses to identify irregular patterns of test answers that may indicate cheating to augment other detection methods already in use, such as multiple mark analysis. The use of statistical methods will take place within a larger investigative process that includes the collection of additional evidence, such as locally maintained seating charts, reports of testing irregularities, and records of test security and administration training for campuses.
- Districts are required to provide remediation to any student who fails a STAAR assessment, whether in grades 3–8 or high school. This requirement has significant implications for districts, especially at the high school level. Students who pass a course but fail the assessment for that course may require additional instruction in that course even after they are no longer enrolled. Delivering remediation/instruction to students in these instances will present districts with both scheduling and staffing challenges.
- Students, parents, and teachers will be able to access results through a data portal, a secure system that will provide the ability to view reports, track student progress, provide assessment data to institutions of higher education, and provide information to the general public.

- As Texas transitions its assessment program from TAKS to STAAR, different measures of student progress will likely be implemented. Texas will implement a multi-step process to identify the student progress measures that will be used for the STAAR assessment program.
- The overall field-test burden of STAAR on students and school districts has been significantly reduced from that of TAKS through the embedding of field-test items whenever possible beginning with operational assessments in 2012.
- In 2011, 2012, and 2013, selected test items representative of selected grades and subjects assessed on STAAR will be released. The first full release of primary test forms of STAAR will occur in 2014.

Accountability

- A new accountability system based on the STAAR grades 3–8 and STAAR EOC assessments will be developed during the 2011–2012 school year and implemented in 2012-2013.
    - Accountability ratings will not be released in 2011-2012 while student performance standards are set on the STAAR and the new accountability system is developed.
    - Reporting in 2011-2012 will be modified based on the availability of student performance data.
- The new accountability rating system will include the following indicators and other features.
    - Student performance on the STAAR grades 3–8 and EOC assessments, measured against both student passing standards and college-readiness standards. Student progress is also factored in, allowing more students to be identified as meeting or progressing toward meeting these standards.
    - Accountability standards defined by the commissioner of education for the current year and projected for the next two years. Standard for the college-ready performance indicator increases so that by 2019-2020 Texas ranks in the top ten among states nationally on two measures – the percent college-ready and the percent graduating under the recommended or advanced high school program, with no gaps by race, ethnicity, or socioeconomic status.
    - Dropout rates (including district completion rates) for grades 9 through 12 and high school graduation rates.
    - Student group performance based on race/ethnicity and socioeconomic status is evaluated.
    - Required Improvement over the prior year is a required feature.
    - Average performance of the last three years is a required feature.
    - Performance on 85 percent of the measures meeting the standard is an optional feature.
    - Accountability rating labels assign districts and campuses to one of two rating categories: “Unacceptable” and “Acceptable.”

- Distinction designations will recognize high performance by students in academics and on broader indicators of excellence beyond results based on state assessments.
    - Recognized and Exemplary ratings are distinction designations for meeting higher college- and career-ready performance standards, rather than higher performance on the same indicators used for accountability ratings.
    - Campus distinction designations will be awarded for campuses in the top 25 percent in annual improvement, campuses in the top 25 percent of those demonstrating ability to close performance gaps, and for academic performance in ELA, mathematics, science, and social studies.
    - Campus distinction designations will also be awarded in four new areas: fine arts, physical education, 21st Century Workforce development program, and second language acquisition program.
- The intent of the accountability development process is to design a new accountability system rather than modify the current system. The new system may look very different from the current state accountability system. Following are some of the design options that will be explored for the new system.
    - Longitudinal EOC performance measure that tracks a cohort or class of high school students as they progress toward meeting the EOC graduation requirement.
    - Performance Index that combines performance across assessment performance levels and subjects as well as grades, languages, and tests (regular and alternative).
- Accountability development in 2011-2012 and 2012-2013 will include several coordinated efforts to simultaneously develop the new state accountability rating system, new federal AYP system, new state distinction designations, a new Performance-Based Monitoring Analysis System (PBMAS), new state accountability reports, and possibly new alternative education accountability procedures.
- Development of the new federal Adequate Yearly Progress (AYP) system for 2012 and beyond will take place during the 2011-2012 school year as the new state accountability system is developed. The primary consideration that will guide development of the new AYP system will be alignment with the state accountability system to the greatest extent possible. TEA will monitor the ESEA reauthorization process closely but development of the new AYP system will begin and may be completed under the requirements of the current ESEA.
- Phase-in of the new accountability system will begin with the 2013 and 2014 accountability ratings.
    - Final decisions for 2013 ratings will be released in spring 2013. Districts and campuses will not receive advanced notice of performance under the new accountability system.
    - The 2013 ratings will be based on percent of students meeting the satisfactory student performance standard. College-ready performance will be reported in 2012-2013.
    - The 2014 ratings will be based on college-ready performance on STAAR as well as satisfactory performance. Distinction designations for which performance on the college-ready indicator is an eligibility requirement will be introduced with the 2014 ratings.
    - Campus and district ratings and distinction designations will be issued by August 8 beginning with the 2013 ratings. Notification to districts and campuses previously rated "Unacceptable" of a subsequent unacceptable rating will done as early as possible in 2013 and by June 15 beginning in 2014.

OFFICE OF SUPERINTENDENT

For:	**Board of Trustees**
Date:	**December 13, 2010**
Action:	**Discussion/Action**

To:	**Board of Trustees**	**From:**	**Ron Mayfield**
		Date:	**December 13, 2010**
		Re:	**Senate Interim Report**

SUMMARY:
I received a copy of the Senate Interim Report late Tuesday night. I thought you might wish to see a copy.

RECOMMENDATION:
N/A

Respectfully submitted,

Ron Mayfield

Ron Mayfield
Superintendent

-----Original Message-----
From: Richard Ownby [mailto:rownby@esc11.net]
Sent: Tuesday, December 07, 2010 6:04 PM
To: Richard Ownby
Subject: Senate Interim Report

This is copied and sent without the permission of Hillco Partners and I hope they do not mind. Earlier today I sent a more condensed version.
This had more information and yet not the full report. Senate Committee on Education Interim Report The Senate Committee on Education has published their report to the 82nd Legislature. Below is a summary of the recommendations.
Interim Charge 1 - Charter Schools Recommendations:
1) Ensure commissioner's authority, based on the best interests of the students, to take action regarding a charter application or holder due to a violation of the charter:
· including failure to satisfy accountability provisions prescribed by the charter;
· failure to satisfy generally accepted accounting standards of fiscal management; and
· failure to protect the safety of the students enrolled at the school.
2) Ensure performance monitoring for special mission charter schools is appropriate for the population served.
3) Extend the Permanent School Fund bond guarantee to academically and financially sound charter schools.
4) Remove the cap on the number of charters able to be awarded.
5) Establish an alternative for turning over consistently poor performing campuses to high performing charter management organizations.
6) Allow for more new charter school campuses that primarily serve students with Autism Spectrum Disorder.
7) Exempt charter facilities leased by a private owner from property taxes for the duration of the lease agreement.
8) Provide charter schools with greater access to existing public school facilities with vacant or unused facilities.
9) Review the funding structures of per pupil allotments for children attending public charter schools and alter them to more accurately reflect per pupil allotments for children attending public district schools.
Interim Charge 2 - Middle Grades Recommendations:
1) Support individualized instruction in order to meet the needs of each student.
· Create an advisory class which would address students' academic and socio-emotional needs.
2) Ensure a high-quality curriculum for core subjects in grades 6-8.
· Expand and improve the writing component of the Texas Adolescent Literacy Academies across all content areas.
3) Redesign personnel practices in order to increase the quantity and effectiveness of middle grades teachers.
· Require that 6th, 7th, and 8th grade core content classes be taught by a certified teacher in that specific content area.
4) Identify practices and develop programs to ensure effective school leadership at every middle school.
Interim Charge 3 - Teacher Quality Recommendations:

1) More effectively align resources with achievement. Considerations should include:

· Establishing compensation that induces capable individuals to enter the profession, provides flexibility to school districts to meet local conditions, facilitates placement of effective individuals in instructional settings where most needed and provides a comprehensive and long-term view of compensation.

· Ensure data between different systems link so the state may explore how policies such as retirement packages affect educator decisions.

2) Develop standards to ensure the quality of content in courses for university based teacher candidates in core subject areas as well as elementary reading instruction.

3) Include a student achievement component in teacher evaluations to measure individual educator's effectiveness.

4) Redesign the state's current mentoring and induction program to better focus on beginning teacher retention and effectiveness.

5) Develop an accountability system for professional development to monitor the quality of courses used for continuing education hours.

6) Create a statewide teacher leadership program by issuing specializations, endorsements, and/or mid-management certifications.

Interim Charge 4 - Cost Drivers Recommendations:

1) Provide greater local control to school districts in determining classroom operations. Options to explore include:

· Modify class size limitations to allow more flexibility to school districts to meet the needs of their students.

· Provide districts greater flexibility in educator contracting.

2) Consolidate grants and other funding that lie outside of the foundation school program, and where feasible or where the program proves ineffective, reallocate those funds to the foundation school program.

3) Ensure that resources serve the students on the campus from where the funding originates.

4) Ensure parents and taxpayers have access to information on how efficiently and productively school districts operate. Options include:

· Require greater detailed reporting of funds categorized as 'auxiliary' spending by school districts.

· Establish reporting requirements that provide a measure of classroom costs.

· Establish a Center for Financial Accountability and Productivity.

· Create a compendium of cost savings measures and make available to all school districts.

5) Establish incentives for cost savings at the district and campus level.

· Provide an expiring match from the state for cost savings measures achieved by school districts.

· Require school districts to implement programs whereby a campus may earn funding for operating more efficiently than their prorated share of costs in such areas as substitute teacher utilization, utilities, maintenance, food service, transportation, etc.

6) School districts should explore revenue generation options including leasing vacant facilities to charter schools.

Interim Charge 5 – English Language Learners Recommendations:

1) Some Texas Districts do effective work in educating their English Language Learners. Other districts can learn from their peers. Texas schools and districts in search of effective bilingual programs should utilize the Best Practices Clearinghouse and learn from surrounding districts.
2) Regardless of program type, high quality teachers with in-depth content knowledge in their subject area and experience in research-based teaching methodologies are what make the most difference for children learning English and learning in English. Successful English Language Learner programs at districts have to common themes: effective teachers and effective leaders. Texas should raise the bar for teacher training across the state, including for bilingual teachers, as well as provide effective professional development.
3) The distribution of qualified and effective ELL teachers is not equitably distributed across the state. The state should explore ways to remedy the gap in demand and supply of these teachers.
Interim Charge 6 – Special Education Recommendations:
1) Require high quality teacher training for special education teachers.
· Require teacher candidates for elementary special education to take courses in relevant academic subjects and take subject matter tests.
· Require secondary special education teachers to earn the equivalent of one subject area minor and pass tests in those areas so they have content knowledge necessary to educate their students.

2) Offer students, with special learning needs, school choice options.
· Invent universities specializing in a specific research area to open a charter school serving students affected by that specialization (for example, Autism Spectrum Disorder) by appropriating a planning grant.
· Shift focus of decision making to families when school districts contract services with non-public schools.
3) Improve transition services and hold schools accountable for outcomes.
· Change the transition age from 16 to 14
· Increase number of indicators under PBMAS to include a variety of transition indicator changes.

4) Require parents and taxpayers to have access to district's special education program statistics and direct TEA to gather the following information and publish in an online "consumer reports" format to improve transparency:
• Track withdrawals, beginning at Preschool Programs for Children with Disabilities (PPCD), to include number of students served under IDEA who are parentally withdrawn from school.
• Per student data should a variety of factors.
• Total dollars spent on special education dispute resolution each year.

Interim Charge 7 – Dual Credit recommendations are in joint report with Senate Committee on Higher Education.
Interim Charge 8 – Implementation of Legislation Recommendations:
1) Expand student access to coursework in a digital medium including expansion of the virtual school network, along with similar virtual school options, and removing barriers to access of virtual options.
2) Ensure there is no delay or modification in implementation the assessments and accountability provisions in HB 3 as postsecondary readiness remains the highest priority of Texas' education system.

3) Review of HB 3646 was deferred to the Select Committee on Public School Finance, Weights, Adjustments and Allotments.
4) Expedite the implementation of the educator preparation program accountability system enacted by SB 174.
A copy of the complete report can be found by visiting:
http://www.senate.state.tx.us/75r/Senate/commit/c530/c530.InterimReport81.pdf