



ADMINISTRATION

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January 11, 2018

Dear Parent,

Attached you will find a copy of the State of Texas 2016-17 School Report Card for the Highland Park Elementary School. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR), as well as information on student enrollment, class size averages, and financial expenditures.

State law requires that the school report card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socio-economic status of the students and must include at least two years of results.

The School Report Cards can be found online at:

<https://rptsvr1.tea.texas.gov/perfreport/src/2017/campus.srch.html>

A more complete report about Highland Park Elementary, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at:

<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of the Highland Park Elementary School.

Sincerely,

Jennifer Cross, Principal
Highland Park Elementary School
Enclosures

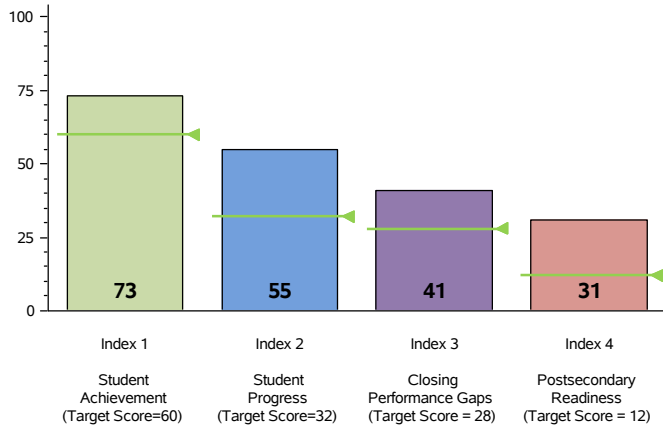
**Texas Education Agency
2016-17 School Report Card
HIGHLAND PARK EL (019907105)**

District Name: **TEXARKANA ISD**
Campus Type: **Elementary**

Total Students: **360**
Grade Span: **PK - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Top 25% Closing Perform Gaps

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.6%	95.4%	95.8%
Enrollment by Race/Ethnicity			
African American	41.9%	44.3%	12.6%
Hispanic	42.8%	14.4%	52.4%
White	8.9%	35.0%	28.1%
American Indian	0.3%	0.5%	0.4%
Asian	0.0%	1.1%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	6.1%	4.6%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	95.0%	68.2%	59.0%
English Language Learners	39.2%	6.8%	18.9%
Special Education	6.1%	8.9%	8.8%
Mobility Rate (2015-16)	25.7%	16.6%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.0	21.8	18.8
Grade 1	22.5	20.2	18.8
Grade 2	13.5	19.9	18.9
Grade 3	13.5	20.5	19.0
Grade 4	17.0	19.3	19.0
Grade 5	15.5	20.9	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State	Campus	District	State	
Instructional Staff Percent	n/a	61.3%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	63.5%	63.6%	Total Operating Expenditures	\$6,166	\$9,384	\$9,373
				Instruction	\$4,061	\$5,344	\$5,317
				Instructional Leadership	\$20	\$20	\$143
				School Leadership	\$610	\$602	\$544

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	72%	73%	69%	74%	76%	-	-	-	95%	75%
	2016	75%	72%	69%	63%	70%	89%	-	-	-	93%	68%
Reading	2017	72%	70%	73%	69%	76%	*	-	-	-	88%	75%
	2016	73%	71%	69%	63%	69%	82%	-	-	-	100%	67%
Mathematics	2017	79%	74%	76%	71%	78%	83%	-	-	-	100%	78%
	2016	76%	73%	74%	68%	73%	100%	-	-	-	100%	72%
Writing	2017	67%	68%	62%	61%	57%	*	-	-	-	*	59%
	2016	69%	67%	64%	61%	75%	*	-	-	-	*	64%
Science	2017	79%	77%	79%	74%	85%	*	-	-	-	*	82%
	2016	79%	74%	60%	48%	63%	*	-	-	-	*	58%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	45%	30%	20%	42%	*	-	-	-	*	32%
	2016	45%	42%	15%	9%	21%	*	-	-	-	*	15%
Reading	2017	48%	46%	37%	32%	40%	*	-	-	-	*	40%
	2016	46%	44%	26%	18%	30%	*	-	-	-	*	24%
Mathematics	2017	48%	41%	29%	22%	41%	*	-	-	-	*	29%
	2016	43%	39%	21%	14%	31%	*	-	-	-	*	21%
Writing	2017	38%	39%	25%	22%	26%	*	-	-	-	*	30%
	2016	41%	40%	19%	*	*	*	-	-	-	*	19%
Science	2017	52%	48%	36%	22%	62%	*	-	-	-	*	37%
	2016	47%	45%	20%	*	*	*	-	-	-	*	19%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	19%	13%	6%	20%	*	-	-	-	*	14%
	2016	18%	16%	8%	3%	14%	*	-	-	-	*	8%
Reading	2017	19%	18%	16%	11%	22%	*	-	-	-	*	17%
	2016	17%	16%	9%	*	15%	*	-	-	-	*	9%
Mathematics	2017	23%	20%	17%	*	28%	*	-	-	-	*	17%
	2016	19%	17%	9%	*	18%	*	-	-	-	*	9%
Writing	2017	12%	11%	*	*	*	*	-	-	-	*	*
	2016	15%	13%	*	*	*	*	-	-	-	*	*
Science	2017	19%	21%	*	*	*	*	-	-	-	*	*
	2016	16%	16%	*	*	*	*	-	-	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	59%	74%	69%	81%	*	-	-	-	*	76%
	2016	62%	61%	71%	70%	75%	*	-	-	-	*	70%
Reading	2017	59%	60%	76%	79%	79%	*	-	-	-	*	78%
	2016	60%	59%	65%	*	77%	*	-	-	-	*	63%
Mathematics	2017	64%	59%	71%	60%	83%	*	-	-	-	*	75%
	2016	63%	63%	77%	82%	73%	*	-	-	-	*	77%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	18%	31%	25%	41%	*	-	-	-	*	32%
	2016	17%	14%	27%	20%	32%	*	-	-	-	*	26%
Reading	2017	17%	18%	29%	29%	32%	*	-	-	-	*	31%
	2016	16%	15%	22%	*	34%	*	-	-	-	*	21%
Mathematics	2017	20%	17%	33%	21%	50%	*	-	-	-	*	33%
	2016	17%	14%	31%	29%	30%	*	-	-	-	*	31%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	30%	46%	60%	*	*	-	-	-	-	48%
	2016	35%	28%	42%	*	*	*	-	-	-	*	39%
Mathematics	2017	43%	37%	71%	62%	*	*	-	-	-	-	69%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	72%	82%	82%	77%	*	-	-	-	*	81%
Mathematics	2017	81%	83%	82%	74%	92%	*	-	-	-	*	84%
Students Requiring Accelerated Instruction												
Reading	2017	28%	28%	18%	*	*	*	-	-	-	*	19%
Mathematics	2017	19%	17%	18%	26%	*	*	-	-	-	*	16%
STAAR Cumulative Met Standard												
Reading	2017	81%	82%	92%	91%	92%	*	-	-	-	*	92%
Mathematics	2017	87%	87%	90%	83%	100%	*	-	-	-	*	89%

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