

Nederland Independent School District



Highland Park Elementary

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,

Academic Achievement in Mathematics, Top 25 Percent:

Comparative Academic Growth, Top 25 Percent:

Comparative Closing the Gaps, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Board Approval Date:
November 17, 2025

Public Presentation Date:
November 18, 2025

Mission Statement

The mission of the Highland Park Elementary staff is to provide highly effective, differentiated instruction, in student-centered learning environments, resulting in an educational experience designed around our students' individual differences and learning styles. As a campus, we foster teamwork among our parents, teachers, and community members to meet the high expectations set forth by the Nederland Independent School District.

Vision

We, the staff, students, and parents of Highland Park, believe that the elementary years provide the foundation for the curriculum of future levels of the educational program. In addition, we believe that all students can learn, and the educational process is a responsibility shared by students, school personnel, and parents.

Value Statement

WHERE STUDENTS LOVE TO LEARN AND LEARN TO LOVE

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS - Students, Staff, School, District, Parents and Community - Who are we and how are we engaged?

STUDENTS

Enrollment - 552 students as of **Thursday, November 6, 2025**

288 Males - 52. 17%

264 Females - 47.83%

Highland Park Elementary is a Title 1 campus in the Nederland Independent School District. Highland Park Elementary is committed to high expectations for all students and provides an academically challenging program while offering a loving, nurturing environment that develops students' social and emotional needs as well. We make every effort to ensure that our social community is engaged in the shared belief that every student matters, every staff member matters, and every parent matters. We will continue to focus on maintaining a safe and orderly environment in our school, providing intervention and enrichment experiences for our children, and engaging them in academic learning that will prepare them to enter the best middle schools, high schools, and colleges of their choice.

ATTENDANCE for 2024-2025 from the TSDS PEIMS Superintendent's Report of Student Attendance by Grade Level

Overall campus wide:

95.424%

By Grade Level:

EE - 94.5% PK - 94.4% KG - 95.2% 1st - 94.8% 2nd - 95.8% 3rd - 95.6% 4th - 95.3% 5th - 95.9%

Attendance incentives are in place for our students at Highland Park EL. All students earn recognition in our B.A.R.K. Rally and have the opportunity to win a prize by having their name entered into a raffle.

Ethnicity

See Crosstab Report in addendums.

Mobility/Stability

The mobility rate for Highland Park EL is currently rated at 15.1% from the 2022 School Report Card.

Special Programs

SPED - Highland Park EL has a 16.67% (92 students enrolled) of special education population.

504--There are 18 total students, some with multiple diagnoses (13 ADHD, 1 Dyslexic, 5 Reading Difficulties, 2 Anxiety, 2 Auditory)

SPEECH-- Walk-Ins-1, ESCE-10, Life Skills-13, Pre-K-6, GR KG: 6, GR 1: 5, GR 2: 14, GR 3: 5, GR 4: 6, GR 5: 2

Rtl Speech: 1 student There are 1 pending assessment.

BEST - There are currently three BEST students. 1 Male in GR 5, 1 Male GR 2, 1 Female GR 2 There is one teacher, one

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paraprofessional, and 1 extra help.

ESCE - There are 10 students enrolled in the ESCE class.

LIFE SKILLS-There are 14 students enrolled in the Life Skills class.

PRE-K-There are 38 students enrolled in Pre-Kindergarten.

McKenney-Vento- National Center for Homeless Education- 3 (*GR K, GR 2, GR 5*)

HIGHLAND PARK YEARLY COLLECTIVE DATA

Rtl (Academic)--

GR 1:

Tier 1 Monitor: 1

Tier 2: 5

Tier: 3A: 4

Tier 3B: 14

GR 2:

Tier 1 Monitor: 5

Tier 2: 13

Tier: 3A: 1

Tier 3B: 14

GR 3:

Tier 1 Monitor: 5

Tier 2: 9

Tier: 3A: 3

Tier 3B: 11

GR 4:

Tier 1 Monitor: 7

Tier 2: 6

Tier: 3A: 2

Tier 3B: 16

GR 5:

Tier 1 Monitor: 4

Tier 2: 0

Tier: 3A: 0

Tier 3B: 25

Total Tier 1 Monitor for campus: 33

Total Tier 2 for campus: 33

Total Tier 3A for campus: 10

Total Tier 3B for campus: 80

Rtl (Behavioral)--Tier 1: 20 Students; (GR K(1), GR 2(2), GR 3(4), GR 4(5), GR 5(8))

NWEA MAP-Growth

Intervention - Urgent Intervention

As a campus, we will use data from NWEA MAP-Growth for monitoring Math, Reading, and Science. Pre-K students will use CLI Engage Circle Progress Monitoring with WAVE 1 August-September. GR K-2 will use mCLASS, GR K Waterford, GR 1-5 Progress Learning, Waggle, Lexia, Fall and Spring District Common Assessments GR K-5 Math, Reading, GR 2-5 Language, Science, and Pearson Math Topic Tests for progress monitoring.

Kindergarten-Reading (91 Students Tested)

22% (20 Students)-1-20th PR
21% (19 Students)-21-40th PR
24% (22 Students)-41-60th PR
12% (11 Students) > 80th PR

Kindergarten-Math (91 Students Tested)

25% (23 Students)-1-20th PR
26% (24 Students)-21-40th PR
17% (15 Students)-41-60th PR
20% (18 Students)-61-80th PR
12% (11 Students) > 80th PR

1st Grade-Reading (59 Students Tested)

14% (8 Students) 1-20th PR
22% (13 Students) 21-40th PR
25% (15 Students) 41-60th PR
27% (16 Students) 61-80th PR
12% (7 Students) >80th PR

1st Grade - Math (59 Students Tested)

10% (6 Students) 1-20th PR
24% (14 Students) 21-40th PR
18% (11 Students) 41-60th PR
41% (24 Students) 61-80th PR
7% (4 Students) >80th PR

2nd Grade - Reading (88 Students Tested)

6% (5 Students) 1-20th PR
22% (19 Students) 21-40th PR
26% (23 Students) 41-60th PR
27% (24 Students) 61-80th PR
19% (17 Students) >80th PR

2nd Grade- Language (88 Students)

10% (9 Students) 1-20th PR
32% (28 Students) 21-40th PR

21% (18 Students) 41-60th PR
20% (18 Students) 61-80th PR
17% (15 Students) >80th PR

2nd Grade - Math (88 Students Tested)

6% (5 Students) 1-20th PR
27% (24 Students) 21-40th PR
27% (24 Students) 41-60th PR
30% (26 Students) 61-80th PR
10% (9 Students) >80th PR

2nd Grade- Science (89 Students)

7% (6 Students) 1-20th PR
9% (8 Students) 21-40th PR
11% (10 Students) 41-60th PR
34% (30 Students) 61-80th PR
39% (35 Students) >80th PR

3rd Grade - Reading (84 Students)

7% (6 Students) 1-20th PR
16% (13 Students) 21-40th PR
18% (15 Students) 41-50th PR
33% (28 Students) 61-80th PR
26% (22 Students) >80th PR

3rd Grade- Language (83 Students)

7% (6 Students) 1-20th PR
13% (11 Students) 21-40th PR
19% (16 Students) 41-60th PR
38% (31 Students) 61-80th PR
23% (19 Students) >80th PR

3rd Grade - Math (84 Students)

6% (5 Students) 1-20th PR
26% (22 Students) 21-40th PR
32% (27 Students) 41-60th PR
19% (16 Students) 61-80th PR
17% (14 Students) >80th PR

3rd Grade- Science (83 Students)

5% (4 Students) 1-20th PR
11% (9 Students) 21-40th PR
15% (13 Students) 41-60th PR
34% (28 Students) 61-80th PR
35% (29 Students) >80th PR

4th Grade - Reading (75 Students)

6% (4 Students) 1-20th PR
9% (7 Students) 21-40th PR
21% (16 Students) 41-60th PR
45% (34 Students) 61-80th PR
19% (14 Students) >80th PR

4th Grade- Language (75 Students)

7% (5 Students) 1-20th PR
9% (7 Students) 21-40th PR
31% (23 Students) 41-60th PR

32% (24 Students) 61-80th PR
21% (16 Students) >80th PR

4th Grade - Math

4% (3 Students) 1-20th PR
32% (24 Students) 41-60th PR
35% (26 Students) 61-80th PR
17% (13 Students) >80th PR

4th Grade- Science (76 Students)

8% (6 Students) 1-20th PR
16% (12 Students) 21-40th PR
41% (31 Students) 41-60th PR
27% (21 Students) 61-80th PR
8% (6 Students) >80 PR

5th Grade - Reading (81 Students)

11% (9 Students) 1-20 PR
10% (8 Students) 21-40 PR
27% (22 Students) 41-60 PR
33% (27 Students) 61-80 PR
19% (15 Students) >80th PR

5th Grade - Language (81 Students)

5% (4 Students) 1-20th PR
14% (11 Students) 21-40th PR
17% (14 Students) 41-60th PR
33% (27 Students) 61-80th PR
31% (25 Students) >80th PR

5th Grade - Math (81 Students)

4% (3 Students) 1-20th PR
16 % (13 Students) 21-40th PR
25% (20 Students) 41-60th PR
38% (31 Students) 61-80th PR
17% (14 Students) >80th PR

5th Grade- Science (83 Students)

11% (9 Students) 1-20th PR
10% (10 Students) 21-40th PR
25% (20 Students) 41-60th PR
36% (29 Students) 61-80th PR
18% (15 Students) >80th PR

AT-RISK

Highland Park currently has 166 Students (41.89%) coded as At-Risk. Texas has 17 at-risk indicators that a student may be considered to be labeled at risk.

There are 16 retained students on campus for the 2025-2026 academic school year. KG: (4); GR 1 (3); GR 2: (8); GR 3 (1).

Educationally Disadvantaged

Highland Park is a Title I campus with 48.73% of its enrollment categorized as economically disadvantaged for the 2025-2026 school year.

Emergent Bilingual/Migrant

There are currently 103 active EB, 11 denial EB, and 2 Monitor. There are no migrant students enrolled at Highland Park EL. Emergent Bilingual students are served by a certified ESL teacher who meets with students for an appropriate amount

of time. The ESL teacher coordinates instruction with use of the classroom teachers' input, lesson plans, and TELPAS data to meet student needs.

Gifted/Talented

There are 28 identified Gifted and Talented students at Highland Park for the 2025-2026 school year. GR 2 (3), GR 3 (8), GR 4 (7), GR 5 (7)

[GT NISD Timeline](#)

SCHOOL AND STAFF

Highland Park is one of four elementary campuses within the Nederland Independent School District and one of eight total campuses.

There is one principal, one assistant principal, one counselor, one nurse, one secretary and one paraprofessional in the front office.

We have four SPED Certified Teachers (*BEST, Resource, Learning Lab, Life Skills, PEP*). BEST has one certified paraprofessional. Resource has two certified paraprofessionals. Learning Lab has two certified paraprofessionals. Life Skills has two certified paraprofessionals. PEP teacher has 1 certified paraprofessional.

We have three Kindergarten teachers, four 1st grade teachers, four 2nd grade teachers, four 3rd grade teachers, four 4th grade teachers, and four 5th grade teachers.

We have two PE coaches, one music teacher, one dyslexia teacher, one interventionist, one learning lab teacher and one librarian.

We have one speech pathologist. There is one diagnostician and an ARD clerk that is shared between two campuses.

We have one paraprofessional in the computer lab.

We have eleven extra help personnel that are also for inclusion and personal care services for students.

We have one certified ESL teacher on campus.

Staff Support Structures

All teachers new to Highland Park EL are assigned mentor teachers. Administration personnel support our school by attending school functions and providing resources.

Highland Park EL has traditional self-contained classrooms in GR K-2 and team teaching for RLA/SS and Math/Science in GR 3-4. Grade 5 is departmentalized with one teacher each for RLA, Math, Science, and Social Studies. The continuum of service ranges from PEP through GR 5 with resources available for identified students. GR K-5 teachers are obtaining ESL certification to assist with our growing ESL population. Our Gifted/Talented classes are a combination of identified GT students and high achievers in GR 1-5.

Teacher Certification/Qualification Data

100% of teachers are highly qualified.

Paraprofessional and Other Staff Qualifications - from the 2023-2024 Texas Academic Performance Report TAPR

Paraprofessionals participate in NISD training and receive certification through Region 5.

STAFF INFORMATION

Professional Staff: 41.8, 85.6%

Teachers: 34, 69.9%

Professional Support: 5.8, 11.8%

Campus Administrator (School Leadership): 2.0, 4.1%

Educational Aides: 7.0, 14.4%

Teachers by Highest Degree Held:

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No Degree: 0, 0.0%

Bachelors: 31, 91.2%

Masters: 2, 5.9%

Doctorate: 1, 2.9%

Teachers by Years of Experience:

Beginning Teachers: 0, 0.0%

1-5 Years: 2.0, 5.9%

6-10 Years: 5.0, 14.7%

11-20 Years: 12.0, 35.3%

21-30 Years: 7.0, 20.6%

Over 30 Years Experience: 7, 20.6%

Number of Students per Teacher: 15.9

Average Years Experience of Teachers: 19.4%

Average Years Experience of Teachers within District: 13.9%

VISION

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development. The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

FUNDING

Highland Park is a Title I campus with 283 students eligible for Free Reduced Lunch, or 48.73% of its enrollment categorized as economically disadvantaged for this 2025-2026 school year.

Fund	Account#	2025-2026 Budget	10/6/2025	
Highland Park Elementary- 102				
ESL BIL Tutoring	199-11-65-102-6-25-000-6117	\$8,000.00	\$8,000.00	
CompED Tutoring	199-11-64-102-6-24-000-6117	\$8,000.00	\$8,000.00	
GT Supplies	199-11-61-102-6-21-000-6399	\$500.00	\$500.00	
Dyslexia Supplies	199-11-67-102-6-37-000-6399	\$200.00	\$200.00	
CompED Supplies	199-11-64-102-6-24-000-6399	\$5,790.00	\$919.44	
ESL BIL Supplies	199-11-65-102-6-25-000-6399	\$1,500.00	\$850.81	
Title I Supplies	211-11-00-102-6-30-000-6399	\$3,120.00	\$3,120.00	
Title I PFE Supplies	211-61-00-102-6-30-000-6399	\$1,722.00	\$1,722.00	
Highland Park Title I Teachers:				
Rebecca Grogan				

PARENTS

PTA is a huge part of Highland Park EL's successful reputation and students' overall engagement. Parents are encouraged to join PTA to support classroom teachers and students. PTA Members assist with school needs such as but not limited to: Grade 5 End of Year Party, Book Fair, Teacher Appreciation Week, Fundraisers, Whimsical Coloring, PTA Reflections, Drug Free Poster, Drug Free Red Ribbon Parade, Heritage Festival, Compass Awards, Capturing Kids Heart Awards, and B.A.R.K Awards. Highland Park EL will continue to monitor and follow all state and local recommendations before hosting any activities.

COMMUNITY

Highland Park EL receives numerous donations from community businesses and members that help to fund activities and to provide students and staff with an engaging environment. Highland Park encourages involvement of community members, including but not limited to: Garrett Dental-J. Garrett, DDS., BASF TOTAL Petrochemicals, Tradition Portraits-Jill Garrett, CASA Toy Drive, Rotary Club (Nederland), First Baptist Church (Nederland), American Cancer Society, Food Drive for Community Food Bank, Sonic, Rao's Bakery, Whataburger, Chick-Fil-A, Kreative Kamera, Jessica Darder, Former Highland Park Graduating Seniors "Final Walk", Five Point Credit Union, Talon Insurance Agency, Jimmy Harrison, Mid-County Urgent Care-Yancy Foster, The Boutique Med Spa and Health, NHS Peer Tutors, Pizza Inn, Domino's, Nederland Education Foundation, Lamar University, Butcher's Corner-Scott Nutt, Kona Ice-Shelia McGarity, H.E.B., B.C. Ice Cream Truck-Keith Doucet, Bridge Point Fellowship-Pastor Lance Faulkner, Larry's and Rita's, Sombreros, Stewart Title- Jeanne Rodgers, ICM-Justin Aycock, Echo Construction-Mike Roebuck, Home Furniture, Howell Furniture, St. Charles Church, American Legion Butler Redd Post 493, Doodles-Cheryl Evans, Cruz Events-Daniel Cruz, AWC-Nathan Mistic, Harris Florist, Golden Cup, Neches Federal Credit Union- Melissa Mitzer, Port Neches Family Medicine- Kaci Cinnamon Burton, You Play, I Pray-Kylie Sanches, Carpenter's Way-Micah Howell, Hillcrest Baptist Church-Seth Franke, Scholastic Pajama Drive, Sleep in Heavenly Peace Beaumont, TX, Shields of Strength-Kenny Vaughan, Freelance Designer-Scott Hasty, Church on the Rock-Marques Dunham, Setzer Hardware, Travelin' Toms Coffee Truck, Sweet Addictions, Indorama Ventures, Bullfish, Sweet Noel-Sam Fontenot, Crumbl Cookies, Encounter Church-Garrett and Kate Serben, Harris Florist, Deep South Productions, Next Level Urgent Care, Gopher Industrial-David Jones, Golden Croissant, Cookies by Georgette, Sheila Bass, Mid-County Credit Union-Christina Rogers, Sarah Roberts-University of Oklahoma Chaplain, Chelsea McLemore-Bridge Point Fellowship, Jame Landreneau-McNeese State University, Head Softball Coach, and Carter Pillitere-Encounter, Worship Team.

HIGHLAND PARK DONATIONS

Highland Park promotes community involvement and giving back to those in need.

Funds raised include:

Coy Farris, NHS Student

Johann Garcia, Highland Park EL Student
Savant Family
Buddy Walk

Strengths

1. Highland Park EL has many supportive parents and community members.
2. Highland Park EL employs high-quality, talented staff.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Highland Park's data is indicating a need for trained and certified staff to meet the needs for academic, special education and behavioral issues.	The root cause is due to the increasing number of students identified through the RTI process and identified through special education, specifically our behavioral and autistic students.
2	The percentage of students who achieve Meets and Masters Grade level is disproportionate for students who are at risk and in special education to the students who Approach Grade Level on STAAR assessments.	We need to continue to develop a growth mindset to differentiate for our students to achieve a deeper level of understanding of the content.

 = Priority

Student Learning

Summary

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing?

All student achievement data has been entered into Eduphoria for ease of retrieval. As needed, it is desegregated and utilized in planning for the individual educational needs of our students.

GRADING POLICY

Nederland ISD's Grading Policy was adopted in 2018 and updated May 2025. It can be located in the addendums as well as online on the district's webpage.

[2025-2026 NISD Grading Policy](#)

District Program Requirements for Writing Across the Core Subjects

GRADES K-5

Maintenance of individual student folders containing samples of student writing products is required of each teacher. A writing sample (ECR) from the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) will be placed in the permanent writing folder for each student to be passed onto the next grade. Samples may be hand-written or typed. Writing samples may be reviewed at any time by an administrator.

Short Constructed Responses-RLA, Science and Social Studies

- In Kindergarten, one short constructed response modeled by the teacher per six weeks in a whole group setting beginning in the 4th six weeks.
- In the First Grade, at least one short constructed response per pupil per six weeks beginning in the 4th six weeks.
- In Second Grade through Fifth Grade, at least 3 short constructed responses per pupil per six weeks.

*If the teacher is teaching self-contained or two different core subjects, then at least one of the three short constructed responses needs to be from the non-RLA subject.

Extended Constructed Responses

- In Second Grade, at least one extended constructed response per pupil per six weeks in the Spring semester.
- In Third through Fifth Grade, at least one extended constructed response per pupil per six weeks in the Fall semester and at least two extended constructed responses per pupil per six weeks in the Spring semester. For Third Grade through 5th Grade, only an End of the Year ECR will be required in the final six weeks.

Types of Compositions Addressed in the TEKS

The following types of compositions will be covered as required by the TEKS:

- Literary texts
- Informational texts
- Argumentative texts
- Correspondence (formal and informal letter)
- Utilize research skills in the creation of one of the compositions listed above.

SUMMATIVE ASSESSMENTS

Fall and Spring District Common Assessments

Student performance on local Fall and Spring District Common Assessments are usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Inclusion, small group instruction, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching of students is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Standardized/Norm-Referenced/Criterion Referenced Tests and Measures

Individual student needs are identified through: NWEA Map-Growth, STAAR (GR 3-5), ITBS (K-2), CoGAT (GR K-3), Lexia, Math Topic Tests, Unit Assessments, and Fall and Spring District Common Assessments GR K-5 (M, R) (GR 2-5 RLA,S). Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, AIT, Inclusion, peer tutors, extra-help personnel, and computer programs.

Graded assessments consist of assessments provided through the state adopted curriculum. Assessments will be given in Math GR K-4 (Savvas-EnVision Math Topic Tests), GR 5 (HMH Go Math) , RLA GR 2-5 (Texas Curriculum Management Program Cooperative, HMH, NISD Literacy Module and Supplemental Resources), and RLA GR K-1 (HMH,NISD Literacy Module, Unit Assessments), and Science GR 5 McGraw Hill-Inspire Science. Eduphoria-Aware and On Data Suite are used to breakdown data for ALL assessments for GR K-5 in both areas of Math and RLA and GR 5 Science.

Highland Park conducts two practice STAAR Released Tests to measure all students' progress and to make a game plan for "Blitz" three weeks prior to the actual testing day in RLA, Math, and Science. Blitz gives GR 3 - 5 the opportunity to focus on TEKS Priority Clusters our students performed the lowest on for the practice STAAR Released Test(s).

TEKS objectives are posted for all grade levels for RLA, Math, Science, and Social Studies in each classroom. Highland Park has implemented STEMS to enhance awareness of academic vocabulary for STAAR Test(s) and built in time within our Master Schedule for Academic Vocabulary Development. Students monitor and track their own progress throughout the year, making expectations more individualized.

STAAR - If students did not meet state requirements for one or more learning areas, they are required to attend either 15 hours or 30 hours of accelerated learning per subject area depending on whether they scored Did Not Meet High or Did Not Meet Low.

Texas Education Agency Accountability System

[TEA 2025 Highland Park STAAR Performance](#)

Texas Education Agency

2025 Accountability Rating Overall Summary HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | **2025**

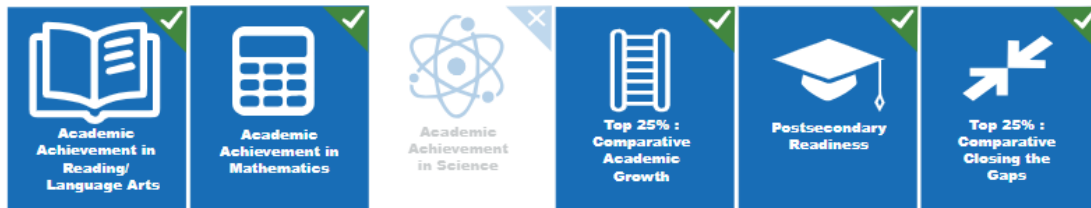
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		90	A	0%
STAAR Performance	61	90		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	82	91	A	✓
Relative Performance (Eco Dis: 50.2%)		88	B	
Closing the Gaps	80	92	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



TEA | Analytics, Assessment, and Reporting | Performance Reporting

Highland Park EL has the following Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 percent Comparative Academic Growth

Top 25 Percent Comparative Closing the Gaps

Postsecondary Readiness

Accountability Reflection Questions:

Domain I Student Achievement STAAR Performance: Maintain RLA, Math, Science

Domain II School Progress: Academic Growth

Where are we losing points? Meets, Masters

Content are strength? Math

Domain III Closing The Gaps:

Which component was our strength? Telpas Which content area was our strength? RLA

Where should we focus? Maintain

June 2025 - 3rd Grade Reading Language Arts STAAR

86 Students with an average scale score of 1531. 5% Did Not Meet; 95% Approaches; 72% Meets; and 27% Masters.

June 2025 - 3rd Grade Math STAAR

85 students with an average scale score of 1513. 18% Did Not Meet; 82% Approaches; 61% Meets; and 24% Masters.

June 2025 - 4th Grade Reading Language Arts STAAR

85 students with an average scale score of 1631. 5% Did Not Meet; 95% Approaches; 80% Meets; and 35% Masters.

June 2025 - 4th Grade Math STAAR

84 students with an average scale score of 1663. 8% Did Not Meet; 92% Approaches; 75% Meets; and 42% Masters.

June 2025 - 5th Grade Reading Language Arts STAAR

82 students with an average scale score of 1626. 20% Did Not Meet; 80% Approaches; 67% Meets; and 37% Masters.

June 2025 - 5th Grade Math STAAR

83 students with an average scale score of 1671. 16% Did Not Meet; 84% Approaches; 58% Meets; and 28% Masters.

June 2025 - 5th Grade Science STAAR

83 students with an average scale score of 3830. 25% Did Not Meet; 75% Approaches; 30% Meets; and 7% Masters.

In 2015, 2016, 2017, 2018, 2019, and 2020 Highland Park EL was a Texas Honor Roll Recipient.

ACCELERATED LEARNING

Students who did not meet the STAAR goals for GR 3-5 Math and GR 3-5 Reading from last school year will participate in additional instructional hours of small group tutoring sessions to meet the requirement of House Bill 1416.

DIAGNOSTIC

Diagnostic assessments will be monitored and used for data collection to make decisions on students' learning and needs. Diagnostic assessment tools can include easyCBM, universal screener from Star Early Literacy and Numeracy and NWEA MAP-Growth, Dyslexia Screener and Reading Readiness Assessment. Kindergarten through fifth grade will use mCLASS (GR K ALL, 1-2 Rtl Students ONLY), easyCBM, and Math Topic Tests and Unit Assessments for progress monitoring.

Rtl

We are continuing to provide intervention for our current RTI students. We have one interventionist **(T/TH ONLY)**

We are continuing to implement a stronger Rtl program to track and desegregate data to help drive our instruction. Regularly scheduled Rtl meetings help to monitor student progress and address additional needs. Teachers identify students by NWEA Map and refer those in need of intervention by using multiple forms of data and observation data.

Accelerated Instruction Time (AIT)- Students receive interventions and targeted instruction during Accelerated Instruction Time.

[2025-2026 AIT Game Plan](#)

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1★ We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population.	We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.
2 Students are more frequently considered to be managed in their learning environment in the administration walk throughs as compared to highly engaged.	Teachers need more development in how to get students highly engaged within the curriculum.
3 The percentage of students who achieve Meets and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR assessments.	We need to continue to focus on the growth mindset to grow our students to achieve a deeper level of understanding of the content.
4 Increase focus on instructional strategies to meet the needs of each student population including 504, Special Education, ESL, Bilingual, Dyslexia, and Rtl to increase each student's growth.	As state standards have increased there is more emphasis on student growth instead of a pass/fail philosophy. We continue to transition to the growth model.

★ = Priority

School Processes & Programs

Summary

SCHOOL PROCESSES AND PROGRAMS - Instructional, Curricular, Personnel, Organization and Administrative - What are our programs and processes?

INSTRUCTIONAL

TIA

The Teacher Incentive Allotment (TIA) was funded in House Bill 3 (HB 3) by the 86th Texas Legislature in June 2019. HB 3 established an optional Teacher Incentive Allotment with a stated goal of a six-figure salary for teachers who prioritize teaching in high needs areas and rural district campuses. The state hopes to recruit, retain, and reward exceptional teachers through TIA.

[Nederland ISD TIA Handbook](#)

Technology Programs

All teachers have a Boxlight, document cameras, iPad, desktop computer and a laptop to enhance student learning. All Grade Level Chairs have access to Apple TV. Highland Park EL has one computer lab with network access and 1 cart with 25 iPads.

Numerous programs are utilized for instruction and intervention: NWEA MAP-Growth, Lexia (District pool of licenses.), Progress Learning, Lead4Ward, HMH, Waggle, Learning.com, Texas Studies Weekly, Waterford, Summit K-12 (ESL), and McGraw Hill Science. Utilization of internet links to educational sites, such as, but not limited to, Generation Genius, Flocabulary, BrainPop, Nearpod, and ABCYa.

Students are assessed through Learning.com to ensure they are developing skills as needed to meet technology requirements through TEKS.

Highland Park EL faculty and staff are open to and interested in learning new technology through professional development as it becomes available. Ex. Texas Computer Education Association Conference, Elementary Technology Conference, and Learning Transformed 8 Keys to Designing Tomorrow's Schools.

Progress Learning is available to prepare our students for their STAAR Assessments with practice tests, featuring new STAAR online item types. This is an excellent opportunity to give our students a closer look at what to expect on their statewide STAAR assessments and for us to gather insightful data to help them succeed.

K-2 Literacy Assessment Update

District-Require Assessments

- NWEA MAP-Growth: K-2 (Reading and Math), with Science ONLY Grade 2
- mCLASS: Kindergarten will continue BOY, MOY, and EOY assessments.

Principal Discretion for Assessments

- HMH Running Record: Testing K-2 will at Principal's discretion or conducted as needed to identify students requiring interventions. This assessment is no longer required as it duplicates information gathered through other measures and poses time constraints for loss of instruction.
- Letters, Sounds, and Sight Words: Usage will be decided by the Principal. Many teachers noted these assessments are already given weekly and prefer to use the district's Letters, Sounds, and Sight Words document only for new students or as supplemental data.
- mCLASS (1st and 2nd): Testing will at Principal discretion. If a campus opts to continue this testing, Kim Smith will provide training for teachers. (Due to reduction in interventionist, the district cannot provide a team to test all students.)

All assessment tools will remain available for teachers but will no longer be district-required.

Kindergarten

GLC has grade level copies of Literacy Expectation documents and Literacy packets that test letters, sounds, and sight words. It was up to teacher discretion to test and keep documentation.

First Grade

GLC has grade level copies of Literacy Expectation documents and Literacy packets that test letters, sounds, and sight words. It was up to teacher discretion to test and keep documentation.

Second Grade

GLC has grade level copies of Literacy Expectation documents and Literacy packets that test letters, sounds, and sight words. It was up to teacher discretion to test and keep documentation.

Orange folders for NEW students will be created at your campus.

Really Great Reading

Online RGR Licenses (GR K-2)

Consumables (GR K-2)

RTT Mobile Interpretation Program

Language interpreter system to aid in communication. Real-time interpreters for up to 180 languages and dialects. Allows all meetings to run seamlessly without a language barrier. Works on any IOS or android device.

Instructional Design/Delivery and High Yield Strategies

Highland Park EL implemented The Really Great Reading Phonics Program since 2021-2022 school year.

We are utilizing a team teaching approach in Grades 3-5 for RLA/Social Studies and Math/Science. This allows master teachers the opportunity to specialize in their subject area. Highland Park EL's goal is student-centered learning with differentiated instruction that can meet the needs of all learners.

Collaborative Horizontal and Vertical Team Alignment

The Campus Leadership Team feels strongly that vertical alignment is needed on campus and horizontal alignment is needed for the district. Planning days with other elementary schools have been implemented to share curriculum ideas and strategies to increase student achievement.

Bulldog Emotional Social Skills Training (BEST)

[B.E.S.T. Manual](#) (Updated August 2024)

The behavioral and academic support environment is designed for students who require a highly structured program that focuses on academic skills, self-management skills and social/emotional skills. A variety of environmental, behavior and therapeutic techniques are utilized to equip students in the program to successfully function in the least restrictive environment. It is the responsibility of the Individualized Education Program (IEP) Committee to determine each student's placement and programming needs. At this time there are three students in the BEST program.

Feedback from Region 5 Visit (April 2024)

- Post behavioral expectations and review multiple times per day. Possibly post inside each student's cubicle.
- Have emotional check-ins multiple times per day to help teach emotional regulation and identification of emotions in connections to behaviors.
- Use timers with each student.
- Have clear procedures for tablets and laptops when they are and aren't allowed to use them, how long they can play games, etc.
- Post a picture of each student sitting in their cubicle like they are supposed to i.e. feet on the floor, facing forward, doing their work, etc. so that adults can reference in a nonconfrontational way. "Make sure you're matching your picture."
- Have a clear procedures for student needing to leave their cubicles.

- Have a classroom schedule and a visual classroom schedule.
- Incorporate learning that strengthens their executive functioning skills.
- Give kids opportunities to move with purpose and do activities that cross the midline.
- Have more work for them to do when they finish their classwork. Students were finishing their assignments in 30 seconds and then having 30 +minutes on their devices. Some activities you might try are Big Life Journal email list.
- Have a reinforcement choice board for things other than devices like Uno, blocks, legos, cards, outside time, etc. Use a timer for those activities, too.
- Teach students to use a break card. Have a designated space (maybe the adjacent reinforces but they can sit in a bean bag, take deep breaths, rest their eyes, etc. Check in students before and after break.

Life Skills/Early Childhood Special Education

During the 2024-2025, an Early Childhood Special Education Program was implemented on our campus. ECSE is available to children ages 3–5 who are unable to participate in typical preschool activities due to a disability. We currently have 10 students enrolled in the program for this 2025-2026 school year.

A Life Skills program was implemented on our campus in 2023-2024 for students with significant cognitive disabilities who require direct, intensive, individualized instruction to acquire, maintain, and generalize functional communication skills. We currently have 14 students enrolled in the program for this 2025-2026 school year.

Pre-K

The Pre-K program currently has a total of 38 students.

PUSH-IN AND PULL-OUT PROGRAMS

ELL

The Home Language Survey and incoming student records are closely monitored when enrolling students to verify if they are currently LEP or should be tested for language proficiency. This data will determine the student's possible qualification for recommendation of services by the Language Proficiency Assessment Committee.

Rtl Individualized/Differentiated Strategies and Processes

Identification of individualized strategies has increased through the RTI process. Data collection/disaggregation is used to identify learning strategies and provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies.

Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered to ensure all students are highly engaged. Students are progressed monitored through the NWEA Map-Growth, Lexia, Progress Learning, Waggle, Fall and Spring Common Assessments, and Math Topic Tests.

Learning Lab

The Learning Lab, consisting of a special education teacher, special education para-professional and extra-help, helps to implement a push-in program to assist all students in GR K-5 in the areas of Math and RLA. We are utilizing additional paraprofessionals and extra-help personnel to provide push-in as well as pull-out assistance for GR K-5 during AIT. This will help to provide additional time for interventions throughout the school day in core areas such as Math and ELAR.

Accelerated Learning

According to HB 1416, any student who does not meet the state standard on the STAAR assessment taken the previous academic school year, will attend 15 or 30 hours per subject area of accelerated learning in a small group setting dependent upon the student scoring Did Not Meet High or Did Not Meet Low. The district will train specific faculty to administer this intense tutoring and will maintain attendance logs. Parent meetings will be held to notify them of the amount of instruction, and they have a right to waive the small group of three.

Intervention and Enrichment

Intervention and enrichment time will be scheduled regularly for students to best meet their academic needs. During these times, students can engage in assigned group activities, project learning activities, small group instruction and digital

platforms.

Dyslexia

Highland Park EL has one dyslexia teacher who screens students and provides intervention in a pull out program.

GR K mClass Testing

GR 1-2 mClass Testing (RtI Students ONLY)

GR K-5 NWEA Map-Growth, paper-pencil progress monitor.

Gifted and Talented Program

Nederland ISD defines gifted and talented (G/T) as any child or youth in grades K–12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

Gifted and Talented Program Guide

Speech

Highland Park EL has one speech pathologist, Keely Vega.

CURRICULAR

Standards-Based Curriculum

Nederland Independent School District has implemented Texas Curriculum Management Program Cooperative (TCMPC) for its curriculum provider. The TCMPC helps provide the Year at a Glance (YAG) as the scope and sequence; Instructional Focus Document (IFD) to help teachers see the depth to which a student expectation should be taught; and the Vertical Alignment Document (VAD) which allows teachers to see what has been taught prior to their grade level and what comes after their grade level. Academic Vocabulary is also identified for teachers to help students acquire the necessary information. An additional feature in the (TRS) is the area where students routinely have misconceptions of the content, thus allowing teachers to target those areas.

Academic Vocabulary is part of daily instruction for all grade levels. Grade levels utilize this time to implement Michael Eaton Math cards, academic vocabulary from Lead4ward. Teachers are making a conscientious effort to use the academic language that is found within the test and TEKS by utilizing Quizlet. This will ensure exposure and consistency among grade levels with the end result increasing student performance. Lead4ward instructional strategies are used to promote student-centered learning.

Really Great Reading (PK-2)

SAVVAS/EnVision Math (GR K-4)

Frog Street (PK)

HMH (GR K-5)

Studies Weekly (GR K-5)

Progress Learning (GR K-5)

McGraw Hill Science (GR K-5)

Waterford (PK-K)

Starfall Writing Journals, GR K

Countdown Math, GR 3-5

Lowman Education LLC., *Get them ready for STAAR Blitz*, Heavily Tested TEKS, Grade 3-5

McGraw Hill Science Vocabulary Cards, Grade 5

Carlin Liborio Teacher Workbooks, Reading Comprehension and Revising & Editing Workbooks for GR 3-5 RLA

Science Penguin, Second Grade

Math textbook adoption will begin this year. A committee will be formed to review materials.

Services and Activities Provided from Title I Funds

Title I funds are spent on research-based math programs and strategies, research-based reading programs and strategies, professional development, research-based writing programs and strategies, research-based individualized instruction, computer-aided instruction, extended-learning opportunities, parental involvement strategies, supplemental instructional staff and supplemental tutorials before, during and after school hours.

LEAD4WARD FIELD GUIDES

The Field Guides succinctly organize the information teachers and PLCs need to effectively plan meaningful instruction for students by:

- Connecting TEA standards to the curriculum
- Providing relevant context that shows how each Student Expectation fits into the big picture, as well as the specifics that inform instruction
- Building content knowledge with explanations, stimulus identification, and essential vocabulary
- Making connections to instructional implications
- Looking at "interesting items" from previous released tests to provide insight into the types of mistakes students make
- TEKS are bundled by Instructional Components
- Instructional Components include Word Study, Core Reading, Independent Reading, and Writing
- Each Instructional Component includes subclusters(s)
- Subclusters communicate instructional focus
- TEKS-aligned Instructional Strategies Playlists are included for concept application

RELATED SERVICES

These services (Occupational Therapy, Physical Therapy, Counseling, Speech Therapy, etc.) are scheduled by the provider and are scheduled to limit loss of instructional minutes.

SCHOOL ATTENDANCE

Students who participate in on-campus learning are expected to follow all state and local guidelines on attendance.

PERSONNEL

Staff Effectiveness in Relation to Student Achievement

Nederland Independent School District uses T-TESS for teacher appraisals. Administration utilizes Quality Alignment Data Walks to ensure teachers are on track and our students are actively engaged.

Professional Development

Teachers are continually participating in professional development activities to stay abreast of current standards and practices. Highland Park Elementary teachers will work to expand engaging experiences that promote higher order thinking skills. Book studies included: *The 7 Commitments of a Great Team* by Jon Gordon, *Row the Boat* and *The Carpenter* by Jon Gordon, *The Right Fight* by Kenny Vaughan, *You Win in the Locker Room First: The 7 C's to Build a Winning Team in Business, Sports, and Life*, *Win or Learn: The Naked Truth about Turning Every Rejection into Your Ultimate Success*, *The*

Highland Park EL will participate in Staff Development designed to focus on the following campus needs: TIA Deep Dive Series: Calculating Student Growth, TIA Deep Dive Series: Putting it All Together, Ethnicity and Subgroups: OnDataSuite, Subject to Subject Comparison: OnDataSuite, Multi Year Comparison: OnDataSuite: Teacher Growth: OnDataSuite, Nederland ISD Summit, Process Champions, Progress Learning, Waggle, Really Great Reading Phonics Program, Through the Eye of a Special Education Attorney: The Most Common (and Preventable) Mistakes Made at the Campus Level, Project Based Learning, Inclusion, Response to Intervention (Academic/Behavior) with Dr. Ogonosky, Lead4Ward-Rigor-Engagement, Balanced Literacy, Leading Learning-Planning Instruction-Intervention and Process, LeadExcel by John Wink, Action Coaching, CHAMPS, RTI Academic / Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S.), Differentiation, Gretchen Bernabei Reading/Writing Suite, Get Your Teach On Conference, Motivating Generation Z: Understanding, Helping this Anxious Generation Workshop, Carlin Liborio (RLA), Lesson Plans that Work! Differentiation for Students with Disabilities, Boxcars and One Eyed Jacks (Math), Trauma Informed School Counseling (Virtual, Counselor, Librarian), and Social Media-Mental Health Presentation (Shan Guillory, ESC Resource Coordinator, Spindletop Center), etc.

Professional Development 2025-2026

Grading for Students with Complex Needs

Teaching Higher Level Math to Students with Complex Needs

PE for Students with Disabilities

Unique Learning Systems, Life Skills

STAAR Alt 2 for New Test Administrators

Autism Conference

SLP Power Day

Purposeful Play

ECSE Bootcamp

Building Thinking Classrooms, Resource

Let's Talk TELPAS, Maria Clack

Data Driven Leadership with John Wink, Assistant Principal

Carlin Liborio, NEW Second Grade Teacher

GT Training Course, NEW Fifth Grade Teacher

TEExES ESL Supplemental Review #154 – Two Day Training, ESL Certification, Fifth Grade Teacher (2)

District wide NWEA Training

NISD Summit

2026 TCEA Conference Austin, TX: Connie Grogan, Sam Fontenot

NWEA MAP-Growth Training

Solution Tree Training, Learning by Doing

NEW ELPS Flip Book, 2nd Edition: A User-Friendly Guide for Academic Language Instruction!

Handle With Care (HWC)

Handle with Care specializes in safely managing behaviorally challenged and disruptive behavior. Handle with Care's training model is considered the "standard of best practices" in behavior management and safe physical intervention. Highland Park EL has one certified instructor who is also the Assistant Principal. The campus has a core team of 27 teachers and staff that receive recertification annually to assist the campus if a behavior need arises.

ORGANIZATIONAL

Parent-Teacher Conferences

Specific days are set aside to be early release to allow teachers and staff the opportunity to provide parents a one-to-one time to conference for academic and behavior needs. All teachers are expected to make contact with a parent or guardian and communicate either in person or by phone.

Accelerated Intervention Time (AIT) [AIT GAME PLAN](#)

All grade levels have a built in one-hour time allotted to receive services through response to intervention, tutoring, etc. to enhance students on-campus learning.

Committees

Campus Communication Committee, Grade Level Meetings, Campus Leadership Team, CPOC, Faculty Meetings, Email(s) from Principal, Class Dojo, Talking Points, GroupMe, and Social Media (Facebook), are all utilized to communicate within Highland Park EL faculty and staff. We will work to create more vertical communication in regards to students and curriculum to ensure student success. Highland Park EL expectations include a safe environment for faculty and students and increased student growth in academics.

Master Schedule

Master schedule was created by starting with special programs and building outwards (ESL, Speech, Rtl, PT, and OT) to ensure maximum use of all instructional minutes and decrease transition time. Each grade level has an AIT (Accelerated Instructional Time) block to ensure instructional minutes are targeted to our learners needs. The master schedule was adjusted to allow for more instructional minutes during core instruction. **GR K** 135 min. RLA , 90 Min. Math, 48 Min. SCI/SS, **GR 1** 130 Min. RLA, 95 Min. Math 48 Min. SCI/SS, **GR 2** 135 Min. RLA , 80 Min., Math 48 Min SCI/SS, **GR 3** 104 Min. RLA, 104 Min Math, 30 Min. SS, 30 Min. Science, **GR 4** 109 Min. RLA, 109 Min. Math, 30 Min. Social Studies, 30 Min. Science, **GR 5** 106 Min. RLA, 77 Math Min., 30 Min. Social Studies, 60 Min. Science.

ADMINISTRATIVE

Decision-Making Process

All grade level teachers and additional faculty are making 100% of decisions with principal approval. Highland Park EL is working toward a more Guided Math and Balanced Literacy-Guided Reading instruction across all grade levels. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all learners.

Nederland ISD holds monthly administrative meetings following our district board meetings.

Quality Data Walks

All administrative staff participate in classroom walk-throughs on each campus once a month. This provides an opportunity for all staff to observe and collect data that is more unified across the district. It provides administrative staff with the opportunity to respond to what they observed, provide specific feedback and to collect ideas for their own campus.

PARENT, FAMILY ENGAGEMENT

See Addendum for PARENT INVOLVEMENT POLICY AND COMPACT

Parents are encouraged to attend and participate in activities: NHS CTE Poster Contest, Kid Scoop News (GR 2-5), Highland Park Paper Staff, Parent-Teacher Conferences, Parent Meetings, Open House, Intramural Sporting Events: Milers Club, Cheer Team, Yell Leaders, Kickball, Track Meet and "Send Off" Parade, Field Day, Thanksgiving Food Drive, Everlasting Changes, Annual Turkey Jam, Holiday Baskets, Grade Level Programs, Class Projects, Book Character Day, Grandparents' Day, Veterans Day (Music Program), Macy's Make a Wish Foundation, Beaumont Fire Museum, Beaumont Art Museum, Beaumont Children's Museum, Police Officer with Service Dog, Nederland Fire Department, Rotary Club Dinner, Nederland High School English Department Reading of Christmas Stories, Highland Park Night at Bulldog Stadium, Nederland High School Theatre and Art Department, Christmas on the Avenue Writing and Drawing Contest, Dr. Garrett Dental Program, Field Trips (Indorama, NASA, Moody Gardens, Old McDonald's Farm), STAAR Pep Rally, Librarian, Coach, and Principal for the Day- AR Incentive, Grade 3 Castle and Shield Building, Grade 4 Gingerbread Houses, Lamar University Volleyball, Soccer High-Five Friday, Melvin Adams, Former NBA Player and Harlem Globetrotter, etc.

Due to the changes in the community's demographics and the local economy and family dynamics, we are continually striving to increase parental involvement on campus. Highland Park EL has a multicultural student population. Home

Language Surveys verify students' languages spoken in these homes.

Highland Park EL expects parents to be team players in their child's education, working with teachers to increase student growth in all areas. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities throughout the school year. An on-site teacher, paraprofessional, and counselor are available to translate verbal communications when necessary. Several computer programs are also available for translation of written communications.

These partnerships are recruited by the principal, teachers, and parents of Highland Park EL. There is also an established CPOC composed of parents and community members to support Highland Park's goals. Parents and community members can be heard through the following practices: Open-Door Policy of the Principal, No Bullying TIP OFF, Highland Park PTA, and Teacher Conferences: Three Days in September with the first distribution of Report Cards.

Communication: GroupMe (Faculty), Talking Points, Class Dojo, Social Media (Facebook), Blackboard Connect, Campus Newsletter (Each Six Weeks), Nicky Folders (Green), Agenda Books, Email, PTA Meetings, Progress Reports, RTI Progress Letter to Parent (Each Six Weeks), Classroom Teachers/Grade Level Peak at a Glance (Weekly), Faculty Meetings, Grade Level Check-In Meetings, and Campus Google Calendar

Bully Prevention: Capturing Kids' Hearts, Counseling, Daily Announcements (Counselor, One-Minute Motivational Messages, Daily Focus on Student Self-Improvement)

STUDENT ORGANIZATIONS

Students at Highland Park have the opportunity to participate in several campus organizations. These include Paper Staff (Bulldog Byte Newsletter and Podcast), Highland Park Cheer Team and Yell Leaders, Highland Park Leadership Team, and UIL.

COMMUNITIES IN SCHOOLS

Communities in Schools is a nonprofit organization made up of 27 local Texas affiliates that support students at-risk of dropping out by surrounding them with a community of support to ensure they stay in school and achieve in life. Highland Park now has a Communities in School Partner working full time on our campus beginning this 2025-2026 school year.

Goals:

1. Improve Daily Attendance: Increase student daily attendance by implementing consistent monitoring, early intervention, and family engagement strategies.
2. Support Students' Basic Needs to Promote Academic Success: Provide equitable access to essential resources such as clothing, hygiene items, school supplies, and food to remove non-academic barriers to learning.

DONATION(S)

Backpack Program 2025-2026: (17 Students)

PTA

Community Donations

Nederland Education Foundation 2024-2025:

Campus "The Great Outdoors" (Basketball Goals and Volleyball Net) \$4,985.00

Nederland Education Foundation 2024-2025:

Kara Smith, Trisha Bennett, Darla Sanderson, Lauren Wistner, Keely Vega \$299 each (Boom Cards)

Dana Franke, Cindy McKey \$454.55 (Squishy Circuits)

Seth Villafino (Squishy Circuits)

STEAM Grant 2025, Lego Education SPIKE Essential Set GR 1-5, STEAM Park by LEGO Education Pre-K, Connie Grogan

GroMoreGood Grassroots Grant 2025, \$500 Shana Green

Subaru Loves Learning Partnership 2024, 2025:

AdoptAClassroom.org (6 Teachers) \$3,000

Highland Park Elementary Campus #123905102

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Strengths

1. Highland Park EL has 100% highly qualified, general education staff including paraprofessionals.
2. All faculty and staff have participated in numerous professional development activities through the course of the school year.
3. Grade level planning strengthens instruction through alignment of the curriculum, lesson planning, and pacing.

Curriculum, Instruction, and Assessment Strengths

1. Data Driven Meetings
2. Implementation of Rtl process
3. Implementation of SLO
4. Increase staff development regarding the writing process including revising and editing.
5. Increase teachers' implementation and administrators' monitoring of our ELL to ensure student gains one year of growth.
6. Provide teachers with TEKS-based materials to ensure high rigor, relevance, and engagement.
7. Increase staff development regarding Guided Math and Balanced Literacy-Guided Reading.
8. Address concerns identified in Special Education, Rtl, Gifted and Talented and ESL program evaluations.

School Context and Organization Strengths

1. Teachers are aware of the need for best instructional practices to be in place and utilized for student success.
2. Rtl is being implemented successfully with students being referred to the appropriate interventionist.
3. A master schedule and calendar maximize the amount of time spent on instruction.

Technology Strengths

1. All classrooms are equipped with a variety of current technology resources.
2. One full computer lab is available for student use with additional computers and iPads available in the library.
3. Teacher interest and desire to promote technology.
4. Teachers want a 21st century classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 Increase rigor in the classroom by facilitating instructional strategies that promote the use of higher order thinking skills.	Highland Park EL needs to work to continuously provide staff development for all teachers that promotes rigor, relevance, and engagement to ensure student growth for all student groups.
2 Our campus has extensive behavior needs for both general and special education which requires more knowledge and assistance in establishing an RTI Behavior intervention program.	We need professional development training, documentation training and strategies in behavior for all staff working with behavior needs.
3 Substitutes are not easy to obtain and they come improperly trained with little knowledge of policies and procedures and expectations.	The pool availability for adequate substitutes is scarce. Good substitutes are picked up for extra help positions.
4 Many students are reading below grade level.	Lack of phonemic awareness creates weaknesses in decoding and fluency in Reading.
5 Our campus has had an increase in the number of students in need of additional services.	Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.
6 Teachers, administrators, and instructional aides need continual opportunities for staff development.	Lack of differentiated lesson design and interventions to meet the needs of students in Tier 1.

7

Recruiting highly qualified staff for high need staffing areas. Ex. Life Skills, ECSE, BEST

Teacher shortage in these areas due to retirements and lack of new candidates.

8

HB3 requires training for mentor teachers involving new professional development plans to support the mentors and the new teachers the mentors assist.

Support for new teachers to help retain them past the initial three years.

★ = Priority

Perceptions

Summary

PERCEPTIONS - Culture, Climate, Values and Beliefs - How do we do business?

CULTURE

Culture isn't dictated by one person, it's created by a community. Supporting and challenging individuals in a nurturing environment not only drives growth, but ensures that community members are engaged.

A school's culture encompasses the perspectives and backgrounds of its members as well as the school environment itself. School leaders who seek out every opportunity to stretch the skills, goals, and strengths of their community – students, teachers and parents alike – display a commitment to a healthy, nurturing environment.

The campus principal provides words of motivation, inspiration and encouragement every morning in her Group Me messages to all staff.

Highland Park EL has taken up collections of food for Thanksgiving for families in need and has an adopt a gift program for children for Christmas.

Highland Park EL celebrates the individual successes of teachers and students with individual recognition and high expectations.

CLIMATE

Student Safety

Highland Park EL provides an environment in which students feel safe, supported, challenged and accepted. In addition, our strong school climate fosters the emotional, social and academic well-being of all students.

Capturing Kids' Hearts

Capturing Kids' Heart Survey

November 17-December 19 (MOY) April 1-30 (EOY)

Highland Park EL was selected back to back as a Capturing Kids' Hearts National Showcase Campus for the **2023, 2024, 2025** school year.

Nederland ISD has adopted Capturing Kids' Hearts as emotional/social and behavior training, techniques and lesson plans that all staff can incorporate with others.

Capturing Kids' Hearts is a character education program that emphasizes a monthly value with a common strategy, using a common language and supports a common vision. Its social-emotional focus is for everyone, every day, everywhere.

Through experiential training, expert coaching, an SEL curriculum for students, and personalized support, Capturing Kids' Hearts equips professionals in K-12 education to implement transformational processes focused on social-emotional well being, relationship-driven campus culture, and student connectedness. With the use of video lessons, printable resources, media resources, daily announcements and family newsletters, students are taught to become exemplary citizens in order to have a better future.

Capturing Kids' Hearts (CKH) is a nationally recognized school and classroom culture program developed by the Flippen Group. It's core idea is simple but powerful.

"If you have child's heart, you have thier head."

Meaningful relationships are the foundation for academic and behavioral success.

Goals:

1. Build Trusting Relationships- Between teachers and students, and among students themselves.
2. Create a Safe, Connected Classroom Culture- Where students feel valued, respected, and heard.
3. Empower Students to Lead Themselves- Through self-management, accountability, and collaboration.
4. Improve Academic Outcomes- By increasing engagement and emotional investment in learning.

The **2025-2026** Capturing Kids' Hearts monthly focus traits are: Empathy, Self-Direct, Teamwork, Responsibility, Respect, Kindness, Courage, Perseverance and Integrity.

One student is selected per class after each grading period that exemplify the trait. Students are honored at our B.A.R.K. Rally.

Growth Points, from Anna Beth McGuinness, My Strategist

Because HP is a multiple year NSS, making sure we don't backslide on simple tools.

Do the rubric in teams and see where we need to work. (let them work it)

<https://app.ckh.org/resources/ckhpremium/view/ckh-campus-implementation-rubric>

Work on the nonverbal signals.

Work on Launches <https://app.ckh.org/resources/ckhpremium/view/ckh-launches-library>

Did we talk about the Good Things Song? If not, have your PC team look at it. <https://app.ckh.org/resources/ckhpremium/view/ckh-good-things-song>

Here is the slide from the cohort call with the challenge: **The Good Things Song Challenge is ON....**, 🙌 Play the song at school, at home, or with your team, 📺 Record a video of your Good Things celebration, 🕺 Add some dance moves, props, or a hallway parade, 📱 Post and tag us using **#CKHGoodThingsSong**, Let's fill the world with music, movement, and **Good Things!**

B.A.R.K. Rally

B.A.R.K. stands for Be a Remarkable Kid. Each six weeks we celebrate our students by recognizing Capturing Kids' Hearts Award recipients, Carpenter Award recipients, Perfect Attendance, and Accelerated Readers at our B.A.R.K. Pep Rally. Teachers are also recognized for Perfect Attendance. We focus on the Capturing Kids' Hearts character trait for that six weeks, invite special guests, and provide an opportunity for involvement for our Cheer Team and Yell Leaders. Prizes and incentives are given out to promote positive behaviors and attendance.

Campus Discipline

Highland Park has **19** total recorded behavior incidents currently for the **2025-2026** school year. **(73, 2024-2025)**

VALUES AND BELIEFS

School Theme

The 2025-2026 academic school year theme is **LIVELIGHT**.

School Motto

Commitment #1: Commit to the Vision and Mission of the Team

Commitment #2: Commit to Staying Positive Together

Commitment #3: Commit to Giving Your Best

Commitment #4: Commit to Getting Better

Commitment #5: Commit to Connect

Commitment #6: Commit to Each Other

Commitment #7: Commit to Valuing Each Other

School Mission

The mission of the Highland Park Elementary staff is to provide highly effective, differentiated instruction, in student-centered learning environments, resulting in an educational experience designed around our students' individual differences and learning styles. As a campus, we foster teamwork among our parents, teachers, and community members to meet the high expectations set forth by the Nederland Independent School District.

School Vision

We, the staff, students, and parents of Highland Park, believe that the elementary years provide the foundation for the curriculum of future levels of the educational program. In addition, we believe that all students can learn, and the educational process is a responsibility shared by students, school personnel, and parents.

School Values

Where Children Love to Learn and Learn to Love

Strengths

1. Parent surveys indicate that patrons feel positive about the learning environment and safety level at Highland Park.
2. Parents, PTA, and community members are supportive of Highland Park students and projects.
3. Highland has a full-time counselor to support our students.
4. It is important for our campus to reinforce positive behaviors and equip students with strategies to address inappropriate behavior.
5. Implementation of Capturing Kids' Hearts Character Education.
6. Resource Officer added to Highland Park EL.
7. Implementation of PBIS at Level 1 (RtI Behavior).
8. Increase in the attendance rate.
9. Ensures proper safety drills and implementation of all Emergency Operation Plans (EOP).

Parent and Community Engagement Strengths

1. Strong support from PTA involvement.
2. Multiple opportunities are available for parent support and involvement.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	The culture of Highland Park continues to evolve with the changes in the demographic and socio-economic status of all our student groups.	We are deficit in the implementation of district wide progress monitoring, thereby working to recognize trend analysis that will assist in closing student performance gaps.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1★

We are seeing an increase in the number of behavior incidents in students that are disrupting the general education learning environment from both the general education and special education population.

We need more training on specific classroom management strategies for the classroom teachers and paraprofessionals that provide inclusion support.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Alternative Education Accountability (AEA) data
- ☒ Local Accountability Systems (LAS) data
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions

- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio

- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Nederland ISD will seek continuous student performance by focusing on Early Childhood Reading. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Reading will increase from 71% to 75% by June 2028.(HB-3)

Performance Objective 1 HB3 Goal

By June, 2030, Highland Park EL will meet performance objective targets as outlined in our Campus Improvement Plan. Administration will support this attainment with the strategies outlined in the District Improvement Plan. STAAR results on the June 2028 Reading Assessment will be at a minimum of 75% meeting grade level in all student population groups. 2025 Accountability Overall Score (91) Overall Rating: A Domain I Student Achievement: STAAR Performance (90) Domain II School Progress: Part A, Academic Growth (91) Part B, Relative Performance (Eco Dis: 50.2%) (88) Domain III: Closing the Gaps: (92)

Evaluation Data Source: STAAR Data Results and Accountability Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement with fidelity Texas Curriculum Management Program Cooperative (TCMPC) to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.

Strategy's Expected Result/Impact: Increased student growth in Reading.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

Principal

PLC

Grade Level Chairs

Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Highland Park EL will increase overall student progress by focusing on data driven instruction (Eduphoria-Aware, On Data Suite) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teacher collaboration across district on development of instruction and assessments.

Strategy's Expected Result/Impact: Increased student growth in Reading.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
PLC
RTI Core Team
Grade Level Chairs
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Reading Language Arts. GRADE 3 LOWEST PERFORMING QUESTIONS 3.W.7.B: Write a response to a literary or informational text that demonstrates an understanding of a text. 3.R.9.Ei: Recognize characteristics and structures of argumentative text by: (i) identifying the claim. 3.R.6.E: Make connections to personal experiences, ideas in other texts, and society. 3.R.10.D: Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes. 3.R.9.Eii: recognize characteristics and structures of argumentative text by: (ii) distinguishing facts from opinion. 3.R.8.C: Analyze plot elements, including the sequence of events, the conflict, and the resolution. 3.R.6.E: Make connections to personal experiences, ideas in other texts, and society. GRADE 4 LOWEST PERFORMING QUESTIONS 4.W.12.C: Compose argumentative texts, including opinion essays, using genre characteristics and craft. 4.R.10.B: explain how the use of text structure contributes to the author's purpose. 4.R.6.E: Make connections to personal experiences, ideas in other texts, and society. 4.R.8.A: Infer basic themes supported by text evidence 4.R.3.A: use print or digital resources to determine meaning, syllabication, and pronunciation, and word origin. GRADE 5 LOWEST PERFORMING QUESTIONS 5.W.12.B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft. 5.R.8.D: analyze the influence of the setting, including historical and cultural settings, on the plot. 5.R.8.A: Infer multiple themes within a text using text evidence. 5.R.8.C: Analyze plot elements, including rising action, climax, falling action, and resolution. 5.R.6.E: Make connections to personal experiences, ideas in other texts, and society.

Strategy's Expected Result/Impact: Quality Alignment Data Walks

T-TESS

Professional Development Plan

Lesson Plans

Reading HMH Modules

Fall/Spring District Common Assessments

Vertical Planning ALL Grade Levels

Staff Responsible for Monitoring: Principal

PLC

Leadership Team

Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Incorporate technology enriched curriculum with individualized Reading programs that are aligned with STAAR, such as NWEA MAP-Growth, Lexia (97 Campus), Progress Learning (GR 1-5), BrainPop (GR K-5/ELL), Flocabulary (GR K-5), Starfall (ECSE, GR K-3), Really Great Reading (GR K-3), CLI Engage (ECSE, PK), FrogStreet (ECSE, PK), Summit K-12 (ELL), Nearpod (GR K-5), Social Studies Weekly (GR K-5), HMH Reading (GR K-5), HMH Waggle (GR K-5), Quill (GR 3-5), and Waterford (ECSE, Life Skills, PK, GR K) to drive instruction for students to close reading gaps.

Strategy's Expected Result/Impact: Increased student growth in Reading.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

Principal

PLC

Leadership Team

Grade Level Chairs

RtI Core Team

Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Provide supplemental instruction/support and timely interventions for students who are English Language Learners.

Strategy's Expected Result/Impact: Increase in student growth in Reading.

Percentage meeting or exceeding expected proficiency on TELPAS

To achieve or surpass the accountability set by the state.

Staff Responsible for Monitoring: Principal

Counselor

Grade Level Chairs

Teachers

Extra Help (ELL Tutorial Funds)

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Ensure Highland Park Master Schedule reflects implementation of AIT (Accelerated Instruction Time) for Grades K-5 to meet the needs of all learners.

Strategy's Expected Result/Impact: Student growth in Reading.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

Principal

Grade Level Chairs

Interventionist, Retired Teacher, T/TH

RtI Core Team Members

Extra Help Personnel

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.

Strategy's Expected Result/Impact: TEA Accountability Summary

TAPR Report

STAAR Results 2025

NWEA MAP-Growth

mClass

On Data Suite

Eduphoria (AWARE)

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

State & Federal Programs-Special Education Coordinator

Principal

Grade Level Chairs

RtI Core Team

Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

Oversee Dyslexia Teacher, monitor testing timelines, assess students during the identification process, and ensure our teachers are trained in current dyslexia practices and procedures.

Strategy's Expected Result/Impact: Earlier identification of students with Dyslexia needs.
Increase of student growth in Reading.

Staff Responsible for Monitoring: Principal
Grade Level Chairs
Campus Level Dyslexia Teacher

Formative Reviews

Considerable Progress

December

March

June

Strategy 9

Continue to monitor, adjust, and improve on the implementation of the K-2 Literacy Program.

Strategy's Expected Result/Impact: Increased student growth in Reading.

Staff Responsible for Monitoring: Principal
Elementary Curriculum Coordinator
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 10

Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth.

Strategy's Expected Result/Impact: T-TESS

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 11

Highland Park EL will participate in Staff Development designed to focus on campus needs: Nederland ISD Summit, Process Champions, Progress Learning Training, Improved Instruction in Early Childhood Special Education, Human Trafficking Prevention, Student Wellness and

Guidance, Fall Elementary Counselor Meeting, School Counseling Support at Tier 2: Short Term, Behaviors and Interventions for Counselors and Admin, School Counselor Resources, Spring Elementary Counselor Meeting, Southeast Texas Mental Health Conference, TASB Webinar: Policy Primer for Principals, Region 5 Campus Visit: BEST, Life Skills, ECSE, Crime Stoppers- Cyber Safety Awareness-Clara Guidry, Education Specialist- Carlin Liborio-RLA Training, Really Great Reading Phonics Program, Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids Hearts, RtI Academic/Behavior, Reagan Tunstall Guided Math, Higher Order Thinking Skills (H.O.T.S), Differentiation, Gretchen Bernabei Reading/Writing Suite, Patterns of Power for Writing-Jeff Anderson, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference, Reading Academy, Writing Academy, ECR Writing Workshop with Carlin Liborio Online Course Training, Lesson Plans that Work! Differentiation for Students with Disabilities, HMH Waggle, NWEA MAP-Growth, and TCEA Conference.

Strategy's Expected Result/Impact: Eduphoria

Student Achievement

Agendas

Sign-In Sheets

Staff Responsible for Monitoring: Principal

Assistant Principal

Elementary Curriculum Coordinator

Teachers

Counselor

Paraprofessionals

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 12

Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support (instructional/behavioral).

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal

Assistant Principal

Special Education Director

Teachers

Learning Lab Teacher

Paraprofessionals

Extra Help

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 13

Continuation of communication with teachers and parents when students are in danger of failing (plan for student success).

Strategy's Expected Result/Impact: Executive Summary Data Sheet
Failure Report

Staff Responsible for Monitoring: Principal
Teachers
Counselor

Formative Reviews

Moderate Progress

December

March

June

Strategy 14

Student recognition in place for Accelerated Reading Program designed to purposefully increase reading initiative. (ex. Paint Ceiling Tile, Doodles)

Strategy's Expected Result/Impact: Student Achievement
NWEA (RIT Conversation Chart Score)

Staff Responsible for Monitoring: Teachers
Librarian

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

March

June

Strategy 15

Continue offering opportunities for ALL teachers to become ESL Certified.

Strategy's Expected Result/Impact: Increase student growth in Reading for our EB students.

Staff Responsible for Monitoring: State and Federal Programs Coordinator
Principal

Formative Reviews

Moderate Progress

December

March

June

Strategy 16

Ensure RtI Core Team, ALL classroom teachers, Interventionist (Retired Teacher, T/TH) work with RtI and HB1416 students using a small group instructional setting to build reading skills and close learning gaps.

Strategy's Expected Result/Impact: Increased student growth in Reading Language Arts.
HB1416 Accelerated Learning Spreadsheet

Staff Responsible for Monitoring: Principals

Assistant Principal

Diagnostician

GR 4-5 Teachers

Interventionist, Retired Teacher, T/Th

Formative Reviews

Considerable Progress

December

March

June

Strategy 17

Use data from writing samples collected at the BOY, MOY, EOY, as well as every six weeks to develop and execute lessons which incorporate writing across subject areas to improve writing through extended constructed and short constructed responses.

Strategy's Expected Result/Impact: Increased student growth in Reading Language Arts.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

Principal

RtI Core Team

Classroom Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 18

Utilize data from NWEA MAP-Growth, CLI, mClass (ALL GR K, RtI Students ONLY GR 1-2), Lexia, District Fall-Spring Common Assessment(s), Eduphoria, On Data Suite, TFAR, STAAR Mock Test(s), Progress Learning, HMH Waggle, and Waterford to drive instruction for students to close Reading gaps.

Strategy's Expected Result/Impact: Increase growth in Reading.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
RtI Core Team
Classroom Teachers

Formative Reviews

Moderate Progress

December

March

June

Goal 2

Nederland ISD will seek continuous student performance by focusing on Early Childhood Math. The percent of 3rd grade students that score "Meets Grade Level" or above on STAAR Math will increase from 64% to 68% by June 2028 (HB-3)

Performance Objective 1 HB3 Goal

By June 2030, Highland Park EL will meet performance objective targets as outlined in the Campus Improvement Plan. Administration will support this attainment with the strategies outline in the District Improvement Plan. STAAR results in June 2028 Math Assessment will be at a minimum of 68% meeting grade level in all student population groups. 2025 Accountability Overall Score (91) Overall Rating: A Domain I Student Achievement: STAAR Performance (90) Domain II School Progress: Part A, Academic Growth (91) Part B, Relative Performance (Eco Dis: 50.2%) (88) Domain III: Closing the Gaps: (92)

Evaluation Data Source: STAAR Data and Accountability Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Implement with fidelity Texas Curriculum Management Program Cooperative (TCMPC) to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.

Strategy's Expected Result/Impact: Increased growth in Math.

Staff Responsible for Monitoring: Principal
PLC
Leadership Team
Grade Level Chairs
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Highland Park EL will increase overall student progress by focusing on data driven instruction (Eduphoria-Aware,On Data Suite) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teacher collaboration across district on development of instruction and assessements.

Strategy's Expected Result/Impact: Student growth in Math.

Staff Responsible for Monitoring: Principal

PLC

Leadership Team

Grade Level Chairs

Teachers

Elementary Curriculum Coordinator

TEA Priorities: Build a foundation of reading and math**Formative Reviews**

Moderate Progress

December**March****June****Strategy 3**

Implementation of effective lead4ward instructional strategies and engaging experiences driven by TEKS Priority Cluster analysis for Math. GRADE 3 LOWEST PERFORMING 3.2.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. 3.2.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. 3.1.2.B: Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place. 3.2.5.B: Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations. 3.4.8.B: Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. GRADE 4 LOWEST PERFORMING QUESTIONS 4.3.6.B: Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure. 4.2.3.F: Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1, referring to the same whole. 4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers. 4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers. 4.3.8.B: Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table. GRADE 5 LOWEST PERFORMING QUESTIONS 5.2.3.K: Add and subtract positive rational numbers fluently. 5.3.7.A: Solve problems by calculating conversions within a measurement system, customary or metric. 5.3.5.A: Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties. 5.2.3.F: Represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models. 5.3.4.H: Represent and solve problems related to perimeter and/or area and related to volume.

Strategy's Expected Result/Impact: Quality Alignment Data Walks

T-TESS

Professional Development Plan

Lesson Plans

Pearson Math Topic Tests

Fall/Spring District Common Assessments

Vertical Planning ALL Grade Levels

Staff Responsible for Monitoring: Principal

PLC

Leadership Team

Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Staff will disaggregate the scores on all assessments by subgroups and use the information to plan instruction and intervention to ensure all subgroups continue to meet the identified targets for additional targeted support in Domain 3.

Strategy's Expected Result/Impact: TEA Accountability Summary

TAPR Report

Federal/State System Safeguards

On Data Suite

Eduphoria (AWARE)

a. Quintiles

b. Learning Report Card

c. Student Learning Reports

d. Savvas-EnVision Math (GK-4) Topic Tests; HMH-Math / Go Math (GR 5)

e. Fall/Spring District Common District Assessments

f. STAAR Mock Math Assessment

Staff Responsible for Monitoring: Principal

Leadership Team

Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

March

June

Strategy 5

Incorporate technology enriched curriculum with individualized Math programs that are aligned with STAAR, such as NWEA MAP-Growth, Progress Learning (GR 1-5), HMH Waggle (GR K-5), BrainPop (GR K-5/ELL), Moose Math (ECSE), CLI Engage (ECSE, PK), FrogStreet (ECSE, PK), Waterford (ECSE, Life Skills, PK, GR K), Flocabulary (GR K-5), Starfall (ECSE, GR K-3), Savvas-EnVision Math (GR K-4), HMH Math-Go Math (GR 5), and Maneuvering the Middle (GR 5).

Strategy's Expected Result/Impact: Increased student growth in Math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator

Principal

PLC

Leadership Team

Grade Level Chairs

Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Increase implementation of STEM (Science, Technology, Engineering, and Math) activities across all grade levels.

Strategy's Expected Result/Impact: Increase student growth in Math.

Staff Responsible for Monitoring: Principal
Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

March

June

Strategy 7

Ensure Highland Park Master Schedule reflects implementation of AIT (Accelerated Instruction Time) for Grades K-5 to meet the needs of all learners.

Strategy's Expected Result/Impact: Increase student growth in Math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
Grade Level Chairs
RtI Core Team
Interventionist, Retired Teacher, T/TH
Extra Help Personnel
Retired Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Ensure fidelity of Response to Intervention through the implementation of district wide progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.

Strategy's Expected Result/Impact: TEA Accountability Summary

TAPR Report
STAAR Results 2025
NWEA MAP-Growth
On Data Suite
Eduphoria (AWARE)

Staff Responsible for Monitoring: Elementary Curriculum Coordinator State & Federal Programs-

Special Education Coordinator
Principal
Grade Level Chairs
Rtl Core Team
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Ensure full implementation of Student Learning Objective focus on learning products and stated in terms of expected student performance. The focus will remain on the students and their growth.

Strategy's Expected Result/Impact: T-TESS

Staff Responsible for Monitoring: Principal

Assistant Principal
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 10

Highland Park EL will participate in Staff Development designed to focus on campus needs: Process Champions, Progress Learning Training, Improved Instruction in Early Childhood Special Education, Human Trafficking Prevention, Student Wellness and Guidance, Fall Elementary Counselor Meeting, School Counseling Support at Tier 2: Short Term, Behaviors and Interventions for Counselors and Admin, School Counselor Resources, Spring Elementary Counselor Meeting, Southeast Texas Mental Health Conference, Gr 3-5 Math Updates: Collaboration across Districts, STAAR Data Analysis, and TEA Updates, TASB Webinar: Policy Primer for Principals, Region 5 Campus Visit: BEST, Life Skills, ECSE, Crime Stoppers-Cyber Safety Awareness-Clara Guidry, Supporting the Social Emotional Development of Students, Ask About Suicide to Save a Life, Through the Eye of a Special Education Attorney: The Most Common (and preventable) Mistakes Made at the Campus Level, Project Based Learning, Lead4ward-Rigor-Engagement-Academic Vocabulary, Learner Engagement (Including 1:1 Initiative), Lead4ward-Leading Learning Series-Intervention, Data Driven Excellence Aligned to Accountability by John Wink, PLC's: Teacher Teams in Action by John Wink, Action Coaching, Capturing Kids' Hearts, Rtl Academic/Behavior, Reagan Tunstall Guided Math, Higher Order

Thinking Skills (H.O.T.S), Differentiation, Get Your Teach On Conference, Learning Transformed 8 Keys to Designing Tomorrow's Schools, Texas Computer Education Association Conference (Austin), Annual Special Education Law Conference, TEPSA Assistant Principal Conference, TAGT Conference, Differentiation for Students with Disabilities, GR K-2 Math Games by Box Cars and One-Eyed Jacks, Texas Mobile STEM Lab-Night, Nederland ISD Summit, NWEA MAP-Growth, and TCEA Conference.

Strategy's Expected Result/Impact: Eduphoria
Student Achievement
Agendas
Sign-In Sheets

Staff Responsible for Monitoring: Principal
Assistant Principal
Elementary Curriculum Coordinator
Teachers
Counselor
Paraprofessionals

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 11

Implementation of timely interventions for students in the Special Education program. Provide staff in the Special Education program training on supplemental instruction/support and behavior interventions.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal
Assistant Principal
Elementary Curriculum Coordinator
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 12

Highland Park EL will offer a continuum of special education services to students to participate in the least restrictive environment campus-wide by implementation of inclusion support.

Strategy's Expected Result/Impact: Student Achievement

Staff Responsible for Monitoring: Principal

Assistant Principal
Special Education Director
Teachers
Learning Lab Teacher
Paraprofessionals
Extra Help

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 13

Continuation of communication with teachers and parents when students are in danger of failing (plan for student success).

Strategy's Expected Result/Impact: Executive Summary Data Sheet
Failure Report

Staff Responsible for Monitoring: Principal
Teachers
Counselor

Formative Reviews

Moderate Progress

December

March

June

Strategy 14

Ensure RtI Core Team, ALL classroom teachers, Interventionist (Retired Teacher, T/TH) work with RtI and HB1416 students using a small group instructional setting to build math skills and close learning gaps.

Strategy's Expected Result/Impact: Increased student growth in Math.
HB1416 Accelerated Learning Spreadsheet

Staff Responsible for Monitoring: Principals
Assistant Principal
Diagnostician
GR 4-5 Teachers
Interventionist, Retired Teacher, T/Th

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Considerable Progress

December

March

June

Strategy 15

Utilize Region 5 Math Cooperative to coach teachers in research-based strategies, analyze data, and evaluate the plan for Math instructional strategies.

Strategy's Expected Result/Impact: Increased student growth in Math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 16

Identify GR K-3 teachers and interventionist(s) to attend the summer Math Academy at Region 5.

Strategy's Expected Result/Impact: Increased student growth in Math.
Teachers gain a better understanding of best practices for teaching Math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal
Teachers

Formative Reviews

Moderate Progress

December

March

June

Strategy 17

Continue offering opportunities for ALL teachers to be ESL Certified.

Strategy's Expected Result/Impact: Increased student growth in Math.

Staff Responsible for Monitoring: State and Federal Curriculum Coordinator
Principal

Formative Reviews

Moderate Progress

December

March

June

Strategy 18

Utilize data from Savvas Topic Test(s), NWEA MAP-Growth, CLI, District Fall-Spring Common Assessment(s), Eduphoria-Aware, On Data Suite, TFAR, STAAR Mock Test(s), Progress Learning, Ready Curriculum Associates GR 3-5, HMH Waggle, and Waterford to drive instruction for students to close learning gaps in Math.

Strategy's Expected Result/Impact: Increased student growth in Math.

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal

Formative Reviews

Moderate Progress

December

March

June

Strategy 19

Use Reagan Tunstall guided math kits to enhance a deep understanding of math skills.

Strategy's Expected Result/Impact: Increase student growth in math.

Staff Responsible for Monitoring: Teachers
Elementary Curriculum Coordinator
Principal

Formative Reviews

Moderate Progress

December

March

June

Goal 3

Nederland ISD will seek continuous student performance improvement by focusing on College, Career, and Military Readiness. The percentage of graduates that meet the criteria for CCMR on the TAPR will increase from 92% to 96% by August 2030.

Performance Objective 1 HB3 Goal

Highland Park EL will work to collaborate with the district to increase the percent of students achieving college and career readiness by 1% during the 2025-2026 school year.

Evaluation Data Source: TAPR

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Highland Park EL will work to increase awareness for College and Career Opportunities at all grade levels: Texas Mobile STEM Lab-Night, Nederland High School CTE Visit (GR 5), Indorama Field Trips, Beaumont Museum Field Trip, Nederland Boston Avenue Field Trip, College Shirt Day, Wax Museum, Fair Trade Days, Community Helpers, Fantastic Teeth Fan Club Program-Dental Kits (Nederland Masonic Lodge No. 1368, Rickie Collins), Garrett Dental, The Dental Dock, Nederland Fire Department (Fire Truck), Nederland Police Department (Guest Speaker), etc.

Strategy's Expected Result/Impact: Lesson Plans
Student Participation
Communication of Events through use of Social Media

Staff Responsible for Monitoring: Principals
Teachers
Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress

December

March

June

Strategy 2

District and Campus committees will analyze out of placement (BEST, OCS) to ensure that no student group is over-represented. Identify populations and proactively develop plan to address needs of students.

Strategy's Expected Result/Impact: Reduction in representation of Economically Disadvantaged & Special Education

Staff Responsible for Monitoring: Principal
Assistant Principal
Diagnosticians
ARD Facilitator
Teachers

Formative Reviews

Some Progress

December

March

June

Strategy 3

Promote awareness in health and wellness through the C.A.T.C.H. program campus wide and a continuation of Fitnessgram Assessment.

Strategy's Expected Result/Impact: Fitnessgram Assessment

Staff Responsible for Monitoring: Principal
Physical Education Coaches
Nurse

Formative Reviews

Moderate Progress

December

March

June

Strategy 4

Create a post-secondary culture through dialogues and action including parent meetings, research of programs, early colleges experiences, college fair (October 13), and partnerships with local colleges and universities.

Strategy's Expected Result/Impact: Sign-in Sheet
Hand-outs
Newsletters
Social Media

Staff Responsible for Monitoring: Elementary Curriculum Coordinator
Principal

Formative Reviews

Some Progress

December

March

June

Performance Objective 2 **HB3 Goal**

Highland Park EL will work to increase opportunities for students to achieve college and career readiness

by ensuring GR PRE-K- 5 students show a minimum of one year's growth in Reading Language Arts and Math.

Evaluation Data Source: STAAR Data Results and Accountability Results

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Ensure fidelity of Response to Intervention through the implementation of progress monitoring and interventions while working to recognize trend analysis that will assist in closing student performance gaps.

Strategy's Expected Result/Impact: Student growth on Universal Screenings Data-Walks

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
RtI Core Team
State and Federal Programs Coordinator

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Use effective research-based instructional strategies for Math and Science staff to provide coaching and training to teachers.

Strategy's Expected Result/Impact: Student growth on District Checkpoints, Pearson Math Tests, GoMath Unit Assessments, and STAAR Assessment

Staff Responsible for Monitoring: Principal
Assistant Principal
Grade Level Chairs
Elementary Curriculum Coordinator

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Implement with fidelity Texas Curriculum Management Program Cooperative (TCMPC) to ensure vertical and horizontal alignment to accountability indicators. Ensure all new and experienced teachers receive updates on additional components of the TEKS Resource System.

Strategy's Expected Result/Impact: Increased student growth in Reading Language Arts and Math.

Staff Responsible for Monitoring: Principal
PLC
Leadership Team
Grade Level Chairs
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Highland Park EL will participate in Staff Development activities designed to improve student achievement vertically and horizontally: Nederland ISD Summit, Texas Mobile STEM Lab-Night, Inclusion, Economically Disadvantaged, ELL, Texas Curriculum Management Program Cooperative (TCMPC), RtI, Higher Order Thinking Skills (H.O.T.S), Differentiation, Data Analysis, Research-Based Instructional Strategies and Activities.

Strategy's Expected Result/Impact: Student Achievement Results
Agendas
Sign-In Sheets

Staff Responsible for Monitoring: Student Achievement Results
Agendas
Sign-In Sheets

Formative Reviews

Moderate Progress

December

March

June

Strategy 5

Highland Park EL will increase overall student progress by focusing on data driven instruction (eduphoria-Aware, On Data Suite) that targets the use of on-going monitoring of instruction thereby with the use of differentiated instruction. Teacher collaboration across district on development of instruction and assessments.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal
PLC
Leadership Team
Teachers
Elementary Curriculum Coordinator

Formative Reviews

Moderate Progress

December

March

June

Strategy 6

Incorporate technology enriched curriculum, individualized reading, mathematics, science, and writing programs that are aligned with the Texas Essential Knowledge and Skills (TEKS). Conduct review of usage of on-line programs to ensure fidelity and efficacy of the results.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal

PLC

Leadership Team

Teachers

Elementary Curriculum Coordinator

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

Highland Park EL will enhance instruction and use supplemental software programs, such as, but not limited to: Aware, NWEA-MAP Growth, Lexia, Texas Curriculum Management Program Cooperative, Learning Progress, HMH Waggle, Ready Curriculum Associates, Really Great Reading, STEMscopes, Waterford, iREAD, etc., as formative assessments for student achievement to guide differentiated instruction and extended learning opportunities.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal

PLC

Leadership Team

Teachers

Elementary Curriculum Coordinator

Formative Reviews

Moderate Progress

December

March

June

Strategy 8

Highland Park EL will provide supplemental instruction/support and timely interventions for students who are Emergent Bilingual. Sheltered Instruction training for teachers of all content

areas, differentiated professional development, regarding best practices or English language acquisition education.

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal
PLC
Leadership Team
Teachers
Elementary Curriculum Coordinator
State and Federal Programs Coordinator

Formative Reviews

Moderate Progress

December

March

June

Strategy 9

Highland Park EL will provide Special Education program training on supplemental instruction/ support/interventions and behavior interventions.

Strategy's Expected Result/Impact: Increase achievement growth for students with special needs.

Staff Responsible for Monitoring: Principal
Teachers
Director of Special Programs

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 3 **High Priority** **HB3 Goal**

Highland Park EL will provide Accelerated Instruction for students who did not meet at least " Approaches" on the STAAR Assessment in the Spring of 2025 following HB1416.

Evaluation Data Source: Tutoring Logs
Progress Monitoring
Completed Accelerated Instruction Plan
2025 STAAR Scores

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Provide Accelerated Instruction opportunities throughout the Fall and Spring Semesters while monitoring student progress.

Strategy's Expected Result/Impact: Improved performance of STAAR Assessments.
Improved student achievement.
Enhance growth opportunities for students.

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Analyze STAAR and Fall-Spring District Common Assessment Data to determine effectiveness of performance objective 3.

Strategy's Expected Result/Impact: Improved STAAR performance.
Improved student growth and achievement.

Staff Responsible for Monitoring: Principal
Assistant Principal
Elementary Curriculum Coordinators
Assistant Superintendent for Curriculum and Instruction

Formative Reviews

Moderate Progress

December

March

June

Goal 4

Nederland ISD will recruit and retain dedicated, quality personnel and provide a working environment committed to supporting and growing our employees to their full potential. We believe our team is our most important asset and our district will be a destination of excellence.

Performance Objective 1 High Priority

Highland Park EL will implement recruitment, development, and retention strategies to maintain the best highly qualified staff.

Evaluation Data Source: Increase staff retention from 92.5% to 95.5% as identified on the TAPR report. Personnel documentation on certification, professional development documentation from Eduphoria, and New Teacher meetings and professional development documentation.

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Highland Park EL will continue implementation of Campus Professional Learning Communities (PLC).

Strategy's Expected Result/Impact: PLC's will improve staff knowledge of the students and the use of new instructional strategies in helping improve student achievement, climate and culture.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

Conduct annual employee engagement climate and culture survey.

Strategy's Expected Result/Impact: Review of Survey Data from District
Review of Capturing Kids' Hearts Survey Data

Staff Responsible for Monitoring: Principal Teacher

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 3

Maintain the Highland Park EL website, as well as, social media (Facebook, etc.) with information that is beneficial to parents and community members.

Strategy's Expected Result/Impact: Highland Park Elementary Website

Facebook

ClassDojo

#noofficetoday

Blackboard Connect

Talking Points

Staff Responsible for Monitoring: Principal

Assistant Principal

Librarian

Computer Paraprofessional

PTA

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

Recognize faculty and staff for outstanding performance and contributions to celebrate successes throughout the school year.

Strategy's Expected Result/Impact: Improve morale while recognizing the achievements of our staff both professionally and personally.

Employee Recognition Plan

Appreciation Lunch from PTA Board

Staff Responsible for Monitoring: Principal

Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 5

Utilize Key Communicator for Highland Park EL to showcase Nederland Independent School District.

Strategy's Expected Result/Impact: Agenda
Sign-In Sheets

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 6

Encourage parents, business leaders, and community members to participate as a member of District/Campus Educational Improvement Committees and other committees that contribute to the success of Nederland Independent School District.

Strategy's Expected Result/Impact: Agenda
Sign-In Sheets

Staff Responsible for Monitoring: Principal
Assistant Principal
District Partners in Education Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 7

Highland Park EL will review annually Parent-School Compact and Parental Involvement Policy with input from parents. We will provide parents with copies of the Parental Involvement Policy and Parent-School Compact at Parent-Teacher conferences.

Strategy's Expected Result/Impact: Agenda
Sign-In Sheets

Staff Responsible for Monitoring: Principal
Assistant Principal
Teachers
CPOC

Formative Reviews

Considerable Progress

December

March

June

Strategy 8

Increase in Community and Business Partnerships. (Ex. Indorama, Garrett Dental, Neches Federal Credit Union, Five Point Credit Union, Jeannie Rodgers from Stewart Title, First Financial, Balfour, Tradition Portraits, Sombrero Mexican Grill, St. Charles Catholic Church, Howell's Furniture, HEB, Dr. Velina Johnson, Shields of Strength, Whataburger, Legendairy, Nederland Heritage Festival, AWC, Mid-County Urgent Care-Yancey Foster, and Doodle's Art Studio)

Strategy's Expected Result/Impact: Donation Account

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Secretary

District Partner in Education Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 9

Highland Park EL will collaborate to implement wellness programs and procedures through the School Health Advisory Council (SHAC).

Strategy's Expected Result/Impact: Agendas

Sign-In Sheets

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

December

March

June

Strategy 10

Highland Park EL will continue to collaborate with Professional District Communications Committee (PDCC) to assist in creating two way communication between employees and the Superintendent while bringing forward ideas, questions, and concerns from employees.

Strategy's Expected Result/Impact: Improve communication between administration and staff in areas of concern and need.

Staff Responsible for Monitoring: Principal
Campus Representative
Agendas
Minutes
Sign-In Sheets

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 11

Highland Park EL will recognize exemplary teachers and provide them the opportunity to serve as mentors to future campus professional developmental efforts.

Strategy's Expected Result/Impact: Develop mentor teachers to help improve and model exemplary instructional practices to support all teachers and students.

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Considerable Progress

December

March

June

Strategy 12

Based on walkthroughs and observations through T-TESS, recognize and prepare exemplary teachers and provide them the opportunity to serve as mentors to future campus professional development efforts. Reward teachers successfully increasing rigor in the classroom.

Strategy's Expected Result/Impact: Develop mentor teachers and other teacher leaders to help improve and model exemplary instructional practices to support all teachers and students.
Campus Professional Development Agendas-Sign-in Sheets
T-TESS

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

Considerable Progress

December

March

June

Strategy 13

Implementation of Teacher Incentive Allotment (TIA) Program for the following areas during 2025-2026 STAAR Reading Language Arts and Math for GR 4-5.

Strategy's Expected Result/Impact: Retain and Attract High Performing Teachers
Improve Student Growth

Staff Responsible for Monitoring: Principal
Elementary Curriculum Coordinator
Assistant Superintendent for Curriculum and Instruction

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 2

Highland Park EL will implement three year plan for Professional Development that includes professional learning opportunities that support campus goals, needs of staff and students, and promotes continuous growth for personnel. The plan will be reviewed and updated as needed annually.

Evaluation Data Source: Eduphoria Professional Development Log

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Develop a professional development plan to meet our campus needs. The plan will include required professional development for teachers and staff, initiatives, and specialized training for each department as needed to support district goals and professional growth. Professional Learning will be designed to provide opportunities such as: -"Grow Your Own" teachers, campus leaders -Multiple venues to learn the written, taught, and assessed curriculum aligned with State Standards -Strategies for disaggregating and analyzing student data to inform instruction - Induction training for new teachers and administrators -Mentoring and instructional coaching for new and existing staff -Implementation of job-embedded learning -Opportunities to share ideas, best-practices, and successes -Capacity building within content knowledge, assessment, classroom communities, and instructional delivery; and structures to sustain the characteristics of a Professional Learning Community.

Strategy's Expected Result/Impact: The provision of professional learning structures communicated and delivered in a way that:

- Reflects district-campus vision and Board Policy
- Aligns individual, campus, and district goals to promote student success
- Supported fiscally and philosophically by central administration
- Promotes multiple forms of ongoing, differentiated professional learning
- Integrates and implements research-based practices; and
- Recognizes needs of adult learners for choices and differentiation
- Tracking of certifications, hours, registration, agendas, and minutes from trainings will be housed in the Eduphoria Strive data management system

Staff Responsible for Monitoring: Principal

Assistant Principal

Elementary Curriculum Coordinator

Special Programs Director

State and Federal Programs Coordinator

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

March

June

Strategy 2

Campus Principal will utilize the T-TESS process to identify needs and guide professional development plans for the campus using the data analysis protocol. Data will be shared with PLC to identify district trends.

Strategy's Expected Result/Impact: Identification of campus-level, professional development needs and district level trends for professional development.

Staff Responsible for Monitoring: Assistant Superintendent for Curriculum and Instruction

Elementary Curriculum Coordinator

Principal

Assistant Principal

Formative Reviews

Moderate Progress

December

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June

Strategy 3

Highland Park EL will you use data derived from district surveys, staff surveys, and student achievement to determine professional learning needs for future professional development.

Strategy's Expected Result/Impact: Professional development targeted to help teachers develop high quality interactive lessons to improve student learning.

Staff Responsible for Monitoring: Principal
Assistant Principal
Assistant Superintendent of Curriculum and Instruction
Elementary Curriculum Coordinator

Formative Reviews

Moderate Progress

December

March

June

Performance Objective 3

Implementation of additional safety measures to ensure student and staff safety.

Evaluation Data Source: Sentinel Dashboard
Weekly Door Sweeps
Documentation and Feedback from Safety Drills

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

All exterior doors on campus will be locked during the instructional day.

Strategy's Expected Result/Impact: Campus Administration Team and SROs perform weekly exterior door checks ensuring doors are properly locked and functioning correctly.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources and Operations
Principal
Assistant Principal
Teachers
Campus SRO
Security Officers

Formative Reviews

Considerable Progress

December

March

June

Strategy 2

All classroom doors will remained locked during the instructional day.

Strategy's Expected Result/Impact: Campus Administration Team and SROs perform weekly exterior door checks ensuring doors are properly locked and functioning correctly.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources and Operations
Principal
Assistant Principal
Teachers
Campus SRO
Security Officers

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Development of schedule at the beginning of the school year for all safety drills to be held during the school year. Routinely perform safety drills, conduct After Action Review (AAR) of the drill, and develop improvement plan based on results of AAR.

Strategy's Expected Result/Impact: Sentinel Dashboard

Improve effectiveness of safety drills.

Improve preparedness for emergency events.

Staff Responsible for Monitoring: Assistant Superintendent for Human Resources and Operations

Principal
Assistant Principal
Campus SRO
Security Officers

Formative Reviews

Considerable Progress

December

March

June

Strategy 4

As a best practice, Campus SRO and Security Officers will perform random checks of interior doors.

Strategy's Expected Result/Impact: Campus administrators and SRO's perform weekly exterior door checks ensuring doors are properly locked and functioning correctly.

Staff Responsible for Monitoring: Teachers

Campus SRO
Security Officers
Principal
Assistant Principal
Assistant Superintendent for Human Resources and Operations

Formative Reviews

Considerable Progress

December

March

June

Strategy 5

Schedule and perform safety audits to identify areas of improvement.

Strategy's Expected Result/Impact: Improve effectiveness of campus safety.
Improve preparedness for emergency events.

Staff Responsible for Monitoring: Principal
Assistant Principal
Assistant Superintendent for Human Resources and Operations

Formative Reviews

Considerable Progress

December

March

June

Performance Objective 4

Implement a Positive Behavior Intervention and Supports (PBIS) System to support staff and students' social and emotional needs.

Evaluation Data Source: Capturing Kids' Hearts Surveys
National Showcase Recognition
Discipline Referrals
Attendance
Grades
Climate and Culture

Summative Evaluation: Some progress made toward meeting Performance Objective

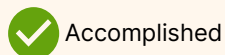
Strategy 1

Train new teachers to Highland Park EL in the implementation of the Capturing Kids' Hearts (CKH) model.

Strategy's Expected Result/Impact: National Showcase Recognition
Impact positive school culture.
Decrease in discipline referrals.
Increase in attendance.
Address social and emotional needs of students.
Capturing Kids' Hearts Surveys

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Formative Reviews



Accomplished

December

March

June

Strategy 2

Highland Park Elementary will work to consistently implement Capturing Kids' Hearts on campus by greeting students, referencing our Social Contract into daily routines, continued practice of Good Things and being intentional with a launch each day.

Strategy's Expected Result/Impact: National Showcase Recognition

Development of social contracts.

Implementation of Good Things

Decrease in discipline referrals.

Increase in attendance.

Address social and emotional needs of students.

Capturing Kids' Hearts Surveys

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Highland Park Faculty and Staff

Formative Reviews

Considerable Progress

December

March

June

Strategy 3

Provide support for teachers implementing Capturing Kids' Hearts by attending "CKH Recharge" during Professional Development in October 2025.

Strategy's Expected Result/Impact: Increase fidelity of Capturing Kids' Hearts implementation.

Decrease discipline referrals.

Increase attendance.

Address social and emotional needs of students

Staff Responsible for Monitoring: Principal

Assistant Principal

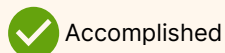
Counselor

Highland Park Faculty and Staff

Curriculum Coordinators

Assistant Superintendent for Curriculum and Instruction

Formative Reviews



Accomplished

December

March

June

Performance Objective 5

In response to additional state and federal improvement planning requirements not addressed elsewhere in this plan, Nederland ISD will be 100% compliant by implementing the following strategies. The CNA process identified certain programs and requirements as important, but not currently needing priority focus. Assurance is given that each requirement will be implemented at 100% and evaluated for implementation and impact.

1. Methods for addressing the needs of students for special programs:
 - a. early mental health intervention and suicide prevention [FFB(LOCAL)-A]
 - b. conflict resolution programs [TEC 11.252(3)(B)]
 - c. drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - d. dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - e. pregnancy-related services [TEA Addendum]
 - f. homeless [FDC(LOCAL)-A]
2. Attendance [FEA(LOCAL)-A]
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
 - a. prevention of and education concerning unwanted physical or verbal aggression,
 - b. sexual harassment [FFH(LOCAL)-A]
 - c. prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
 - a. Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A]
 - b. prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A]
 - c. procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A]
 - d. resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)]
DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Migrant Services

- Evaluation Data Source:** 1. Methods for addressing the needs of students for special programs:
- early mental health intervention and suicide prevention [FFB(LOCAL)-A]
 - conflict resolution programs [TEC 11.252(3)(B)]
 - drug and violence prevention and intervention [TEC 11.252(3)(B)]
 - dyslexia treatment and accelerated reading program [TEC 11.252(a)(3)(B)]
 - pregnancy-related services [TEA Addendum]
 - homeless [FDC(LOCAL)-A]
2. Attendance [FEA(LOCAL)-A]
3. Dropout reduction
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D) and TEC 28.001]
5. Discipline management [TEC 11.252 (a)(3)(E)] and Discipline Management Programs [TEC 11.252] including:
- prevention of and education concerning unwanted physical or verbal aggression,
 - sexual harassment [FFH(LOCAL)-A]
 - prevention, identification, response to and reporting of bullying or bully-like behavior (also see district requirements in #12 below)
6. Harassment and Dating Violence [TEC 37.001], [Family Code 71.0021], [TEC 37.0831]
- Harassment and Dating Violence are not tolerated in NISD. [FFH(LOCAL)-A]
 - prevention, identification, response to, and reporting of dating violence procedures outlined in district policy [FFH(LOCAL)-A]
 - procedures for notifying parents if a student is an alleged victim or perpetrator of dating violence as outlined in district policy [FFH(LOCAL)-A]
 - resources and information available for students seeking help and informing students of the dangers of dating violence
7. Sexual abuse and other maltreatment of children, including methods for increasing staff, student and parent awareness and staff training [TEC 38.0041(c)], [TEC 11.252(9)] DISTRICT PLAN ONLY Suggestion: Add Board Policy FFG (Exhibit) to the addendum and state that the campus follows those procedures. Then include a strategy for informing staff about the policy, and a strategy about including the information in the parent/student handbook to inform and train parents and students.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities
9. Strategies for recruiting high quality teachers and ensure that instruction will be provided by highly qualified teachers as defined by NCLB. Suggestion: add the district procedures to the addendum and state that the campus follows those procedures.
10. Training for Texas Behavior Support Initiative (TBSI) relating to instruction of students with disabilities and designed for educators who work primarily outside the area of special education
11. Coordinated school health activities and their evaluation as well as methods to ensure that students participate in the school's required physical activities.
12. The district's freedom from bullying policy and procedures must be included annually in the district improvement plan. [TEC 11.252]. The policy must include detailed requirements for the prevention, identification, response to and reporting of bullying. (also see campus requirements in #5C above)
13. Migrant Services (All Campuses)

Summative Evaluation: Some progress made toward meeting Performance Objective



State Compensatory Education

State Compensatory

Budget for Highland Park Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2.2

Brief Description of SCE Services and/or Programs

Personnel for Highland Park Elementary

Name	Position	FTE
Alisha Hansen	Interventionist	0.2
Laura Berry	Dyslexia	1
Mike Parmer	Technology Paraprofessional	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Lauren Wistner	Third Grade Teacher	Title 1	
Skylyn Mathews	First Grade Classroom Teacher	Title I	



Plan Notes

Plan Notes

Campus Plan Planning Guide

DEMOGRAPHICS - Who are we?

NEEDS:

- STUDENTS
 - Enrollment
 - Attendance
 - Virtual Remote Learning
 - Ethnicity
 - Mobility / Stability
 - Special Programs
 - SPED
 - 504
 - Speech
 - BEST
 - PEP
 - RTI
 - Intervention / Urgent Intervention
 - At-Risk
 - Failed Reading Readiness Test in Prek thru 3rd
 - In grades 7th - 12th who failed in two or more subjects
 - Retained
 - Did not perform satisfactorily on STAAR
 - Pregnant
 - Placed in alternative education program
 - Expelled
 - On parole or probation
 - Drop out
 - Limited English proficiency
 - In custody care of CPS
 - Homeless
 - Foster, Halfway House, shelter, psychiatric facility, substance abuse facility
 - Parent Incarcerated since birth of student
 - Educationally Disadvantaged

- Free, Reduced lunch
- ELL / Migrant
- Gifted and Talented
- SCHOOL and STAFF
 - 1 of 4 elementary campuses in NISD
 - List all teachers and staff on campus
 - Staff Support Structures
 - Teacher Certification
 - Paraprofessional Certification
- DISTRICT
 - District PEIMS report located on NISD website
 - District vision and mission statement
 - Funding
 - Title 1
 - State Comp
 - Grants
- PARENTS
 - PTA
- COMMUNITY
 - Donations

STUDENT LEARNING - Formative, Summative and Diagnostic - How are your students doing, in-person and virtually?

NEEDS: Non-engaged virtual learners;

- GRADING POLICY
- FORMATIVE - based on-going, flexible, informal including pop quizzes, voting, surveys, one minute writings, discussions
 - Grade level
 - Teacher
 - Needs
- SUMMATIVE - including formal tests, teacher tests, formal essays, research papers, projects, standardized, mid-terms, portfolio, chapter test
 - STAAR
 - CoGAT
 - TEA GR 4 Diagnostic Test
 - District Checkpoints and Assessments
- DIAGNOSTIC - to make decisions- Running records, curriculum specific tests, observational, intervention tools, universals

- EasyCBM
- Renaissance / Star Early Literacy
- IStation
- Dyslexia Screener
- Reading Readiness Test

SCHOOL PROCESSES AND PROGRAMS - What are our programs and processes?

NEEDS: Behavior RTI, PBIS, Restorative Discipline, CHAMPS, Phonics Program K-3rd, Reading Academy

- INSTRUCTIONAL - how students are learning?
 - Virtual Learning
 - Technology Programs
 - Google Classroom
 - SeeSaw
 - Edgenuity
 - PathBlazer Reading and Math
 - Odyssey
 - My Virtual Reading Coach
 - Waterford
 - Lexia
 - Instructional Design, Delivery and High Yield Strategies
 - Bulldog Social Skills training (BEST) Behavior Unit
 - Push in / Pull Out Programs
 - RtI
 - RtI Virtual Plan
 - Learning Lab
 - Interventionist
 - Dyslexia
 - Speech
- CURRICULAR - what students are learning?
 - Standards Based Curriculum
 - Supplemental Materials
 - Services and Activities from Title I
- RELATED SERVICES
- SCHOOL ATTENDANCE
- PERSONNEL
 - TTESS

- Professional Development
- Handle with Care
- ORGANIZATION
 - Master Schedule
 - Meetings
 - Conference
 - Go for the Gold
 - AIT
 - Committees
- ADMINISTRATIVE
 - Decision Making Process
 - District Meetings
 - Book Reviews
 - District Walk-Throughs
- PARENT, FAMILY ENGAGEMENT

PERCEPTIONS - How do we do business?

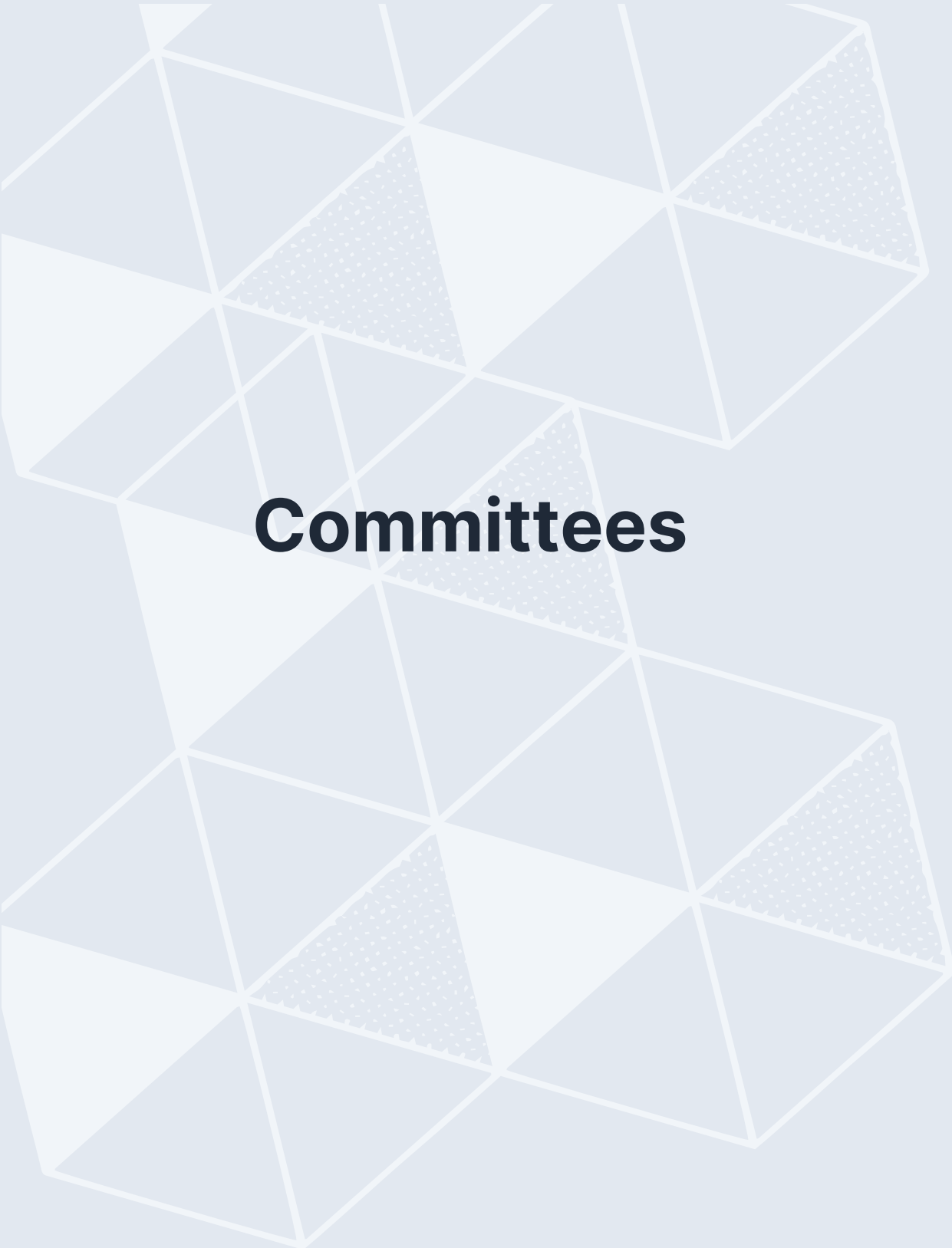
NEEDS:

- CULTURE - way teachers and staff work together and feel
 - Staff Surveys
 - Fun Friday's
 - Food Drive for holidays
- CLIMATE - school's impact on students, including teaching practices and diversity
 - Safety
 - COVID procedures
 - CORE Essentials
- VALUES & BELIEFS
 - School Theme
 - School Motto
 - School Mission
 - School Value

Addendums To Consider Including:

- Accountability Academic Growth
- Accountability Closing the Gaps
- Accountability Data Table
- Accountability Relative Performance

- Accountability Report
- Accountability Report Card
- Campus Plan Signature Page
- Climate and Culture Survey
- Crosstabs Ethnicity Chart
- Curriculum and Supplemental Materials Chart
- District COVID ReEntry Plan
- Employee Fall Engagement Survey Results
- EOY Attendance Report
- EOY Quality Alignment Data Walks Summary
- GD 3 Longitudinal Report - Reading and Math
- GD 4 Longitudinal Report - Reading, MATH & Writing
- Grading Policy
- HB3 ECMR
- HB3 Elementary
- HP Covid Procedures
- HP ReEntry Plan
- Instructional Minutes
- Master Schedule
- Parent, Family Engagement Survey Results
- Parent Compact - English and Spanish
- Professional Development Plan - Reading and Math
- STAAR Comparison
- STAAR Report Card GR 3: Reading and Math
- STAAR Report Card GR 4: Reading, Math and Writing
- Student Handbook
- Student Handbook
- TAPR Report
- Testing Calendar
- Title I Parent Involvement Policy - English and Spanish
- TSDS PEIMS Disaggregation of Student Data
- TSDS PEIMS Student Data Fall Collection



Committees

Committees

2024-2025 Campus Performance Objectives Council

Members

First Name	Last Name	Position	Committee Role
Ashley	Delage	Parent	Parent
Reagan	Williams	Parent	Parent
Geri	Hotchkiss	Assistant Principal	Administrator
Sissy L	Dainwood	Principal	Administrator
Lauren	Wistner	Classroom Teacher (1st Year of 1st Term)	Classroom Teacher
Darla	Sanderson	Classroom Teacher (1st Year of 2nd Term)	Classroom Teacher
Laura	Enterline	Classroom Teacher, (2nd Year of 1st Term)	Classroom Teacher
Rachel	Bailey	Classroom Teacher (1st Year of 1st Term)	Campus Teaching Professional
Traci	Bieber	District Non-Teaching Professional (1st Year of 1st Term)	District-level Professional
Maria	Clack	Campus Non-Teaching Professional (1st Year of 1st Term)	Non-classroom Professional
Cheryl	Evans	Business Representative	Business Representative
Keely	Jardell	Business Representative	Business Representative
Joyce	Elender	Community Representative	Community Representative
Mary	Fleming	Community Representative	Community Representative
Reagan	Williams	Parent	Parent
Ashley	Delage	Parent	Parent



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Superintendent	7/17/2023	Heather Stephenson	11/11/2025
Child Abuse and Neglect	District Personel	2/27/2025	Heather Stephenson	11/11/2025
Coordinated Health Program	Assistant Superintendent of Curriculum and Instruction	5/22/2017	Heather Stephenson	11/11/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/25/2019	Heather Stephenson	11/11/2025
Disciplinary Alternative Education Program (DAEP)	Superintendent	11/6/2023	Heather Stephenson	11/11/2025
Dropout Prevention	Assistant Superintendent of Curriculum and Instruction	8/13/2025	Heather Stephenson	11/11/2025
Dyslexia Treatment Program	Dyslexia Specialist	9/2/2025	Heather Stephenson	11/6/2025
Title I, Part C Migrant	Brenda Thompson, Region 5 Migrant Coordinator	9/5/2025	Heather Stephenson	11/6/2025
Pregnancy Related Services	Director of Student Services	7/15/2024	Heather Stephenson	11/11/2025
Post-Secondary Preparedness	Assistant Superintendent of Curriculum and Instruction	8/13/2025	Heather Stephenson	11/11/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of Human Resources and Operations	11/18/2024	Heather Stephenson	11/11/2025
Student Welfare: Crisis Intervention Programs and Training	Superintendent	12/18/2023	Heather Stephenson	11/11/2025
Student Welfare: Discipline/Conflict/ Violence Management	Superintendent	1/16/2023	Heather Stephenson	11/11/2025
Texas Behavior Support Initiative (TBSI)	Director of Student Services	8/13/2025	Heather Stephenson	11/11/2025
Technology Integration	Director of Technology	8/13/2025	Heather Stephenson	11/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Assistant Superintendent of Human Resources and Operations	12/1/2022	Heather Stephenson	11/7/2025



Addendums

HIGHLAND PARK LOWEST PERFORMING TEKS

STAAR READING 2024 HIGHLAND PARK LOWEST PERFORMING TEKS

GRADE 3 LOWEST PERFORMING TEKS

- 3.12B compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
- 3.7D retell and paraphrase texts in ways that maintain meaning and logical order.
- 3.9D.iii organizational patterns such as cause and effect and problem and solution
- 3.11.D. adjectives, including their comparative and superlative forms;
- 3.7C use text evidence to support an appropriate response;

GRADE 4 LOWEST PERFORMING TEKS

- 4.10.B explain how the use of text structure contributes to the author's purpose;
- 4.7.D retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;
- 4.9.D.ii organizational patterns such as compare and contrast;
- 4.9.E.i identifying the claim;
- 4.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;

GRADE 5 LOWEST PERFORMING TEKS

- 5.7.B write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources;
- 5.9.E.i identifying the claim;
- 5.6.E make connections to personal experiences, ideas in other texts, and society;
- 5.10.B analyze how the use of text structure contributes to the author's purpose;
- 5.10.D describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;

STAAR MATH 2024 HIGHLAND PARK LOWEST PERFORMING TEKS

GRADE 3 LOWEST PERFORMING TEKS

- 3.2.C represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers.
- 3.9.D explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest.
- 3.8.B solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
- 3.2.B describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.
- 3.6.C determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row.

GRADE 4 LOWEST PERFORMING TEKS

- 4.7.D draw an angle with a given measure.
- 4.4.H solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.
- 4.5.D solve problems related to perimeter and area of rectangles where dimensions are whole numbers.
- 4.3.C determine if two given fractions are equivalent using a variety of methods.
- 4.7.C determine the approximate measures of angles in degrees to the nearest whole number using a protractor.

GRADE 5 LOWEST PERFORMING TEKS

- 5.3.K add and subtract positive rational numbers fluently.
- 5.4.B represent and solve multi-step problems involving the four operations with whole numbers using equations with a letter standing for the unknown quantity.
- 5.4.A identify prime and composite numbers.
- 5.3.J represent division of a unit fraction by a whole number and the division of a whole number by a unit fraction such as $1/3 \div 7$ and $7 \div 1/3$ using objects and pictorial models, including area models.
- 5.3.L divide whole numbers by unit fractions and unit fractions by whole numbers.



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Grade 3 Reading Language Arts

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
Number		Percent			1		2									
Students Tested		86			100	Reading		Writing								
Students Not Tested																
Absent		0			0											
Other		0			0											
Total Documents Submitted		86			100											
Legend		Number of Points Possible														
--- = No Data Reported For Fewer Than Five Students		26		26												
		Avg. # of Points / % Achieved														
		#	%	#	%	#	%	#	%	#	%	#	%			
All Students		86	1531	4	5	82	95	62	72	23	27	17.3	67	13.9	54	
Male		42	1548	2	5	40	95	33	79	13	31	18.2	70	14.3	55	
Female		44	1515	2	5	42	95	29	66	10	23	16.5	63	13.6	52	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino		30	1510	1	3	29	97	20	67	5	17	16.9	65	12.8	49	
American Indian or Alaska Native		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American		6	1479	2	33	4	67	4	67	1	17	15.3	59	12.2	47	
Native Hawaiian or Other Pacific Islander		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
White		42	1561	0	0	42	100	33	79	16	38	18.2	70	15.2	58	
Two or More Races		6	1504	1	17	5	83	4	67	1	17	16.5	63	12.8	49	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged		Yes	40	1487	3	8	37	93	25	63	5	13	15.4	59	12.7	49
		No	46	1569	1	2	45	98	37	80	18	39	18.9	73	15.0	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A		Participants	86	1531	4	5	82	95	62	72	23	27	17.3	67	13.9	54
		Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
		No	86	1531	4	5	82	95	62	72	23	27	17.3	67	13.9	54
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			12	1474	0	0	12	100	6	50	1	8	14.9	57	12.2	47
Monitored 1st Year (M1), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			74	1540	4	5	70	95	56	76	22	30	17.7	68	14.2	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
		Nonparticipants	86	1531	4	5	82	95	62	72	23	27	17.3	67	13.9	54
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL		Participants	12	1474	0	0	12	100	6	50	1	8	14.9	57	12.2	47
		Nonparticipants	74	1540	4	5	70	95	56	76	22	30	17.7	68	14.2	55
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education		Yes	11	1534	1	9	10	91	9	82	3	27	17.3	66	14.5	56
		No	75	1530	3	4	72	96	53	71	20	27	17.3	67	13.8	53
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504		Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---
		No	83	1533	4	5	79	95	61	73	23	28	17.4	67	14.0	54
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented		Participants	5	1707	0	0	5	100	5	100	4	80	22.6	87	20.2	78
		Nonparticipants	81	1520	4	5	77	95	57	70	19	23	17.0	65	13.5	52
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk		Yes	20	1454	2	10	18	90	10	50	1	5	14.8	57	11.1	43
		No	66	1554	2	3	64	97	52	79	22	33	18.1	69	14.8	57
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 3 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category														
													1		2		3		4								
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy										
Students Tested	85	99																									
Students Not Tested																											
Absent	1	1																									
Other	0	0																									
Total Documents Submitted	86	100																									
Legend																											
--- = No Data Reported For Fewer Than Five Students																											
All Students	85	1513	15	18	70	82	52	61	20	24	8.2	68	7.5	54	5.1	73	2.0	50									
Male	41	1570	3	7	38	93	32	78	14	34	9.1	76	8.8	63	5.3	76	2.4	59									
Female	44	1460	12	27	32	73	20	45	6	14	7.4	61	6.3	45	4.9	70	1.7	42									
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Hispanic/Latino	29	1498	5	17	24	83	17	59	6	21	8.0	67	7.3	52	5.0	71	2.0	49									
American Indian or Alaska Native	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Asian	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Black or African American	6	1443	2	33	4	67	3	50	1	17	7.0	58	6.5	46	4.0	57	1.7	42									
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
White	42	1543	5	12	37	88	28	67	12	29	8.8	74	7.9	57	5.4	77	2.1	53									
Two or More Races	6	1480	2	33	4	67	3	50	1	17	6.7	56	7.0	50	5.0	71	2.2	54									
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---									
Economically Disadvantaged	Yes	39	1445	11	28	28	72	18	46	4	10	7.4	62	6.2	44	4.6	65	1.6	40								
	No	46	1571	4	9	42	91	34	74	16	35	8.9	74	8.7	62	5.5	79	2.3	59								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Title I, Part A	Participants	85	1513	15	18	70	82	52	61	20	24	8.2	68	7.5	54	5.1	73	2.0	50								
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
	No	85	1513	15	18	70	82	52	61	20	24	8.2	68	7.5	54	5.1	73	2.0	50								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Identified as Emergent Bilingual (EB)		11	1437	3	27	8	73	6	55	0	0	7.1	59	6.5	46	4.1	58	1.8	45								
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Non-Emergent Bilingual (Non-EB)		74	1524	12	16	62	84	46	62	20	27	8.4	70	7.7	55	5.2	75	2.0	51								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
	Nonparticipants	85	1513	15	18	70	82	52	61	20	24	8.2	68	7.5	54	5.1	73	2.0	50								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
ESL	Participants	11	1437	3	27	8	73	6	55	0	0	7.1	59	6.5	46	4.1	58	1.8	45								
	Nonparticipants	74	1524	12	16	62	84	46	62	20	27	8.4	70	7.7	55	5.2	75	2.0	51								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Special Education	Yes	11	1515	2	18	9	82	6	55	3	27	7.5	63	7.7	55	5.0	71	2.2	55								
	No	74	1513	13	18	61	82	46	62	17	23	8.3	69	7.5	53	5.1	73	2.0	50								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Section 504	Yes	3	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
	No	82	1518	13	16	69	84	51	62	20	24	8.3	69	7.6	55	5.1	73	2.0	51								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Gifted/Talented	Participants	5	1815	0	0	5	100	5	100	5	100	11.4	95	12.2	87	6.8	97	3.6	90								
	Nonparticipants	80	1494	15	19	65	81	47	59	15	19	8.0	67	7.2	52	5.0	71	1.9	48								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
At-Risk	Yes	19	1421	6	32	13	68	8	42	0	0	6.7	56	5.9	42	4.2	59	1.6	41								
	No	66	1540	9	14	57	86	44	67	20	30	8.6	72	8.0	57	5.3	76	2.1	53								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Grade 4 Reading Language Arts

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category											
					1		2									
Number	Percent	Reading				Writing										
Students Tested	85									100						
Students Not Tested																
Absent	0									0						
Other	0	0														
Total Documents Submitted	85	100														
Legend																
--- = No Data Reported For Fewer Than Five Students					#	%	#	%	#	%	#	%	#	%	#	%
All Students	85	1631			4	5	81	95	68	80	30	35	17.0	65	16.8	65
Male	42	1587	4	10	38	90	29	69	9	21	15.8	61	14.8	57		
Female	43	1674	0	0	43	100	39	91	21	49	18.1	70	18.8	72		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	31	1635	0	0	31	100	27	87	10	32	17.1	66	17.0	66		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	9	1576	1	11	8	89	7	78	1	11	15.7	60	14.6	56		
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	35	1629	3	9	32	91	26	74	14	40	16.9	65	16.7	64		
Two or More Races	4	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	38	1590	3	8	35	92	25	66	9	24	15.6	60	15.1	58	
	No	47	1664	1	2	46	98	43	91	21	45	18.1	70	18.2	70	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	85	1631	4	5	81	95	68	80	30	35	17.0	65	16.8	65	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	85	1631	4	5	81	95	68	80	30	35	17.0	65	16.8	65	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		14	1575	0	0	14	100	10	71	1	7	14.4	55	15.5	60	
Monitored 1st Year (M1), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)		69	1638	4	6	65	94	56	81	27	39	17.4	67	16.9	65	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	85	1631	4	5	81	95	68	80	30	35	17.0	65	16.8	65	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	13	1572	0	0	13	100	9	69	1	8	14.5	56	15.2	58	
	Nonparticipants	72	1642	4	6	68	94	59	82	29	40	17.4	67	17.1	66	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	9	1558	1	11	8	89	5	56	1	11	14.8	57	13.4	52	
	No	76	1640	3	4	73	96	63	83	29	38	17.3	66	17.2	66	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	10	1573	1	10	9	90	7	70	2	20	15.1	58	14.8	57	
	No	75	1639	3	4	72	96	61	81	28	37	17.3	66	17.1	66	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	6	1727	0	0	6	100	6	100	5	83	21.3	82	20.0	77	
	Nonparticipants	79	1624	4	5	75	95	62	78	25	32	16.7	64	16.6	64	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	18	1585	1	6	17	94	13	72	4	22	14.9	57	15.9	61	
	No	67	1643	3	4	64	96	55	82	26	39	17.6	68	17.1	66	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 4 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Students Tested	84																		99	
Students Not Tested																				
Absent	1																		1	
Other	0																		0	
Total Documents Submitted	85	100											Number of Points Possible							
Legend	10												12		13		5			
--- = No Data Reported For Fewer Than Five Students													Avg. # of Points / % Achieved							
	#	%	#	%	#	%	#	%	#	%	#	%	#	%						
All Students	84	1663	7	8	77	92	63	75	35	42	7.2	72	8.3	69	8.4	64	4.1	82		
Male	41	1666	4	10	37	90	31	76	18	44	7.1	71	8.4	70	8.4	65	4.0	80		
Female	43	1660	3	7	40	93	32	74	17	40	7.2	72	8.2	68	8.3	64	4.2	84		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	30	1658	2	7	28	93	23	77	12	40	7.3	73	8.3	69	8.4	65	3.9	79		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	9	1590	1	11	8	89	5	56	3	33	5.9	59	7.3	61	7.7	59	3.8	76		
Native Hawaiian or Other Pacific Islander	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	35	1684	2	6	33	94	27	77	15	43	7.5	75	8.5	71	8.4	65	4.3	86		
Two or More Races	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	37	1603	5	14	32	86	21	57	11	30	6.4	64	7.5	63	7.5	58	3.7	74	
	No	47	1710	2	4	45	96	42	89	24	51	7.8	78	8.9	74	9.0	70	4.4	88	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Title I, Part A	Participants	84	1663	7	8	77	92	63	75	35	42	7.2	72	8.3	69	8.4	64	4.1	82	
	Nonparticipants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	No	84	1663	7	8	77	92	63	75	35	42	7.2	72	8.3	69	8.4	64	4.1	82	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Identified as Emergent Bilingual (EB)		14	1618	1	7	13	93	9	64	5	36	6.5	65	7.5	63	8.1	62	3.7	74	
Monitored 1st Year (M1), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 3rd Year (M3), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Non-Emergent Bilingual (Non-EB)		68	1666	6	9	62	91	52	76	28	41	7.3	73	8.4	70	8.3	64	4.1	83	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
	Nonparticipants	84	1663	7	8	77	92	63	75	35	42	7.2	72	8.3	69	8.4	64	4.1	82	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
ESL	Participants	13	1623	1	8	12	92	8	62	5	38	6.5	65	7.6	63	8.2	63	3.7	74	
	Nonparticipants	71	1670	6	8	65	92	55	77	30	42	7.3	73	8.4	70	8.4	65	4.2	83	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Special Education	Yes	9	1543	2	22	7	78	4	44	2	22	4.8	48	6.8	56	6.8	52	3.4	69	
	No	75	1677	5	7	70	93	59	79	33	44	7.5	75	8.5	71	8.5	66	4.2	83	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Section 504	Yes	10	1629	2	20	8	80	8	80	3	30	6.9	69	8.3	69	7.0	54	4.1	82	
	No	74	1667	5	7	69	93	55	74	32	43	7.2	72	8.3	69	8.5	66	4.1	82	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
Gifted/Talented	Participants	6	1877	0	0	6	100	6	100	5	83	9.2	92	10.3	86	10.8	83	5.0	100	
	Nonparticipants	78	1646	7	9	71	91	57	73	30	38	7.0	70	8.1	68	8.2	63	4.0	80	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
At-Risk	Yes	18	1618	1	6	17	94	11	61	7	39	6.3	63	7.8	65	8.0	62	3.7	74	
	No	66	1675	6	9	60	91	52	79	28	42	7.4	74	8.4	70	8.5	65	4.2	84	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Grade 5 Reading Language Arts

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category												
					1					2							
Number		Percent			Reading					Writing							
Students Tested	82	99															
Students Not Tested																	
Absent	1	1															
Other	0	0															
Total Documents Submitted	83	100															
Legend			#		%		#		%		#		%				
--- = No Data Reported For Fewer Than Five Students																	
All Students			82	1626	16	20	66	80	55	67	30	37	17.4	67	15.0	58	
Male			42	1596	10	24	32	76	25	60	13	31	16.4	63	14.0	54	
Female			40	1657	6	15	34	85	30	75	17	43	18.6	71	16.0	61	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Hispanic/Latino			23	1612	5	22	18	78	15	65	8	35	16.7	64	14.7	57	
American Indian or Alaska Native			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Asian			2	---	---	---	---	---	---	---	---	---	---	---	---	---	
Black or African American			9	1611	1	11	8	89	5	56	3	33	16.2	62	15.0	58	
Native Hawaiian or Other Pacific Islander			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
White			44	1633	9	20	35	80	31	70	17	39	17.9	69	15.1	58	
Two or More Races			4	---	---	---	---	---	---	---	---	---	---	---	---	---	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	
Economically Disadvantaged			Yes	38	1592	9	24	29	76	22	58	11	29	16.1	62	13.9	53
			No	44	1655	7	16	37	84	33	75	19	43	18.6	72	15.9	61
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Title I, Part A			Participants	81	1631	15	19	66	81	55	68	30	37	17.6	68	15.1	58
			Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Migrant			Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			No	82	1626	16	20	66	80	55	67	30	37	17.4	67	15.0	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Identified as Emergent Bilingual (EB)			8	1618	2	25	6	75	5	63	3	38	16.0	62	15.6	60	
Monitored 1st Year (M1), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 2nd Year (M2), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Non-Emergent Bilingual (Non-EB)			72	1622	14	19	58	81	48	67	25	35	17.5	67	14.7	56	
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Bilingual			Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	82	1626	16	20	66	80	55	67	30	37	17.4	67	15.0	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
ESL			Participants	7	1638	1	14	6	86	5	71	3	43	16.6	64	16.6	64
			Nonparticipants	75	1625	15	20	60	80	50	67	27	36	17.5	67	14.8	57
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Special Education			Yes	19	1501	7	37	12	63	5	26	2	11	13.2	51	10.5	40
			No	63	1664	9	14	54	86	50	79	28	44	18.7	72	16.3	63
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Section 504			Yes	7	1553	3	43	4	57	4	57	1	14	14.1	54	13.6	52
			No	75	1633	13	17	62	83	51	68	29	39	17.7	68	15.1	58
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Gifted/Talented			Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---
			Nonparticipants	78	1618	16	21	62	79	51	65	27	35	17.2	66	14.7	57
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---
At-Risk			Yes	20	1532	7	35	13	65	9	45	3	15	13.8	53	12.2	47
			No	62	1656	9	15	53	85	46	74	27	44	18.6	72	15.9	61
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		Results for Each Reporting Category							
													1		2		3		4	
Number	Percent	Numerical Representations and Relationships											Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Personal Financial Literacy			
Students Tested	83	100																		
Students Not Tested																				
Absent	0	0																		
Other	0	0																		
Total Documents Submitted	83	100									Number of Points Possible									
Legend											9		20		9		4			
--- = No Data Reported For Fewer Than Five Students													Avg. # of Points / % Achieved							
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%		
All Students	83	1671	13	16	70	84	48	58	23	28	6.2	69	12.6	63	5.1	57	2.6	64		
Male	43	1670	9	21	34	79	24	56	14	33	6.1	68	12.2	61	5.4	60	2.4	61		
Female	40	1673	4	10	36	90	24	60	9	23	6.4	71	13.1	65	4.8	53	2.7	67		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Hispanic/Latino	23	1654	4	17	19	83	13	57	5	22	6.3	71	12.3	62	4.7	53	2.6	64		
American Indian or Alaska Native	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Asian	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Black or African American	9	1605	2	22	7	78	5	56	0	0	5.4	60	11.4	57	3.8	42	2.7	67		
Native Hawaiian or Other Pacific Islander	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
White	44	1689	5	11	39	89	26	59	15	34	6.3	70	13.1	65	5.6	62	2.5	63		
Two or More Races	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Economically Disadvantaged	Yes	39	1630	11	28	28	72	19	49	8	21	5.9	66	11.3	57	4.6	51	2.2	56	
	No	44	1707	2	5	42	95	29	66	15	34	6.5	72	13.8	69	5.6	62	2.8	71	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Title I, Part A	Participants	82	1674	12	15	70	85	48	59	23	28	6.3	70	12.7	64	5.1	57	2.6	64	
	Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Migrant	Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	No	83	1671	13	16	70	84	48	58	23	28	6.2	69	12.6	63	5.1	57	2.6	64	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Identified as Emergent Bilingual (EB)		8	1685	1	13	7	88	6	75	1	13	7.0	78	12.8	64	4.9	54	2.9	72	
Monitored 1st Year (M1), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 2nd Year (M2), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 3rd Year (M3), reclassified from EB		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Monitored 4th Year (M4), reclassified from EB		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Former EB (Post Monitoring)		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Non-Emergent Bilingual (Non-EB)		73	1663	12	16	61	84	40	55	20	27	6.1	68	12.5	62	5.1	56	2.5	62	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Bilingual	Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	83	1671	13	16	70	84	48	58	23	28	6.2	69	12.6	63	5.1	57	2.6	64	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
ESL	Participants	7	1681	1	14	6	86	5	71	1	14	6.7	75	12.9	64	4.9	54	2.7	68	
	Nonparticipants	76	1670	12	16	64	84	43	57	22	29	6.2	69	12.6	63	5.1	57	2.5	63	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Special Education	Yes	20	1595	8	40	12	60	7	35	3	15	5.5	61	9.7	48	4.4	49	2.2	55	
	No	63	1695	5	8	58	92	41	65	20	32	6.5	72	13.6	68	5.3	59	2.7	67	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Section 504	Yes	7	1597	2	29	5	71	2	29	1	14	5.0	56	10.7	54	4.4	49	2.0	50	
	No	76	1678	11	14	65	86	46	61	22	29	6.4	71	12.8	64	5.2	57	2.6	65	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
Gifted/Talented	Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
	Nonparticipants	79	1661	13	16	66	84	44	56	19	24	6.2	68	12.4	62	5.0	55	2.5	63	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		
At-Risk	Yes	21	1605	7	33	14	67	10	48	2	10	5.8	64	10.1	51	4.4	49	2.3	58	
	No	62	1694	6	10	56	90	38	61	21	34	6.4	71	13.5	67	5.4	59	2.6	66	
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---		



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Summary Report

Grade 5 Science

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Administration Summary			Number of Students Tested	Average Scale Score	Results for Each Reporting Category																						
					1		2		3		4																
Number Percent		Did Not Meet				Approaches				Meets				Masters				Matter and Energy		Force, Motion, and Energy		Earth and Space		Organisms and Environments			
Students Tested																		83	100								
Students Not Tested																											
Absent		0			0																						
Other		0			0																						
Total Documents Submitted		83			100																						
Legend																											
--- = No Data Reported For Fewer Than Five Students																											
All Students		83			3830	21	25	62	75	25	30	6	7	3.4	57	5.4	60	5.1	51	8.1	58						
Male		43	3892	11	26	32	74	16	37	6	14	3.3	56	5.9	66	5.3	53	8.3	59								
Female		40	3763	10	25	30	75	9	23	0	0	3.5	58	4.9	55	4.8	48	8.0	57								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Hispanic/Latino		23	3790	7	30	16	70	7	30	1	4	3.3	55	5.4	60	4.9	49	7.9	56								
American Indian or Alaska Native		1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Asian		2	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Black or African American		9	3632	4	44	5	56	0	0	0	0	3.4	57	4.9	54	4.0	40	6.8	48								
Native Hawaiian or Other Pacific Islander		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
White		44	3875	9	20	35	80	15	34	4	9	3.6	60	5.5	61	5.2	52	8.4	60								
Two or More Races		4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
No Information Provided		0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---								
Economically Disadvantaged		Yes	39	3774	13	33	26	67	11	28	3	8	3.2	53	5.3	59	4.8	48	7.9	57							
		No	44	3879	8	18	36	82	14	32	3	7	3.7	61	5.5	61	5.3	53	8.3	59							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Title I, Part A		Participants	82	3840	20	24	62	76	25	30	6	7	3.4	57	5.5	61	5.1	51	8.2	58							
		Nonparticipants	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Migrant		Yes	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
		No	83	3830	21	25	62	75	25	30	6	7	3.4	57	5.4	60	5.1	51	8.1	58							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Identified as Emergent Bilingual (EB)			8	3816	2	25	6	75	2	25	1	13	2.5	42	5.1	57	5.9	59	8.5	61							
Monitored 1st Year (M1), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Monitored 2nd Year (M2), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Monitored 3rd Year (M3), reclassified from EB			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Monitored 4th Year (M4), reclassified from EB			1	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Former EB (Post Monitoring)			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Non-Emergent Bilingual (Non-EB)			73	3823	19	26	54	74	22	30	4	5	3.5	58	5.4	60	5.0	50	8.0	57							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Bilingual		Participants	0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
		Nonparticipants	83	3830	21	25	62	75	25	30	6	7	3.4	57	5.4	60	5.1	51	8.1	58							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
ESL		Participants	7	3808	2	29	5	71	2	29	1	14	2.4	40	5.1	57	5.7	57	8.6	61							
		Nonparticipants	76	3832	19	25	57	75	23	30	5	7	3.5	59	5.5	61	5.0	50	8.1	58							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Special Education		Yes	20	3674	10	50	10	50	3	15	2	10	3.4	57	4.2	46	4.2	42	7.6	54							
		No	63	3879	11	17	52	83	22	35	4	6	3.4	57	5.8	65	5.4	54	8.3	59							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Section 504		Yes	7	3610	3	43	4	57	1	14	0	0	2.1	36	5.1	57	4.0	40	7.6	54							
		No	76	3850	18	24	58	76	24	32	6	8	3.5	59	5.5	61	5.2	52	8.2	58							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
Gifted/Talented		Participants	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
		Nonparticipants	79	3795	21	27	58	73	21	27	5	6	3.4	56	5.3	59	4.9	49	8.0	57							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							
At-Risk		Yes	21	3610	10	48	11	52	4	19	1	5	2.8	47	4.3	48	4.4	44	7.3	52							
		No	62	3904	11	18	51	82	21	34	5	8	3.6	60	5.8	65	5.3	53	8.4	60							
No Information Provided			0	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---							



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Reading Language Arts

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students	STAAR			STAAR SPANISH			TOTAL		
	Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches	
		#	%		#	%		#	%
All Students	86	82	95	0	---	---	86	82	95
Male	42	40	95	0	---	---	42	40	95
Female	44	42	95	0	---	---	44	42	95
No Information Provided	0	---	---	0	---	---	0	---	---
Hispanic/Latino	30	29	97	0	---	---	30	29	97
American Indian or Alaska Native	0	---	---	0	---	---	0	---	---
Asian	1	---	---	0	---	---	1	---	---
Black or African American	6	4	67	0	---	---	6	4	67
Native Hawaiian or Other Pacific Islander	1	---	---	0	---	---	1	---	---
White	42	42	100	0	---	---	42	42	100
Two or More Races	6	5	83	0	---	---	6	5	83
No Information Provided	0	---	---	0	---	---	0	---	---
Economically Disadvantaged	40	37	93	0	---	---	40	37	93
Yes	40	37	93	0	---	---	40	37	93
No	46	45	98	0	---	---	46	45	98
No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A	86	82	95	0	---	---	86	82	95
Participants	86	82	95	0	---	---	86	82	95
Nonparticipants	0	---	---	0	---	---	0	---	---
No Information Provided	0	---	---	0	---	---	0	---	---
Migrant	0	---	---	0	---	---	0	---	---
Yes	0	---	---	0	---	---	0	---	---
No	86	82	95	0	---	---	86	82	95
No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)	12	12	100	0	---	---	12	12	100
Monitored 1st Year (M1), reclassified from EB	0	---	---	0	---	---	0	---	---
Monitored 2nd Year (M2), reclassified from EB	0	---	---	0	---	---	0	---	---
Monitored 3rd Year (M3), reclassified from EB	0	---	---	0	---	---	0	---	---
Monitored 4th Year (M4), reclassified from EB	0	---	---	0	---	---	0	---	---
Former EB (Post Monitoring)	0	---	---	0	---	---	0	---	---
Non-Emergent Bilingual (Non-EB)	74	70	95	0	---	---	74	70	95
No Information Provided	0	---	---	0	---	---	0	---	---
Bilingual	0	---	---	0	---	---	0	---	---
Participants	0	---	---	0	---	---	0	---	---
Nonparticipants	86	82	95	0	---	---	86	82	95
No Information Provided	0	---	---	0	---	---	0	---	---
ESL	12	12	100	0	---	---	12	12	100
Participants	12	12	100	0	---	---	12	12	100
Nonparticipants	74	70	95	0	---	---	74	70	95
No Information Provided	0	---	---	0	---	---	0	---	---
Special Education	11	10	91	0	---	---	11	10	91
Yes	11	10	91	0	---	---	11	10	91
No	75	72	96	0	---	---	75	72	96
No Information Provided	0	---	---	0	---	---	0	---	---
Section 504	3	---	---	0	---	---	3	---	---
Yes	3	---	---	0	---	---	3	---	---
No	83	79	95	0	---	---	83	79	95
No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented	5	5	100	0	---	---	5	5	100
Participants	5	5	100	0	---	---	5	5	100
Nonparticipants	81	77	95	0	---	---	81	77	95
No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk	20	18	90	0	---	---	20	18	90
Yes	20	18	90	0	---	---	20	18	90
No	66	64	97	0	---	---	66	64	97
No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 3 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		85	70	82	0	---	---	85	70	82	
Male		41	38	93	0	---	---	41	38	93	
Female		44	32	73	0	---	---	44	32	73	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		29	24	83	0	---	---	29	24	83	
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---	
Asian		1	---	---	0	---	---	1	---	---	
Black or African American		6	4	67	0	---	---	6	4	67	
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---	
White		42	37	88	0	---	---	42	37	88	
Two or More Races		6	4	67	0	---	---	6	4	67	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	39	28	72	0	---	---	39	28	72
		No	46	42	91	0	---	---	46	42	91
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	85	70	82	0	---	---	85	70	82
		Nonparticipants	0	---	---	0	---	---	0	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	85	70	82	0	---	---	85	70	82
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		11	8	73	0	---	---	11	8	73	
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		74	62	84	0	---	---	74	62	84	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	85	70	82	0	---	---	85	70	82
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	11	8	73	0	---	---	11	8	73
		Nonparticipants	74	62	84	0	---	---	74	62	84
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	11	9	82	0	---	---	11	9	82
		No	74	61	82	0	---	---	74	61	82
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	3	---	---	0	---	---	3	---	---
		No	82	69	84	0	---	---	82	69	84
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	5	5	100	0	---	---	5	5	100
		Nonparticipants	80	65	81	0	---	---	80	65	81
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	19	13	68	0	---	---	19	13	68
		No	66	57	86	0	---	---	66	57	86
		No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Reading Language Arts

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		85	81	95	0	---	---	85	81	95	
Male		42	38	90	0	---	---	42	38	90	
Female		43	43	100	0	---	---	43	43	100	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		31	31	100	0	---	---	31	31	100	
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---	
Asian		4	---	---	0	---	---	4	---	---	
Black or African American		9	8	89	0	---	---	9	8	89	
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---	
White		35	32	91	0	---	---	35	32	91	
Two or More Races		4	---	---	0	---	---	4	---	---	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	38	35	92	0	---	---	38	35	92
		No	47	46	98	0	---	---	47	46	98
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	85	81	95	0	---	---	85	81	95
		Nonparticipants	0	---	---	0	---	---	0	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	85	81	95	0	---	---	85	81	95
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		14	14	100	0	---	---	14	14	100	
Monitored 1st Year (M1), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 3rd Year (M3), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		69	65	94	0	---	---	69	65	94	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	85	81	95	0	---	---	85	81	95
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	13	13	100	0	---	---	13	13	100
		Nonparticipants	72	68	94	0	---	---	72	68	94
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	9	8	89	0	---	---	9	8	89
		No	76	73	96	0	---	---	76	73	96
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	10	9	90	0	---	---	10	9	90
		No	75	72	96	0	---	---	75	72	96
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	6	6	100	0	---	---	6	6	100
		Nonparticipants	79	75	95	0	---	---	79	75	95
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	18	17	94	0	---	---	18	17	94
		No	67	64	96	0	---	---	67	64	96
		No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 4 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		84	77	92	0	---	---	84	77	92	
Male		41	37	90	0	---	---	41	37	90	
Female		43	40	93	0	---	---	43	40	93	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		30	28	93	0	---	---	30	28	93	
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---	
Asian		4	---	---	0	---	---	4	---	---	
Black or African American		9	8	89	0	---	---	9	8	89	
Native Hawaiian or Other Pacific Islander		1	---	---	0	---	---	1	---	---	
White		35	33	94	0	---	---	35	33	94	
Two or More Races		4	---	---	0	---	---	4	---	---	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	37	32	86	0	---	---	37	32	86
		No	47	45	96	0	---	---	47	45	96
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	84	77	92	0	---	---	84	77	92
		Nonparticipants	0	---	---	0	---	---	0	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	84	77	92	0	---	---	84	77	92
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		14	13	93	0	---	---	14	13	93	
Monitored 1st Year (M1), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 2nd Year (M2), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 3rd Year (M3), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 4th Year (M4), reclassified from EB		0	---	---	0	---	---	0	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		68	62	91	0	---	---	68	62	91	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	84	77	92	0	---	---	84	77	92
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	13	12	92	0	---	---	13	12	92
		Nonparticipants	71	65	92	0	---	---	71	65	92
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	9	7	78	0	---	---	9	7	78
		No	75	70	93	0	---	---	75	70	93
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	10	8	80	0	---	---	10	8	80
		No	74	69	93	0	---	---	74	69	93
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	6	6	100	0	---	---	6	6	100
		Nonparticipants	78	71	91	0	---	---	78	71	91
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	18	17	94	0	---	---	18	17	94
		No	66	60	91	0	---	---	66	60	91
		No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Reading Language Arts

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		82	66	80	0	---	---	82	66	80	
Male		42	32	76	0	---	---	42	32	76	
Female		40	34	85	0	---	---	40	34	85	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		23	18	78	0	---	---	23	18	78	
American Indian or Alaska Native		0	---	---	0	---	---	0	---	---	
Asian		2	---	---	0	---	---	2	---	---	
Black or African American		9	8	89	0	---	---	9	8	89	
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---	
White		44	35	80	0	---	---	44	35	80	
Two or More Races		4	---	---	0	---	---	4	---	---	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	38	29	76	0	---	---	38	29	76
		No	44	37	84	0	---	---	44	37	84
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	81	66	81	0	---	---	81	66	81
		Nonparticipants	1	---	---	0	---	---	1	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	82	66	80	0	---	---	82	66	80
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		8	6	75	0	---	---	8	6	75	
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 4th Year (M4), reclassified from EB		1	---	---	0	---	---	1	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		72	58	81	0	---	---	72	58	81	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	82	66	80	0	---	---	82	66	80
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	7	6	86	0	---	---	7	6	86
		Nonparticipants	75	60	80	0	---	---	75	60	80
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	19	12	63	0	---	---	19	12	63
		No	63	54	86	0	---	---	63	54	86
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	7	4	57	0	---	---	7	4	57
		No	75	62	83	0	---	---	75	62	83
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	4	---	---	0	---	---	4	---	---
		Nonparticipants	78	62	79	0	---	---	78	62	79
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	20	13	65	0	---	---	20	13	65
		No	62	53	85	0	---	---	62	53	85
		No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Mathematics

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		83	70	84	0	---	---	83	70	84	
Male		43	34	79	0	---	---	43	34	79	
Female		40	36	90	0	---	---	40	36	90	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		23	19	83	0	---	---	23	19	83	
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---	
Asian		2	---	---	0	---	---	2	---	---	
Black or African American		9	7	78	0	---	---	9	7	78	
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---	
White		44	39	89	0	---	---	44	39	89	
Two or More Races		4	---	---	0	---	---	4	---	---	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	39	28	72	0	---	---	39	28	72
		No	44	42	95	0	---	---	44	42	95
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	82	70	85	0	---	---	82	70	85
		Nonparticipants	1	---	---	0	---	---	1	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	83	70	84	0	---	---	83	70	84
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		8	7	88	0	---	---	8	7	88	
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 4th Year (M4), reclassified from EB		1	---	---	0	---	---	1	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		73	61	84	0	---	---	73	61	84	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	83	70	84	0	---	---	83	70	84
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	7	6	86	0	---	---	7	6	86
		Nonparticipants	76	64	84	0	---	---	76	64	84
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	20	12	60	0	---	---	20	12	60
		No	63	58	92	0	---	---	63	58	92
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	7	5	71	0	---	---	7	5	71
		No	76	65	86	0	---	---	76	65	86
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	4	---	---	0	---	---	4	---	---
		Nonparticipants	79	66	84	0	---	---	79	66	84
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	21	14	67	0	---	---	21	14	67
		No	62	56	90	0	---	---	62	56	90
		No Information Provided	0	---	---	0	---	---	0	---	---



STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS

Combined Summary Report

Grade 5 Science

District: 123-905 NEDERLAND ISD
Campus: 102 HIGHLAND PARK E

Report Date: JUNE 2025
Date of Testing: SPRING 2025

Legend --- = No Data Reported For Fewer Than Five Students		STAAR		STAAR SPANISH			TOTAL				
		Number of Students Tested	Approaches		Number of Students Tested	Approaches		Number of Students Tested	Approaches		
		#	%		#	%		#	%		
All Students		83	62	75	0	---	---	83	62	75	
Male		43	32	74	0	---	---	43	32	74	
Female		40	30	75	0	---	---	40	30	75	
No Information Provided		0	---	---	0	---	---	0	---	---	
Hispanic/Latino		23	16	70	0	---	---	23	16	70	
American Indian or Alaska Native		1	---	---	0	---	---	1	---	---	
Asian		2	---	---	0	---	---	2	---	---	
Black or African American		9	5	56	0	---	---	9	5	56	
Native Hawaiian or Other Pacific Islander		0	---	---	0	---	---	0	---	---	
White		44	35	80	0	---	---	44	35	80	
Two or More Races		4	---	---	0	---	---	4	---	---	
No Information Provided		0	---	---	0	---	---	0	---	---	
Economically Disadvantaged		Yes	39	26	67	0	---	---	39	26	67
		No	44	36	82	0	---	---	44	36	82
		No Information Provided	0	---	---	0	---	---	0	---	---
Title I, Part A		Participants	82	62	76	0	---	---	82	62	76
		Nonparticipants	1	---	---	0	---	---	1	---	---
		No Information Provided	0	---	---	0	---	---	0	---	---
Migrant		Yes	0	---	---	0	---	---	0	---	---
		No	83	62	75	0	---	---	83	62	75
		No Information Provided	0	---	---	0	---	---	0	---	---
Identified as Emergent Bilingual (EB)		8	6	75	0	---	---	8	6	75	
Monitored 1st Year (M1), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 2nd Year (M2), reclassified from EB		1	---	---	0	---	---	1	---	---	
Monitored 3rd Year (M3), reclassified from EB		0	---	---	0	---	---	0	---	---	
Monitored 4th Year (M4), reclassified from EB		1	---	---	0	---	---	1	---	---	
Former EB (Post Monitoring)		0	---	---	0	---	---	0	---	---	
Non-Emergent Bilingual (Non-EB)		73	54	74	0	---	---	73	54	74	
No Information Provided		0	---	---	0	---	---	0	---	---	
Bilingual		Participants	0	---	---	0	---	---	0	---	---
		Nonparticipants	83	62	75	0	---	---	83	62	75
		No Information Provided	0	---	---	0	---	---	0	---	---
ESL		Participants	7	5	71	0	---	---	7	5	71
		Nonparticipants	76	57	75	0	---	---	76	57	75
		No Information Provided	0	---	---	0	---	---	0	---	---
Special Education		Yes	20	10	50	0	---	---	20	10	50
		No	63	52	83	0	---	---	63	52	83
		No Information Provided	0	---	---	0	---	---	0	---	---
Section 504		Yes	7	4	57	0	---	---	7	4	57
		No	76	58	76	0	---	---	76	58	76
		No Information Provided	0	---	---	0	---	---	0	---	---
Gifted/Talented		Participants	4	---	---	0	---	---	4	---	---
		Nonparticipants	79	58	73	0	---	---	79	58	73
		No Information Provided	0	---	---	0	---	---	0	---	---
At-Risk		Yes	21	11	52	0	---	---	21	11	52
		No	62	51	82	0	---	---	62	51	82
		No Information Provided	0	---	---	0	---	---	0	---	---

Nederland Independent School District

Grading Policy



Adopted May 2018

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Introduction

Purpose

The Nederland ISD Grading Policy Review Committee meets once during the course of the school year to consider feedback provided by stakeholders and provide input for enhancing communication among students, parents, teachers, and campus administrators. Grades serve to monitor and assess student progress, document the level of mastery, and demonstrate what has been learned by students in a quantitative format. Providing timely feedback to students and parents via grades is essential in identifying areas of strength and opportunities for growth.

A special thanks to everyone who participated in the development of this document:

2018 Grading Guidelines Review Committee

Pre-K and Kindergarten	Holly Dainwood, Cindy Durden, Diane Gallier, DeeAnna Halbert, Donna Hayes, Robin Martin, Mari Vell
Grade 1	Kayla Doucette, Gina Hinson, Myndi Munoz, Cheryl Weaver
Grade 2	Cheryl Evans, T.K. McDuffie, Heather Saunders, Rebekah Snow
Grade 3	Tiffany Caywood, Geri Hotchkiss, Brittany Meshwert
Grade 4	Denise Bunger, Laura Enterline, Karen McGlothlin, Jana Morgan
Elementary Resource	Rhonda Minter
Grade 5	Brandie Broussard, Jennifer Feltman, Bonnie Gaspard, Stephanie Hiltz, Robbi Hussey, Elizabeth Margolis, Heather Price, Haley Roccaforte, Jennifer Simmons
Grade 6	Kristan Daws, Stacie DeVries, Christi English, Jennifer Fahrion, Kathy Kowalik, Jana Lane, Ginger Meaux, Kristen Tate
Grade 7	Margaret Brinkley, Joanna Duchamp, Kelly Ellis, Susan Ellis, Shari Shirley, Amanda Thompson, Laura Zito
Grade 8	Jennifer Balsamo, Bill Decker, Treasure Francis, Shelley Friesz, Cynthia Jones, Judy Lott
Grades 9-12	Catherine Baker, Whitney Fowler, Sue Jordan, Steven Nelson, Stephanie Schlett, Alicia Spiegel
Principals & Coordinator	Principals: Tina Oliver, Sissy Yeaman, Kevin Morrison, Rosetta Morgan, Charlie Jehlen, Scott Clemmons, Dr. Steven Beagle Coordinators: Heather Barrow, Cindi Bordelon, Dr. Darrell Evans

2025 Grading Policy Review Committee

PreKindergarten	Krista Pastorella
Kindergarten	Cindy Durden, Diane Gallier, Kim Hawkins
Grade 1	Haley Pulliam
Grade 2	Kelly Resch
Grade 3	Chris Tillman, Lauren Wistner
Grade 4	Jenna Dean, Vicky Farmer
Grade 5	Duy Nguyen
Grade 6	Julie Delatte, Molly Noel
Grade 7	Taylor Huckaby
Grade 8	Allison Britten, Kim Tran
Grades 9-12	Catherine Baker, Megan Ramirez, Jessica Tullis
Bilingual Teacher	Elizabeth Cardenas
ESL Teacher	Adriana Garcia
Special Education Teacher	Julie Devillier
Principals & Coordinators	Principals: Heather Barrow, Sissy Dainwood, Erica Gauthier, Natalie Gomez, Charlotte Junot, Dr. Kevin Morrison, Tina Oliver Coordinators: Traci Bieber, Dr. Darrell Evans, Dr. Stephanie Sandwell

Mission Statement

The Mission of the Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.

Vision Statement

The Vision of Nederland Independent School District is to provide an environment where learning is the highest priority and students demonstrate civic responsibility, prepare for post-secondary education and careers, and engage in positive personal development.

NISD Philosophy/Beliefs

- All individuals have value
- Education includes the development of a strong work ethic, social responsibility, character education, and moral development
- Diversity is a strength
- Individual choices influence achievement and success
- Relationships are the foundation for teaching and learning
- Communication is vital to success
- Education is a family responsibility in partnership with the community and the school

Overview of NISD Grading Guidelines

Monitoring of the academic progress and feedback to students and parents is essential to foster student success. Our goal is to communicate a fair and accurate indication of the level of mastery of the subject by the student. To accomplish this goal, the district has well-established grading standards, procedures, and policies.

NISD Grading Guidelines and Responsibilities

Student

1. Complete the assigned work on time and return it to the teacher.
2. Communicate with the teacher when the student does not understand the material or needs help.
3. Evaluate his or her own work.
4. Maintain academic honesty.

Parent

1. Set and reinforce clear expectations for academic success.
2. Create an effective study environment in the home.
3. Provide school supplies and materials.
4. Monitor the student's homework and progress.
5. Help with, but do not do, homework and projects.
6. Communicate with teachers when concerns arise.

Teacher

1. Plan and provide daily instruction.
2. Monitor students' mastery of the curriculum.
3. Communicate progress through online gradebook, progress reports, report cards, and other communication as appropriate.
4. Provide additional instructional support for students who are failing or in danger of failing.
5. Provide tutoring for students who are failing or in danger of failing.
6. Provide differentiated instruction to ensure the appropriate level of instruction for all students.

Definitions

Assessment	The process of gathering information that reflects levels of student achievement.
Authentic Assessment	A demonstration of performance of skills or knowledge in a real-life context.
Evaluation	The process of judging results of assessment.
Extra Credit	Extra points given for optional academic extension activities.
Final Exam	Assessment conducted at the end of a semester or school year designed to assess achievement in a particular field of knowledge.
Group Grade	One grade given to all students in a group for their overall performance/product.
Independent Grades	Grades given for assigned student work other than tests (completed independently, without assistance) which are used for calculating grading period averages.
Independent Practice	Work/assignment given to a student to provide opportunity to reinforce skills.
Master	Verb – to become skilled or proficient in the use of, to achieve mastery or command of, to gain a thorough understanding, grasp, or knowledge of. In testing, (to master) means the student can demonstrate proficiency at a predetermined degree of success.
Performance Assessment	An assessment based on performance of a task or product to demonstrate a skill or skills that have been learned.
Portfolio	A collection of student work showing development of knowledge, understanding, and application of skills in a given curriculum area.
Project/Exhibit/Demonstration	Product used to communicate understanding of a subject or area of learning.
Quiz	A short test given with or without prior warning.
Test	An example of an assessment device.
Unit	A specific topic within a course of study.
Unit Test	An assessment conducted at the end of a unit of study.

Uniform Conduct Grading Policy

Purpose

A conduct grade is meaningful information communicated to students and parents about a student's behavior in the school setting.

Belief Statement

We believe conduct grades are as important as academic grades because a student's behavior affects his/her academic achievement and the academic achievement of the other students as well.

Grades

The following letter grades will be assigned by the teacher for the student's conduct:

K - 12 Conduct Grade

E - Excellent

S - Satisfactory

N - Needs Improvement

U - Unsatisfactory

Grading Policies

Belief Statement

Grading is the reporting of meaningful information about a student's mastery of the curriculum to students, parents, other campuses, universities, and employers.

Good Grading Practices

- Teachers in 1st - 12th grades will update grades **WEEKLY** in the eSchool Teacher Gradebook, which will be reflected in Home Access Center (HAC) to inform students and parents of ongoing progress. After the first six weeks of school, Kindergarten grades will be updated weekly.
- A final grade is a collection of data that has been gathered during a grading period.
- A grade on a major unit test is to influence the final grade more than a quiz over a short assignment.
- Grades are to reflect a student's mastery of essential knowledge and skills.
- Guided practice is to precede assessments for which grades are given.

All teachers must submit a written explanation of their grading procedures to the principal for approval before the first day of the school year.

Establishing Grades within Instructional Levels

Evaluation should be planned to include a proper balance of formal and informal measures.

Formal assessments will consist of:

1. Major tests
2. Essays (rubric required)
3. Research projects or other works of applied knowledge (rubric required)
4. Labs
5. Portfolios (rubric required)
6. Major projects (rubric required)
7. Performance Assessments

Informal assessments will be derived from:

1. Daily work
2. Homework
3. Class discussions and observations
4. Group work
5. Mini Labs
6. Individual oral assessments
7. Quizzes
8. Anecdotal records
9. District Common Assessments
10. Minor projects (rubric required)

Grades should reflect the student's relative mastery of an assignment [*EIA (Legal)*]. Actual assignment grades should be recorded in the gradebook. Six-week grades should be based on recorded quantitative data that is collected at frequent intervals. **All categories used in the gradebook must have at least two grades recorded to ensure an accurate and complete representation of student performance.** Teachers should record a minimum of 10 grades during each six-week grading period, including at least two formal assessments, with the exceptions in the following areas:

- Elementary math (Grades 1-5) – Teachers should record a minimum of 10 grades, which includes at least two formal assessments each six weeks.
- Elementary ELAR (Grades 1-5) – Teachers should record a minimum of 8 reading, 6 language arts, and 5 spelling grades each six weeks.
- Elementary science/social studies (Grades 2-5) – Teachers should record a minimum of 8 grades, which includes at least two formal assessments each six weeks.

Calculation of Six-Week Averages - Elementary

Elementary - Prekindergarten

Skills-based grading will be used in assessing students.

Elementary - Kindergarten

Grades with Equal Value (ELAR and Math)

In Kindergarten, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Letter grades will be used for Science and Social Studies.

Elementary - 1st Grade

Grades with Weighted Value (ELAR)

In 1st grade, ELAR will consist of 60% Reading, 30% Language Arts, and 10% Spelling, with formal and informal assessments in all three categories.

- 1st Grade Bilingual classes grades consist of:
 - ELAR: 4 reading, 2 grammar, and 2 spelling grades
 - SLAR: 4 reading, 2 grammar, and 2 spelling grades

Grades with Equal Value (Math)

In 1st grade, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Science and Social Studies

Letter grades will be used for Science and Social Studies.

Elementary - 2nd Grade

Grades with Weighted Value (ELAR)

ELAR will consist of 60% Reading (Formal), 30% Language Arts (Informal), and 10% Spelling (Informal).

- 2nd Grade Bilingual classes grades consist of:
 - ELAR: 8 reading, 6 grammar, and 5 spelling grades
 - SLAR: 8 reading grades

Grades with Equal Value (Math, Science, and Social Studies)

In 2nd grade, each assignment counts the same toward the six-week average. Grades will be awarded as percentage scores out of 100, and the final grade will be based on the **average** of all assignment scores.

Elementary (3rd - 5th)

Grades with Weighted Value (Math, Science, and Social Studies)

In 3rd-5th grades, student grades will be based on a combination of Informal and Formal assessments across Math, Science, and Social Studies. Informal assessments will make up 60% of the overall grade. The remaining 40% will come from Formal assessments.

Grades with Weighted Value (ELAR) *need number of grades per category*

ELAR will consist of 60% Reading (Formal), 30% Language Arts (Informal), and 10% Spelling (Informal.)

- 60% Informal assessments (Math, Science, Social Studies)
- 40% Formal assessments (Math, Science, Social Studies)

Calculation of Six-Week Averages - Secondary

Grades with Weighted Value (Secondary)

All six-week averages shall be calculated on a percentage system for each type (category) of assignment. All grades shall be reported and recorded as a percentage score out of 100 and shall not be scored or reported on the accumulation of points.

Middle School (6th - 8th)

Grades accumulated at the Middle School level will follow these guidelines:

- 50% Informal assessments
- 50% Formal assessments
- **NOTE:** Courses, such as Algebra I, taken for High School credit will be weighted according to the district-approved weighted category system of 60% Formal assessments / 40% Informal assessments.

High School (9th - 12th)

- 60% Formal assessments
- 40% Informal assessments
- **NOTE:**
 - High School Advanced Academic (AP and Honors) or Academic Co-Enrolled courses may be weighted 70% Formal assessments / 30% Informal assessments with **principal approval**.

Grading Policy for Weighted Categories for Grades 6–12:

- **Formal assessments** may include major tests, projects, essays, and other summative assessments.
- The **Formal category must not be subdivided** into additional weighted components. All formal grades must be recorded within the single formal category.
- **Informal assessments** may include classwork, homework, quizzes, participation, and other formative tasks.
- Campuses or teachers may choose to **subdivide the Informal category** (e.g., Informal A, Informal B) **as long as the total remains equal to the percentage in** the district grading policy. Each informal category must have at least **four** grades.
- **All assignment weights within the gradebook must be set to 1.**

Assigning Grades

PreKindergarten	Kindergarten - 1st Grade	2nd Grade	3rd - 5th Grades	6th - 12th Grades
Skills-based grading will be used in assessing students. M Most of the time S Some of the time N Not consistently demonstrating knowledge of the skill	Numerical grades will be used for ELAR, SLAR, and math. Letter grades will be used for science, social studies, handwriting, and physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, SLAR, math, science, and social studies. Letter grades will be used for physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for ELAR, math, science, and social studies. Letter grades will be used for physical education/health. E Excellent S Satisfactory N Needs Improvement U Unsatisfactory	Numerical grades will be used for all subjects.

Numerical Grade Conversion:

A = 90-100
B = 80-89
C = 75-79
D = 70-74
F = 69 and below

Letter Grade Conversion:

E = Excellent	Mastered all taught skills
S = Satisfactory	Mastered most taught skills
N = Needs Improvement	Mastered some taught skills
U = Unsatisfactory	Has not mastered most taught skills

Homework Guidelines

PreKindergarten

Homework is reviewing daily work and listening to oral stories with an adult.

Kindergarten - Grade 1

Homework includes reviewing assignments from the day and work assigned for practice and reinforcement of learned skills.

Grades 2 - 12

Homework may consist of incomplete classwork **or** specific work for practice and reinforcement of learned skills.

Determining the Semester or Yearly Average

Kindergarten - Grade 5

Average the six grading period grades for the yearly average.

Grades 6 - 8

- Average the first, second, and third six-week grades to determine the first semester average.
- Average the fourth, fifth, and sixth six-week grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

Grades 9 - 12

- Average the first, second, and third six-week grades to determine the first semester average.
- Average the fourth, fifth, and sixth six-week grades to determine the second semester average.
- Average the first semester average and the second semester average to determine the final average for the year.

NOTE: Semester final exam grades will count 20% of the 3rd six weeks grade and 20% of the 6th six weeks grade if students are required to take the exam.

Second Chances and Reteaching

Nederland ISD expects continuous reteaching to occur at all levels.

A district shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. A district grading policy:

1. Must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment;
2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student's quality of work; and
3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

[EIA (Legal) Education Code 28.0216]

Note: For a makeup or redo of a class assignment or examination, a student may earn a maximum score of 70.

Absences and Make-up Work

Grades K - 12

Students are required to complete work that is missed due to absences. Students will be allowed a **minimum** of one day for each day absent to make up work. High school students on a block schedule will be allowed a **minimum** of one class period day to make up work for every class period day absent. **Example:** Student is absent on Gold Day (Monday), student returns to class on the next Gold Day (Wednesday), make-up work from Monday is due Friday.

A teacher may use discretion in extenuating circumstances for absences and make-up work.

Excessive absences should be addressed according to state guidelines and administrative decisions concerning the overall education of the student.

Student Activity Absences

Students participating in school activities should make every effort to obtain and complete any assignments prior to their absence. Assignment arrangements should be discussed with the teacher of record prior to the student activity absence.

Extra Credit – All Grades

Extra credit may be assigned at the individual teacher's discretion and must be academic. If extra credit is offered, it must be offered to all students and only for enrichment. It is **not** a substitute

for required work. Extra credit shall only count for a **maximum** of 5% of the overall six-week average.

Bonus point questions on a test will be included on a test only if they are challenging, subject area relevant, and within the ability of a significant number of students.

Group Assignments, Individual Projects, and Cooperative Learning

All students benefit from instructional arrangements incorporating group activities and cooperative learning. When a group or individual project is assigned, clearly described criteria/rubrics are to be established and provided for each student. Grades may reflect the amount of work completed by each student according to the established criteria/rubric, or grades may reflect one grade for the entire group based on the quality of work.

Academic Dishonesty

Policy EIA (LOCAL) states that:

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Parents and campus administrators **shall** be notified when a student is found to have engaged in academic dishonesty.

Grading Penalties

Late assignments may result in the maximum allowed credit listed below:

(Not applicable for Pre-K, K, or Grade 1)

(Grades 2 - 5)

Day 1 = -10 points

Day 2 = -20 points

Day 3 = -30 points

Extenuating circumstances may be left to the discretion of the individual teacher.

Secondary (Grades 6 - 12)

Day 1 = -15 points

Day 2 = -30 points

Required Curriculum

NISD will provide instruction in the essential knowledge and skills of the appropriate grade levels in the foundation curriculum and the enrichment curriculum.

NISD will use the **TEKS RESOURCE SYSTEM** tools and resources.

Foundation Curriculum

- English Language Arts and Reading
- SLAR
- Mathematics
- Science
- Social Studies

Enrichment Curriculum

- Career and Technology Education
- Fine Arts
- Health Education
- Languages other than English (LOTE)
- Physical Education
- Technology Applications

Nederland High School Exemption Policy 2025-2026

This is the exemption plan for students attending Nederland High School Grades 9, 10, 11 & 12. The plan is designed to assist in meeting the established campus goals of high achievement expectations, improved regular attendance, and increased student awareness of personal responsibility and behavior.

Regular attendance promotes more effective teaching and learning. It is generally agreed and supported by research that regular school attendance enhances the chance for academic achievement. Teachers are better able to maintain instructional focus and a positive learning environment in a classroom when students are in class on a regular basis.

The following eligibility criteria are within reach of all 9th, 10th, 11th, and 12th-grade students, regardless of his/her academic ability.

1. Students may be exempt from semester tests if they meet the following semester grade and semester absence criteria for each class
 - 80-100 in a class with no more than 3 excused absences
 - 70-79 in a class with no more than 2 excused absences
2. Absences are counted up to the day the exam is administered. School related absences will not count for the purpose of this rule.
3. Unexcused absences or truancy will result in the loss of exemption privileges. This includes the Monday after prom. There is no Senior Skip Day at NHS.
4. An exemption will not be granted if, during the semester, the student violates the campus tardy policy. Upon the 9th total tardy of the semester, the student will forfeit ALL class exemptions.
5. Additionally, if the student receives discipline resulting in DAEP placement and/or two OCS placements in one semester, the student will forfeit ALL class exemptions.
6. Any student who qualifies for an exemption has the option to take a semester exam without fear of lowering their final average. The numerical average for the three six-week periods will be the semester grade if the student is exempt and does not take a semester exam.
7. Students must have a passing grade in the final six weeks of each semester in order to be exempt.
8. The semester exam will count 20% of the last six weeks' grade per semester.
9. The exam will be a comprehensive semester test.

PROCEDURE FOR EXEMPT STUDENTS

1. There will be two final exam days per semester. (1 black day, 1 gold day)
2. Semester exams will be given in every class.
3. Students who are exempt from taking exams will be released from school for the second half of the day during exams. Example: Students who are exempt from taking final exams must be in attendance at school for the first half of exam day. Although exempt students must be in school and in class the first half of the day, these students do not have to take the semester exams. Students who are not exempt from exams must be in class and take exams.
4. Any non-exempt student who does not take an exam will receive a zero for the exam grade and an office referral. Excused absences are the only exception to this rule.

Emergent Bilingual

Introduction:

Students who are emergent bilingual (EBs) are at different stages of English language acquisition. While EB students, as all other students, are responsible for mastery of the Texas Essential Knowledge and Skills (TEKS), *it is imperative to recognize the critical processes and features of second language acquisition*, including the cognitive, affective, and linguistic domains, that impact academic success. Teachers of EB students must provide appropriate instruction, which will enable students to meet the state's expectations.

Nederland ISD and its teachers will be flexible with methods, allowing emergent bilingual (EB) students to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English. In assessing EB students for mastery of the TEKS, teachers **will accommodate the instructional methods, pacing, and materials**, allowing emergent bilingual (EBs) to demonstrate knowledge or competency regardless of their oral or written fluency and skills in English.

New Immigrant Students (Elementary and Middle School Only):

During the first two grading periods of school in the U.S., when assigning a numeric grade for a content area is based on accommodated work due to the language barrier, a sticker will be placed on the student's report card to indicate the grade is modified due to participation in the ESL program.

After an ESL student has been in attendance in a U.S. school for two grading periods, grades are given for all subjects, and comments must be written about the student's progress according to district benchmarks.

When receiving accommodated grades in content areas, ESL students should have equitable access to grade-level TEKS commensurate with their level of academic English. All ESL students are expected to receive linguistic accommodations to make content area instruction meaningful and comprehensible.

Grade Placement for Students Entering U.S. Schools:

Students who enter U.S. schools late in the academic year *and* are *Non-English* speaking do not have to automatically be placed in the age-appropriate grade. When making placement decisions, administrators should use data from the TEA-approved oral language proficiency test and the English reading and English language arts sections from a TEA-approved norm-referenced assessment, and consultation with the Language Proficiency Assessment Committee (LPAC) should be considered.

Parent Denials for Participation in Bilingual/ESL Programs:

Expectations for the Emergent Bilingual students, whose parents have waived the right to participate in the ESL or Bilingual Program, are to be the same as regular education students. The waived students will be graded according to regular education grading guidelines, not EB grading guidelines. Waived students will also participate in all TELPAS assessment processes and assessments.

Nederland ISD Emergent Bilingual Grading Policy

Based on: Texas Commissioner's Rules Concerning State Plan for Educating Emergent Bilingual Students, Chapter 89, Subchapter BB, February 2025 Update

Purpose

This policy ensures equitable, consistent, and culturally responsive grading practices for Emergent Bilingual (EB) students, also referred to as English as a Second Language (ESL) learners. It aligns with Texas Education Code (TEC) and Chapter 89, Subchapter BB, Commissioner's Rules for the Education of Emergent Bilingual Students, specifically sections §89.1201, §89.1210, §89.1220, and §89.1226.

Guiding Principles

- Grading reflects both academic content mastery and progress in English language acquisition (§89.1210(b)).
- Assessment practices are fair, individualized, and support language development (§89.1210(b)(2)(B), §89.1226(i)).
- Grading should promote motivation, engagement, and academic inclusion for EB students (§89.1210(b)(1)(B)).

General Grading Guidelines

- Grades are based on modified expectations aligned with students' English proficiency levels (Beginning, Intermediate, Advanced, Advanced High) (§89.1226(f)).
- EB students shall not receive failing grades solely due to language limitations (§89.1210(b)(2)(B)).
- Growth, participation, and demonstrated effort shall be considered essential components of grading (§89.1210(b)).

Accommodations

- Assignments and assessments shall be linguistically accommodated and may include:
 - Simplified language and visual supports (§89.1210(b)(2)(B))
 - Use of bilingual dictionaries or resources

- Oral responses and alternative project formats
- Extended time on assessments
- Rubrics shall focus on content understanding and communication clarity, not just grammar and syntax (§89.1210(b)).

Inclusive Assessment Practices

- Utilize a variety of assessments to measure learning, including:
 - Formative assessments
 - Performance tasks
 - Summative assessments adapted to English proficiency (§89.1210(b)(2)(B))
- Allow demonstration of understanding in the home or partner language when appropriate (§89.1210(a)).

Collaboration and Co-Planning

- ESL specialists and general education/content teachers must collaborate to:
 - Develop equitable grading rubrics
 - Accommodate assignments and tests
 - Monitor progress toward language and academic goals (§89.1220(g)(3)(B))
- LPAC (Language Proficiency Assessment Committee) guidance shall be followed for reclassification and assessment alignment (§89.1220, §89.1226(i)).

Reporting and Communication

- Progress reports and report cards must reflect:
 - Academic achievement
 - English language development progress (§89.1220(g)(3)(E))

- Provide translated versions of reports and grading explanations when possible (§89.1240).
- Communicate with families using interpreters or translated materials to ensure clarity and inclusion (§89.1240).

Promotion and Retention of Emergent Bilingual Students

- Promotion decisions for EB students shall be based on academic performance with linguistic accommodations, as outlined in the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) (§89.1210(b)).
- A student's English proficiency level shall not be the sole reason for retention (§89.1210(b)(2)(B)).
- The LPAC must be involved in decisions regarding the promotion or retention of EB students, considering multiple linguistic and academic data points (§89.1220(k)).
- Instruction must be linguistically accommodated to ensure equitable access to grade-level curriculum before any retention is recommended (§89.1210(b)).
- Documentation of student progress, instructional accommodations, and LPAC recommendations must be retained and reviewed as part of the retention decision-making process (§89.1220(l)).

Bilingual Program Grading (Elementary)

The following procedures and expectations will be utilized for students in Bilingual or EB Programs. EB students in the bilingual program are to be assessed for progress and achievement through native language instruction, as well as assessing progress in learning English.

In accordance with programmatic organization and state mandates, the District is implementing a Bilingual program for elementary (PreK-5). The Bilingual program provides academic instruction in the native language as well as instructional time for the development of academic English language acquisition, with the amount of instruction in each language being commensurate with the students' level of proficiency in each language and their level of academic achievement.

1. Teachers will report grades following District guidelines in all skill areas during each grading period.
2. Teachers will report conduct grades in accordance with District procedures for all grade levels.
3. Parent/Guardian teacher conferences are scheduled to address individual student needs.

For bilingual students newly enrolled in a U.S. school, a modified grade will be recorded on the report card for any subject in which the student is not yet successful during the first grading period in which enrolled. This allows time for language acquisition and adjustment to the academic

environment. The grade reflects a modified evaluation based on the student's participation in the bilingual program, and a designated sticker will be placed on the report card to indicate that the grade has been adjusted according to this policy.

Appendix A: Teacher Acknowledgement Form

Nederland Independent School District 2025-26 Grading Policy Teacher Acknowledgement Form

My signature acknowledges receipt of my personal copy of the Grading Policy. I agree to read the document and abide by the standards, policies, and procedures defined or referenced herein. I am aware that the Grading Policy is available to me online at the district's website, located at www.nederland.k12.tx.us. I understand that changes in district policies may supersede, modify, or eliminate the information summarized in this handbook. As the District provides updated policy or procedures information, I accept responsibility for reading and abiding by the changes.

Printed Name _____

Signature _____

Campus/Department _____

Date _____

Signed forms are due to your campus principal on or before August 30, 2025.

Nederland Independent School District

GIFTED/TALENTED PROGRAM GUIDE



Updated June 2025

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NEDERLAND ISD MISSION STATEMENT

The Mission of Nederland Independent School District is to provide an educational environment that will enable all students to develop essential academic skills and knowledge for a lifetime of learning and to prepare students to be responsible, contributing citizens in a diverse and changing world.



NEDERLAND ISD DEFINITION

Nederland ISD defines gifted and talented (G/T) as any child or youth in grades K–12 who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- Exhibits high performance capability in an intellectual, creative, or artistic area;
- Possesses an unusual capacity for leadership; or
- Excels in a specific academic field.

STATE GOAL AND DEFINITION



STATE GOAL OF A GIFTED/TALENTED STUDENT

Students who participate in services designed for gifted students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the development of innovative products and performance that are advanced in relation to students of similar age, experiences, or environment and reflect individuality and creativity. High school graduates who have participated in services for gifted students will have produced products and performances of professional quality as part of their program services.

-Texas State Plan for the Education of Gifted/Talented Students

STATE DEFINITION OF A GIFTED/TALENTED STUDENT

§29.121. DEFINITION: In this subchapter “gifted and talented student” means a child or youth who performs at, or shows the potential for performing at, a remarkably high level of accomplishment when compared to others of the same age, experiences, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possess an unusual capacity for leadership; or
3. Excels in a specific academic field.

-Added by Acts 1995 74th Leg., 260, §1, eff. May 30 1995

IDENTIFICATION AND ASSESSMENT



REFERRALS

Teachers, counselors, parents, students or other interested persons may refer 1st - 11th grade students for screening for the Gifted and Talented Program. Referrals are accepted in the fall, with assessments occurring during specific windows throughout the school year.

All Kindergarten students are automatically screened for G/T services.

Students are referred via a request form posted on the district's website. Parent permission is required to screen/assess a student. If a parent does not want his/her child to be screened, this information will be documented.

An awareness session providing an overview of the assessment procedures and services for G/T students is offered for families each year.

IDENTIFICATION

In accordance with the Texas State Plan for the Education of Gifted/Talented Students, the district will adhere to the established guidelines for identifying Nederland ISD students for the Gifted and Talented Program.

Parent consent must be obtained before any special testing or assessment is conducted as part of the screening and identification process. All screening and identification procedures for G/T purposes are conducted in-district during the school year by school personnel at no cost to the parent. Nederland ISD does not assess students who are not currently enrolled in the district.

The district reserves the right to screen referred students for common characteristics of gifted/talented students before completing a full identification profile.

Assessment opportunities for G/T identification for students in 1st - 11th grade are made available to students once a year.

Identification will consist of at least three (3) qualitative and quantitative assessments, including, but not limited to: achievement tests, ability tests, intelligence tests, creativity tests,

characteristic checklists completed by teacher and parents, teacher referrals based on classroom observations, and student work products (if available).

The District G/T Committee shall evaluate each referred student per the established criteria and determine if a preponderance of evidence exists of a G/T learning need. The District G/T Committee shall be composed of at least three professional educators who have completed the 30 hours of gifted training. As the committee evaluates the data on the students referred, the committee has two options:

1. The preponderance of profile data indicates the student exhibits educational needs and would benefit from the services offered in the G/T Program, or
2. There is insufficient evidence at this time that the student's educational needs would best be met by the G/T Program.

If a preponderance of evidence for a G/T learning need presents itself, the matrix shall be signed by committee members and placed in the gifted and talented folder with all supporting documentation collected during the identification process.

Once the identification process is complete, parents are notified of the Gifted/Talented Committee's decision. Parents must sign an Acceptance of Service form for services to begin. All services will start at the beginning of the school year except for Kindergarten who will begin services by March 1st in accordance with the Texas State Plan for the Gifted/Talented students.

Depending on individual needs, a student may be simultaneously served in more than one special program. For example, a student may be simultaneously served in the G/T Program and in the Special Education Program. Appropriate placement is the goal of the committee with the welfare of the student at the heart of every decision.

ANNUAL IDENTIFICATION TIMELINE



Referral information published on district website and social media	Fall
Referral window closes	Fall
Screening and assessments conducted after written parental permission obtained	Winter
Gifted/Talented district committee meets on identification data	Spring
Services begin for identified Gifted/Talented Kindergarten students	March 1st
Services begin for newly identified Gifted/Talented 1st - 12th grade students	First Day of New School Year

OTHER PROGRAM PROCESSES



TRANSFER STUDENTS AND GIFTED/TALENTED PLACEMENT

When an identified gifted and talented student transfers into Nederland ISD from another school district, the student's records shall be reviewed by the District G/T Committee to determine appropriate placement within the Nederland ISD G/T Program.

The District G/T Committee will make a placement determination within thirty (30) school days of the student's first day of attendance, based on the information provided in the transferred records. If necessary, the committee may request additional data to support the decision-making process.

If the transferred records do not meet Nederland ISD's identification criteria, either the parent or the district may request further assessment to determine eligibility for services.

APPEAL PROCESS FOR GIFTED/TALENTED IDENTIFICATION

A parent may appeal the Gifted/Talented identification decision by submitting a written appeal to the District G/T Committee **within ten (10) business days** of receiving the committee's qualification decision letter.

Upon receipt of the appeal, the District G/T Committee will reconvene to review the request and determine whether additional assessment data or other relevant information is needed to reconsider the initial decision.

Any further appeals beyond this level shall follow procedures outlined in Nederland ISD Board Policy.

FURLOUGH FROM THE GIFTED/TALENTED PROGRAM

A furlough is a temporary *leave of absence* from the Gifted/Talented (G/T) Program designed to address the individual needs of an identified student. A furlough does not represent permanent removal from the program.

A furlough may be requested by a parent, student, teacher, or administrator, and the request should be submitted to the campus G/T Coordinator. The request will then be reviewed by the District G/T Committee for consideration.

A student may be placed on furlough for a period of time **up to one year**, as determined appropriate by the committee. At the conclusion of the furlough, the student's progress and circumstances will be reassessed. Based on this review, the student may:

- Re-enter the G/T Program
- Be exited from the program

Furloughs are intended to be short-term and temporary in nature. They may be utilized in response to a variety of extenuating circumstances, including but not limited to:

- Over-commitment to extracurricular or academic activities
- Family concerns or responsibilities
- Serious illness or medical issues
- Challenges that inhibit performance in the G/T Program

In some cases, a furlough may be used as an intervention prior to formal exit from the program, giving the student time to address specific performance goals or concerns outlined by the District G/T Committee.

Each furlough is designed to support the student's individual needs and ensure they have the opportunity to succeed within the G/T Program when circumstances allow.

EXIT FROM THE GIFTED/TALENTED PROGRAM

Student performance in the G/T Program shall be regularly monitored to ensure continued appropriate placement. A student may be exited from the program at any time if the District G/T Committee determines that continued participation is not in the student's best interest and a previously granted furlough has proven ineffective in addressing concerns.

The decision to exit a student from the program is made by the committee after a review of existing data related to the student's academic performance and educational needs.

If a parent requests that their child be removed from the G/T Program, the campus principal shall meet with both the parent and the student prior to honoring the request.

Once a student has been exited, either through committee decision or parent request, reentry into the program will require the student to:

- Follow the district's G/T identification procedures, and
- Demonstrate an educational need for services, as defined by Nederland ISD G/T criteria.

Identified gifted/talented students are assured an array of learning opportunities that are commensurate with their abilities and that emphasize content in the four (4) foundation curricular areas. Services are available during the school day as well as the entire school year. Parents are informed of these options (19 TAC §89.3(3)).

GIFTED/TALENTED SERVICES FOR GRADES K–5

Identified Gifted/Talented (G/T) students in grades K–5 remain in their regular general education classrooms and receive services from teachers who are specially trained in Gifted Education.

G/T CLUSTERING GUIDELINES

To support effective G/T instruction, the Commissioner's Advisory Council on the Education of Gifted Students has provided the following guidelines for defining a G/T group in a regular classroom:

- A G/T group must include at least four identified G/T students.
- To align with the State Plan, the classroom should have at least 33% of students identified as G/T.
- If fewer than 33% of students at a particular grade level are G/T identified:
 - G/T students in that grade level are grouped together during core subject instruction to ensure appropriate peer interaction and services.

INSTRUCTIONAL FEATURES

G/T trained teachers provide:

- Differentiated learning activities
- Opportunities for independent study

- Continuous assessment of student progress

ENRICHMENT OPPORTUNITIES

G/T students also participate in enrichment programs, including the Texas State Performance Standards Project (TPSP). TPSP allows students to:

- Create advanced-level products and projects
- Engage in deeper learning
- Demonstrate performance at a higher academic level

TPSP provides guidelines, assessments, and curricular support specifically designed for G/T instruction in grades K–5.

GIFTED/TALENTED SERVICES FOR GRADES 6-8

All identified Gifted/Talented (G/T) students in grades 6–8 are served through advanced and honors-level classes. Specifically, advanced course options are available in Mathematics and Reading/Language Arts (RLA) at each grade level.

G/T students are grouped together in their advanced Math and RLA classes to ensure they receive targeted instruction that meets their academic needs. When possible, based on the master schedule, G/T students may also be clustered together in other core classes (such as Science and Social Studies) that are not designated as honors. These groupings may include heterogeneous class settings with both G/T and non-G/T students.

Each cluster class will include a minimum of four identified G/T students per grade level, unless the number of identified students at a particular campus is fewer than four.

Teachers serving G/T students receive specialized training in Gifted Education and provide:

- Differentiated learning activities
- Opportunities for independent study
- Regular assessment of student progress

Middle School Gifted/Talented (G/T) students have access to enrichment opportunities through the Texas State Performance Standards Project (TPSP).

The TPSP offers a structured framework that includes:

- Performance standards
- Curriculum resources
- Assessment tools

GIFTED/TALENTED SERVICES FOR GRADES 9-12

Gifted and Talented (G/T) students in high school are served through a variety of advanced academic options, including:

- PreAdvanced Placement (PreAP)/Honors courses
- Advanced Placement (AP) courses
- Dual credit/concurrent enrollment opportunities with local colleges and universities

To remain active in the G/T Program, students in grades 9–12 are required to participate in at least one PreAP, Honors, AP, or dual credit course each academic year. The school administration reserves the right to approve additional coursework that meets this requirement on a case-by-case basis.

Teachers serving G/T students are highly trained in Gifted Education and provide:

- Advanced, in-depth instruction
- Enriched and differentiated learning activities
- Opportunities for independent study and research
- Ongoing assessment and progress monitoring

High School Gifted/Talented (G/T) students also have opportunities to create advanced-level products through the Texas State Performance Standards Project (TPSP).

The TPSP includes:

- Performance standards
- Curriculum resources
- Assessment tools

PROFESSIONAL DEVELOPMENT



Nederland ISD is committed to providing its staff with appropriate and meaningful professional development which enables the staff to meet the unique and individual educational needs of all students including services for gifted/talented students. It is important that all staff who are responsible for formally servicing these students obtain appropriate training for educating the gifted child. NISD requires at least the minimum hours of training as mandated by the state.

TEXAS ADMINISTRATIVE CODE 89.2 PROFESSIONAL DEVELOPMENT

- (1) Prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes the nature and needs of gifted/talented students, identification and assessment of gifted/talented students, and curriculum and instruction for gifted/talented services.
- (2) Teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete 30-hour training requirement within one semester.
- (3) Teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
- (4) Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Nederland ISD will accept a 30 hour certificate from other districts and/or region centers as verification of training with appropriate documentation.

Nederland ISD will offer opportunities for staff to complete the annual 6 hour update. Procedures are established that outline the timeline for completion.

OTHER PROGRAM REQUIREMENTS



PROGRAM EVALUATION

Nederland ISD will annually evaluate the Gifted/Talented (G/T) Program to ensure its effectiveness and alignment with student needs. As part of this evaluation process, input will be gathered from all stakeholders, including:

- Students
- Parents
- Teachers

Survey data and feedback collected during the evaluation will be presented to the Nederland ISD Board of Trustees and used as a needs assessment to inform and guide updates to the District and Campus Improvement Plans.

This ongoing evaluation process supports the district's commitment to continuous improvement and excellence in Gifted/Talented education.

COMMUNICATION AND COMMUNITY INVOLVEMENT

Nederland ISD is committed to ensuring that parents and community members have access to information about the district's Gifted and Talented (G/T) Program and are provided opportunities to develop understanding and support for gifted education.

Program information is readily available on the district's official website, including details about identification procedures, services, program design, and support resources.

Additionally, information about special opportunities for G/T students—such as academic contests, recognition programs, summer camps, community initiatives, and volunteer experiences—is shared with families as it becomes available.

Nederland ISD values the involvement of families and the community in supporting the academic and personal growth of gifted learners.

HIGHLAND PARK LOWEST PERFORMING QUESTIONS

STAAR READING 2025 NEDERLAND ISD LOWEST PERFORMING QUESTIONS

GRADE 3 LOWEST PERFORMING QUESTIONS	QUESTION #	FULL CREDIT %
3.W.7.B: Write a response to a literary or informational text that demonstrates an understanding of a text.	25	0
3.R.9.Ei: Recognize characteristics and structures of argumentative text by: (i) identifying the claim.	14	24
3.R.6.E: Make connections to personal experiences, ideas in other texts, and society.	24	41
3.R.10.D: Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	4	43
3.R.9.Eii: recognize characteristics and structures of argumentative text by: (ii) distinguishing facts from opinion.	10	45
3.R.8.C: Analyze plot elements, including the sequence of events, the conflict, and the resolution.	20	45
3.R.6.E: Make connections to personal experiences, ideas in other texts, and society.	23	45
GRADE 4 LOWEST PERFORMING QUESTIONS		
4.W.12.C: Compose argumentative texts, including opinion essays, using genre characteristics and craft.	25	0
4.R.10.B: explain how the use of text structure contributes to the author's purpose.	20	39
4.R.6.E: Make connections to personal experiences, ideas in other texts, and society.	23	39
4.R.8.A: Infer basic themes supported by text evidence	12	42
4.R.3.A: use print or digital resources to determine meaning, syllabication, and pronunciation, and word origin.	15	42
GRADE 5 LOWEST PERFORMING QUESTIONS		
5.W.12.B: Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.	25	0
5.R.8.D: analyze the influence of the setting, including historical and cultural settings, on the plot.	9	38
5.R.8.A: Infer multiple themes within a text using text evidence.	8	39
5.R.8.C: Analyze plot elements, including rising action, climax, falling action, and resolution.	2	43
5.R.6.E: Make connections to personal experiences, ideas in other texts, and society.	16	51

STAAR MATH 2025 NEDERLAND ISD LOWEST PERFORMING QUESTIONS

GRADE 3 LOWEST PERFORMING QUESTIONS		
3.2.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	21	19
3.2.4.K: Solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.	10	20
3.1.2.B: Describe the mathematical relationships found in the base-10 place value system through the hundred thousands place.	27	22
3.2.5.B: Represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations.	8	29
3.4.8.B: Solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.	28	31
GRADE 4 LOWEST PERFORMING QUESTIONS		
4.3.6.B: Identify and draw one or more lines of symmetry, if they exist, for a two-dimensional figure.	8	15
4.2.3.F: Evaluate the reasonableness of sums and differences of fractions using benchmark fractions 0, 1/4, 1/2, 3/4, and 1, referring to the same whole.	25	26
4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	16	44
4.3.5.D: Solve problems related to perimeter and area of rectangles where dimensions are whole numbers.	26	44
4.3.8.B: Convert measurements within the same measurement system, customary or metric, from a smaller unit into a larger unit or a larger unit into a smaller unit when given other equivalent measures represented in a table.	20	45
GRADE 5 LOWEST PERFORMING QUESTIONS		
5.2.3.K: Add and subtract positive rational numbers fluently.	13	22
5.3.7.A: Solve problems by calculating conversions within a measurement system, customary or metric.	26	25
5.3.5.A: Classify two-dimensional figures in a hierarchy of sets and subsets using graphic organizers based on their attributes and properties.	19	28
5.2.3.F: Represent quotients of decimals to the hundredths, up to four-digit dividends and two-digit whole number divisors, using objects and pictorial models, including area models.	11	30
5.3.4.H: Represent and solve problems related to perimeter and/or area and related to volume.	24	37

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 1

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	628.5	2,440.0	3,070.0	2,924.0	2,904.0	2,879.0	2,496.0
C. Total Days Absent	0.0	24.0	88.0	111.0	86.0	88.0	99.0	62.0
D. Total Days Present	0.0	604.5	2,352.0	2,959.0	2,838.0	2,816.0	2,780.0	2,434.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	604.5	2,352.0	2,959.0	2,838.0	2,816.0	2,780.0	2,434.0
G.1 BE - Elig Days Bilingual/ESL	0.0	473.5	1,087.0	1,207.0	939.0	837.0	661.0	612.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,526.0	1,972.0	1,963.0	1,748.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,200.0	1,242.0	1,006.0	837.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	76.0	51.0	0.0	75.0
L.1 BE - Bil/ESL Refined ADA	0.000	18.212	41.808	46.423	36.115	32.192	25.423	23.538
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	2.923	1.962	0.000	2.885
O.1 Early Ed Eco Dis Refined ADA	X	X	58.692	75.846	75.500	67.231	X	X
O.2 Early Ed Lang Refined ADA	X	X	46.154	47.769	38.692	32.192	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.042	0.218	1.363	2.139	4.281	5.408	1.538
S. Regular Program Ref ADA	0.000	23.208	90.244	112.445	107.015	104.027	101.515	92.077
T. Total Refined ADA	0.000	23.250	90.462	113.808	109.154	108.308	106.923	93.615
U. Percent in Attendance	0.000%	96.181%	96.393%	96.384%	97.059%	96.970%	96.561%	97.516%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 1

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17,341.5
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	558.0
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,783.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,783.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,816.5
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	7,209.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	4,285.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	202.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	223.712
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	7.769
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	277.269
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	164.808
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	14.988
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	630.531
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	645.519
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	96.782%

NOTE: Detail may not add to totals due to rounding.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 2

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	745.5	2,822.0	3,547.0	3,314.0	3,321.0	3,291.0	2,842.0
C. Total Days Absent	0.0	44.0	126.0	149.0	113.0	141.0	162.0	94.0
D. Total Days Present	0.0	701.5	2,696.0	3,398.0	3,201.0	3,180.0	3,129.0	2,748.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	701.5	2,696.0	3,398.0	3,201.0	3,180.0	3,129.0	2,748.0
G.1 BE - Elig Days Bilingual/ESL	0.0	611.5	1,409.0	1,431.0	1,189.0	1,023.0	785.0	694.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,776.0	2,266.0	2,253.0	1,994.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,420.0	1,431.0	1,201.0	1,036.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	90.0	52.0	0.0	82.0
L.1 BE - Bil/ESL Refined ADA	0.000	21.086	48.586	49.345	41.000	35.276	27.069	23.931
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	3.103	1.793	0.000	2.828
O.1 Early Ed Eco Dis Refined ADA	X	X	61.241	78.138	77.690	68.759	X	X
O.2 Early Ed Lang Refined ADA	X	X	48.966	49.345	41.414	35.724	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.042	0.341	1.933	2.354	4.682	5.453	1.875
S. Regular Program Ref ADA	0.000	24.148	92.624	115.239	108.025	104.973	102.444	92.884
T. Total Refined ADA	0.000	24.190	92.966	117.172	110.379	109.655	107.897	94.759
U. Percent in Attendance	0.000%	94.098%	95.535%	95.799%	96.590%	95.754%	95.077%	96.692%

NOTE: Detail may not add to totals due to rounding.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 2

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,882.5
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	829.0
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,053.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,053.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7,142.5
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	8,289.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	5,088.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	224.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	246.293
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	7.724
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	285.828
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	175.448
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	16.680
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	640.337
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	657.017
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.831%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 3

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	747.0	2,799.0	3,526.0	3,318.0	3,326.0	3,311.0	2,846.0
C. Total Days Absent	0.0	62.5	165.0	214.0	184.0	158.0	153.0	136.0
D. Total Days Present	0.0	684.5	2,634.0	3,312.0	3,134.0	3,168.0	3,158.0	2,710.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	684.5	2,634.0	3,312.0	3,134.0	3,168.0	3,158.0	2,710.0
G.1 BE - Elig Days Bilingual/ESL	0.0	585.0	1,404.0	1,380.0	1,163.0	1,028.0	805.0	673.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,756.0	2,190.0	2,192.0	2,004.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,404.0	1,380.0	1,171.0	1,028.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	112.0	57.0	5.0	82.0
L.1 BE - Bil/ESL Refined ADA	0.000	20.172	48.414	47.586	40.103	35.448	27.759	23.207
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	3.862	1.966	0.172	2.828
O.1 Early Ed Eco Dis Refined ADA	X	X	60.552	75.517	75.586	69.103	X	X
O.2 Early Ed Lang Refined ADA	X	X	48.414	47.586	40.379	35.448	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.078	0.780	2.211	2.688	5.124	5.314	2.000
S. Regular Program Ref ADA	0.000	23.526	90.048	111.996	105.381	104.117	103.583	91.449
T. Total Refined ADA	0.000	23.603	90.828	114.207	108.069	109.241	108.897	93.448
U. Percent in Attendance	0.000%	91.633%	94.105%	93.931%	94.454%	95.250%	95.379%	95.221%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 3

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,873.0
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,072.5
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18,800.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18,800.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7,038.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	8,142.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	4,983.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	256.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	242.690
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	8.828
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	280.759
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	171.828
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	18.193
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	630.100
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	648.293
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	94.603%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 4

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	686.0	2,547.0	3,254.0	2,979.0	2,994.0	2,987.0	2,601.0
C. Total Days Absent	0.0	43.5	120.0	196.0	158.0	139.0	161.0	171.0
D. Total Days Present	0.0	642.5	2,427.0	3,058.0	2,821.0	2,855.0	2,826.0	2,430.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	642.5	2,427.0	3,058.0	2,821.0	2,855.0	2,826.0	2,430.0
G.1 BE - Elig Days Bilingual/ESL	0.0	550.5	1,276.0	1,300.0	1,063.0	981.0	737.0	655.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,597.0	2,012.0	1,949.0	1,804.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,286.0	1,326.0	1,063.0	1,010.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	19.0	104.0	52.0	24.0	99.0
L.1 BE - Bil/ESL Refined ADA	0.000	21.173	49.077	50.000	40.885	37.731	28.346	25.192
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.731	4.000	2.000	0.923	3.808
O.1 Early Ed Eco Dis Refined ADA	X	X	61.423	77.385	74.962	69.385	X	X
O.2 Early Ed Lang Refined ADA	X	X	49.462	51.000	40.885	38.846	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.120	0.786	2.209	2.609	5.469	5.326	2.201
S. Regular Program Ref ADA	0.000	24.591	92.560	115.406	105.891	104.339	103.367	91.261
T. Total Refined ADA	0.000	24.712	93.346	117.615	108.500	109.808	108.692	93.462
U. Percent in Attendance	0.000%	93.659%	95.289%	93.977%	94.696%	95.357%	94.610%	93.426%

NOTE: Detail may not add to totals due to rounding.

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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 4

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	18,048.0
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	988.5
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17,059.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17,059.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6,562.5
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	7,362.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	4,685.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	298.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	252.404
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	11.462
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	283.154
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	180.192
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	18.720
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	637.415
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	656.135
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	94.523%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 5

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	744.5	2,908.0	3,633.0	3,279.0	3,356.0	3,359.0	2,926.0
C. Total Days Absent	0.0	29.0	137.0	191.0	122.0	145.0	142.0	112.0
D. Total Days Present	0.0	715.5	2,771.0	3,442.0	3,157.0	3,211.0	3,217.0	2,814.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	715.5	2,771.0	3,442.0	3,157.0	3,211.0	3,217.0	2,814.0
G.1 BE - Elig Days Bilingual/ESL	0.0	627.5	1,463.0	1,498.0	1,197.0	1,141.0	914.0	768.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,815.0	2,237.0	2,242.0	2,020.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,463.0	1,499.0	1,197.0	1,143.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	28.0	110.0	47.0	57.0	107.0
L.1 BE - Bil/ESL Refined ADA	0.000	21.638	50.448	51.655	41.276	39.345	31.517	26.483
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.966	3.793	1.621	1.966	3.690
O.1 Early Ed Eco Dis Refined ADA	X	X	62.586	77.138	77.310	69.655	X	X
O.2 Early Ed Lang Refined ADA	X	X	50.448	51.690	41.276	39.414	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.179	0.915	2.170	2.805	5.557	5.702	2.793
S. Regular Program Ref ADA	0.000	24.494	94.637	116.519	106.057	105.167	105.229	94.242
T. Total Refined ADA	0.000	24.672	95.552	118.690	108.862	110.724	110.931	97.034
U. Percent in Attendance	0.000%	96.105%	95.289%	94.743%	96.279%	95.679%	95.773%	96.172%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 5

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	20,205.5
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	878.0
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,327.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	19,327.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	7,608.5
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	8,314.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	5,302.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	349.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	262.362
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	12.034
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	286.690
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	182.828
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	20.122
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	646.344
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	666.466
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.655%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 6

	EE	PK	KG	01	02	03	04	05
A. Six-week Summary								
B. Days Membership	0.0	637.5	2,490.0	3,129.0	2,839.0	2,904.0	2,908.0	2,571.0
C. Total Days Absent	0.0	31.5	131.0	183.0	113.0	144.0	150.0	84.0
D. Total Days Present	0.0	606.0	2,359.0	2,946.0	2,726.0	2,760.0	2,758.0	2,487.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	606.0	2,359.0	2,946.0	2,726.0	2,760.0	2,758.0	2,487.0
G.1 BE - Elig Days Bilingual/ESL	0.0	535.0	1,259.0	1,309.0	1,012.0	984.0	768.0	653.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	1,528.0	1,925.0	1,928.0	1,755.0	X	X
H.2 Early Ed Lang Elig Days	X	X	1,259.0	1,316.0	1,012.0	984.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	12.0	98.0	41.0	48.0	93.0
L.1 BE - Bil/ESL Refined ADA	0.000	20.577	48.423	50.346	38.923	37.846	29.538	25.115
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.462	3.769	1.577	1.846	3.577
O.1 Early Ed Eco Dis Refined ADA	X	X	58.769	74.038	74.154	67.500	X	X
O.2 Early Ed Lang Refined ADA	X	X	48.423	50.615	38.923	37.846	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.168	0.809	2.366	2.657	5.740	5.564	2.929
S. Regular Program Ref ADA	0.000	23.139	89.922	110.942	102.189	100.414	100.513	92.724
T. Total Refined ADA	0.000	23.308	90.731	113.308	104.846	106.154	106.077	95.654
U. Percent in Attendance	0.000%	95.059%	94.739%	94.151%	96.020%	95.041%	94.842%	96.733%

NOTE: Detail may not add to totals due to rounding.

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This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Six-week Reporting Period: 6

	06	07	08	09	10	11	12	Total
A. Six-week Summary								
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	17,478.5
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	836.5
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,642.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	16,642.0
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	6,520.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	7,136.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	4,571.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	292.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	250.769
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	11.231
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	274.462
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	175.808
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	20.234
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	619.843
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	640.077
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.214%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Total Grade Summary

	EE	PK	KG	01	02	03	04	05
B. Days Membership	0.0	4,189.0	16,006.0	20,159.0	18,653.0	18,805.0	18,735.0	16,282.0
C. Total Days Absent	0.0	234.5	767.0	1,044.0	776.0	815.0	867.0	659.0
D. Total Days Present	0.0	3,954.5	15,239.0	19,115.0	17,877.0	17,990.0	17,868.0	15,623.0
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	3,954.5	15,239.0	19,115.0	17,877.0	17,990.0	17,868.0	15,623.0
G.1 BE - Elig Days Bilingual/ESL	0.0	3,383.0	7,898.0	8,125.0	6,563.0	5,994.0	4,670.0	4,055.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	9,998.0	12,602.0	12,527.0	11,325.0	X	X
H.2 Early Ed Lang Elig Days	X	X	8,032.0	8,194.0	6,650.0	6,038.0	X	X
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	59.0	590.0	300.0	134.0	538.0
L.1 BE - Bil/ESL Refined ADA	0.000	20.476	47.793	49.226	39.717	36.306	28.275	24.578
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.360	3.575	1.820	0.818	3.269
O.1 Early Ed Eco Dis Refined ADA	X	X	60.544	76.344	75.867	68.605	X	X
O.2 Early Ed Lang Refined ADA	X	X	48.644	49.668	40.261	36.578	X	X
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.105	0.641	2.042	2.542	5.142	5.461	2.223
S. Regular Program Ref ADA	0.000	23.851	91.672	113.758	105.760	103.839	102.775	92.439
T. Total Refined ADA	0.000	23.956	92.314	115.800	108.302	108.982	108.236	94.662
U. Percent in Attendance	0.000%	94.402%	95.208%	94.821%	95.840%	95.666%	95.372%	95.953%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
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SUPERINTENDENT'S REPORT OF STUDENT ATTENDANCE

LEA-level Data

Campuses: 103

2024 - 2025 Summer Collection, Accepted Submission

LEA: 123905 - NEDERLAND ISD

Total Grade Summary

	06	07	08	09	10	11	12	Total
B. Days Membership	0.0	0.0	0.0	0.0	0.0	0.0	0.0	112,829.0
C. Total Days Absent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5,162.5
D. Total Days Present	0.0	0.0	0.0	0.0	0.0	0.0	0.0	107,666.5
E. Total Ineligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
F. Total Eligible Days	0.0	0.0	0.0	0.0	0.0	0.0	0.0	107,666.5
G.1 BE - Elig Days Bilingual/ESL	0.0	0.0	0.0	0.0	0.0	0.0	0.0	40,688.0
G.2 D1 - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.3 D2 (EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
G.4 D2 (Non-EB) - Elig Days Bil Dual Lang	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
H.1 Early Ed Eco Dis Elig Days	X	X	X	X	X	X	X	46,452.0
H.2 Early Ed Lang Elig Days	X	X	X	X	X	X	X	28,914.0
I. Elig Days In Res Fac	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
J. Elig Days Preg Rel Serv	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K. Elig Days SpecEd main	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1,621.0
L.1 BE - Bil/ESL Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	246.372
L.2 D1 - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.3 D2 (EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
L.4 D2 (Non-EB) - Bil Dual Lang Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
M. Res Fac Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
N. SpecEd Main Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	9.841
O.1 Early Ed Eco Dis Refined ADA	X	X	X	X	X	X	X	281.360
O.2 Early Ed Lang Refined ADA	X	X	X	X	X	X	X	175.152
P. Preg Related Serv FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.1 Career & Technical Ed FTE - Tier 1	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.2 Career & Technical Ed FTE - Tier 2	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Q.3 Career & Technical Ed FTE - Tier 3	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
R. Special Education FTE	0.000	0.000	0.000	0.000	0.000	0.000	0.000	18.156
S. Regular Program Ref ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	634.095
T. Total Refined ADA	0.000	0.000	0.000	0.000	0.000	0.000	0.000	652.251
U. Percent in Attendance	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	0.000%	95.424%

NOTE: Detail may not add to totals due to rounding.

NOTE 2: The following reports should be reviewed concurrently to verify attendance data: PDM3-130-001, PDM3-130-002 & PDM3-130-004.
This report displays the data for SUMR 2024 - 2025 that was accepted by the ESC on 07/24/25 11:13 AM.

2023-24 Texas Academic Performance Report (TAPR)

District Name: NEDERLAND ISD

Campus Name: HIGHLAND PARK EL

Campus Number: 123905102

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Texas Education Agency
2023-24 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2024	74%	88%	93%	83%	90%	97%	*	*	-	*	73%	*	97%	82%	92%	80%
	2023	76%	89%	87%	100%	83%	91%	*	-	-	*	75%	100%	93%	67%	80%	100%
At Meets Grade Level or Above	2024	48%	63%	64%	50%	60%	67%	*	*	-	*	27%	*	67%	55%	49%	53%
	2023	50%	64%	64%	67%	65%	67%	*	-	-	*	42%	80%	70%	44%	51%	86%
At Masters Grade Level	2024	21%	28%	23%	17%	20%	25%	*	*	-	*	9%	*	22%	23%	10%	7%
	2023	20%	30%	25%	17%	30%	26%	*	-	-	*	8%	0%	32%	6%	14%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2024	70%	79%	69%	50%	70%	69%	*	*	-	*	55%	*	71%	64%	56%	67%
	2023	73%	84%	84%	83%	88%	84%	*	-	-	*	67%	80%	86%	78%	72%	88%
At Meets Grade Level or Above	2024	42%	51%	36%	33%	27%	36%	*	*	-	*	9%	*	34%	41%	18%	27%
	2023	45%	53%	50%	50%	58%	49%	*	-	-	*	25%	40%	52%	44%	42%	75%
At Masters Grade Level	2024	15%	22%	14%	0%	17%	11%	*	*	-	*	0%	*	14%	14%	8%	7%
	2023	19%	21%	17%	17%	13%	21%	*	-	-	*	17%	0%	21%	6%	14%	25%
Grade 4 Reading																	
At Approaches Grade Level or Above	2024	81%	93%	92%	89%	100%	91%	*	-	-	*	69%	*	96%	82%	87%	100%
	2023	77%	91%	96%	83%	93%	100%	-	100%	-	*	88%	*	95%	100%	92%	90%
At Meets Grade Level or Above	2024	51%	71%	69%	22%	77%	79%	*	-	-	*	38%	*	75%	55%	58%	88%
	2023	48%	62%	79%	83%	76%	81%	-	80%	-	*	63%	*	84%	64%	67%	70%
At Masters Grade Level	2024	23%	34%	31%	0%	23%	44%	*	-	-	*	6%	*	33%	27%	16%	13%
	2023	22%	27%	38%	17%	34%	48%	-	20%	-	*	0%	*	39%	36%	31%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2024	69%	84%	83%	89%	86%	81%	*	-	-	*	63%	*	89%	68%	82%	100%
	2023	71%	87%	96%	100%	97%	95%	-	100%	-	*	100%	*	95%	100%	95%	80%
At Meets Grade Level or Above	2024	46%	63%	57%	33%	55%	64%	*	-	-	*	44%	*	61%	45%	47%	50%
	2023	48%	67%	80%	83%	76%	81%	-	100%	-	*	88%	*	79%	82%	77%	80%
At Masters Grade Level	2024	21%	28%	25%	11%	27%	29%	*	-	-	*	25%	*	30%	14%	21%	25%
	2023	22%	33%	42%	50%	31%	48%	-	40%	-	*	38%	*	40%	45%	21%	30%
Grade 5 Reading																	

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2024	79%	90%	90%	55%	94%	95%	-	100%	-	*	78%	*	93%	84%	84%	91%
	2023	81%	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	55%	67%	73%	36%	58%	88%	-	100%	-	*	56%	*	82%	55%	59%	73%
	2023	57%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	29%	40%	41%	18%	35%	56%	-	20%	-	*	22%	*	46%	32%	20%	27%
	2023	28%	28%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2024	77%	90%	88%	45%	90%	95%	-	100%	-	*	67%	*	93%	77%	80%	100%
	2023	80%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	50%	67%	62%	36%	61%	67%	-	60%	-	*	44%	*	64%	58%	45%	55%
	2023	51%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	19%	23%	15%	18%	10%	19%	-	20%	-	*	11%	*	18%	10%	5%	18%
	2023	21%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Science																	
At Approaches Grade Level or Above	2024	58%	71%	77%	55%	65%	91%	-	80%	-	*	56%	*	80%	71%	57%	55%
	2023	65%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	28%	35%	35%	18%	29%	47%	-	20%	-	*	11%	*	33%	39%	14%	27%
	2023	36%	41%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	11%	12%	9%	0%	3%	16%	-	0%	-	*	11%	*	8%	10%	2%	9%
	2023	16%	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2024	75%	83%	85%	65%	84%	89%	*	91%	-	100%	65%	92%	88%	76%	77%	82%
	2023	76%	85%	91%	92%	90%	92%	*	100%	-	88%	80%	94%	92%	88%	85%	89%
At Meets Grade Level or Above	2024	48%	58%	56%	32%	51%	65%	*	65%	-	69%	33%	79%	59%	50%	41%	51%
	2023	49%	60%	69%	71%	70%	69%	*	90%	-	25%	50%	72%	72%	60%	60%	77%
At Masters Grade Level	2024	20%	25%	22%	10%	19%	29%	*	22%	-	6%	12%	42%	24%	18%	12%	14%
	2023	20%	26%	31%	25%	28%	35%	*	30%	-	13%	15%	17%	33%	25%	20%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2024	76%	84%	92%	73%	94%	94%	*	100%	-	100%	72%	100%	95%	83%	88%	88%
	2023	77%	85%	92%	92%	88%	95%	*	100%	-	*	80%	100%	94%	85%	86%	94%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2024	54%	65%	69%	35%	64%	79%	*	89%	-	71%	39%	90%	75%	55%	55%	68%
	2023	53%	64%	72%	75%	71%	74%	*	80%	-	*	50%	78%	77%	55%	59%	76%
At Masters Grade Level	2024	22%	29%	32%	12%	27%	43%	*	22%	-	14%	11%	60%	34%	28%	16%	15%
	2023	20%	27%	32%	17%	33%	36%	*	20%	-	*	5%	11%	35%	23%	23%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2024	72%	81%	80%	62%	82%	83%	*	89%	-	100%	61%	90%	84%	71%	73%	85%
	2023	75%	84%	91%	92%	92%	89%	*	100%	-	*	80%	89%	91%	90%	84%	83%
At Meets Grade Level or Above	2024	43%	54%	52%	35%	47%	57%	*	67%	-	86%	33%	70%	53%	49%	37%	41%
	2023	45%	57%	66%	67%	68%	65%	*	100%	-	*	50%	67%	66%	65%	60%	78%
At Masters Grade Level	2024	17%	22%	18%	12%	17%	20%	*	33%	-	0%	14%	20%	20%	12%	11%	15%
	2023	19%	22%	30%	33%	23%	34%	*	40%	-	*	25%	22%	31%	28%	17%	28%
All Grades Science																	
At Approaches Grade Level or Above	2024	75%	83%	77%	55%	65%	91%	-	80%	-	*	56%	*	80%	71%	57%	55%
At Meets Grade Level or Above	2024	43%	53%	35%	18%	29%	47%	-	20%	-	*	11%	*	33%	39%	14%	27%
At Masters Grade Level	2024	16%	20%	9%	0%	3%	16%	-	0%	-	*	11%	*	8%	10%	2%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2024	35%	46%	35%	33%	27%	33%	*	*	-	*	9%	*	34%	36%	18%	27%
	2023	37%	47%	47%	50%	48%	49%	*	-	-	*	25%	40%	51%	33%	34%	71%
Reading and Mathematics Including EOC	2024	35%	46%	35%	33%	27%	33%	*	*	-	*	9%	*	34%	36%	18%	27%
	2023	37%	47%	47%	50%	48%	49%	*	-	-	*	25%	40%	51%	33%	34%	71%
Reading Including EOC	2024	48%	63%	64%	50%	60%	67%	*	*	-	*	27%	*	67%	55%	49%	53%
	2023	50%	64%	64%	67%	65%	67%	*	-	-	*	42%	80%	70%	44%	51%	86%
Math Including EOC	2024	42%	51%	36%	33%	27%	36%	*	*	-	*	9%	*	34%	41%	18%	27%
	2023	45%	53%	50%	50%	58%	49%	*	-	-	*	25%	40%	52%	44%	42%	75%
4th Graders																	
Reading and Mathematics	2024	38%	56%	47%	11%	50%	57%	*	-	-	*	31%	*	50%	41%	37%	50%
	2023	38%	53%	69%	83%	66%	69%	-	80%	-	*	63%	*	71%	64%	59%	60%
Reading and Mathematics Including EOC	2024	38%	56%	47%	11%	50%	57%	*	-	-	*	31%	*	50%	41%	37%	50%
	2023	38%	53%	69%	83%	66%	69%	-	80%	-	*	63%	*	71%	64%	59%	60%

Texas Education Agency
2023-24 STAAR Performance (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2024	51%	71%	69%	22%	77%	79%	*	-	-	*	38%	*	75%	55%	58%	88%
	2023	48%	62%	79%	83%	76%	81%	-	80%	-	*	63%	*	84%	64%	67%	70%
Math Including EOC	2024	46%	62%	57%	33%	55%	64%	*	-	-	*	44%	*	61%	45%	47%	50%
	2023	48%	67%	80%	83%	76%	81%	-	100%	-	*	88%	*	79%	82%	77%	80%
5th Graders																	
Reading and Mathematics	2024	42%	56%	52%	27%	45%	60%	-	60%	-	*	44%	*	56%	45%	34%	45%
Reading and Mathematics Including EOC	2024	42%	56%	52%	27%	45%	60%	-	60%	-	*	44%	*	56%	45%	34%	45%
Reading Including EOC	2024	55%	67%	73%	36%	58%	88%	-	100%	-	*	56%	*	82%	55%	59%	73%
Math Including EOC	2024	51%	67%	62%	36%	61%	67%	-	60%	-	*	44%	*	64%	58%	45%	55%
3rd - 8th Graders																	
Reading and Mathematics	2024	36%	47%	45%	23%	40%	51%	*	67%	-	71%	28%	70%	47%	41%	30%	38%
	2023	37%	48%	58%	67%	58%	59%	*	80%	-	*	40%	56%	61%	50%	47%	65%
Reading and Mathematics Including EOC	2024	38%	49%	45%	23%	40%	51%	*	67%	-	71%	28%	70%	47%	41%	30%	38%
	2023	39%	49%	58%	67%	58%	59%	*	80%	-	*	40%	56%	61%	50%	47%	65%
Reading Including EOC	2024	54%	66%	69%	35%	64%	79%	*	89%	-	71%	39%	90%	75%	55%	55%	68%
	2023	53%	65%	72%	75%	71%	74%	*	80%	-	*	50%	78%	77%	55%	59%	76%
Math Including EOC	2024	45%	55%	52%	35%	47%	57%	*	67%	-	86%	33%	70%	53%	49%	37%	41%
	2023	47%	57%	66%	67%	68%	65%	*	100%	-	*	50%	67%	66%	65%	60%	78%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 STAAR Progress (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2024	67%	78%	76%	39%	81%	81%	*	-	-	*	50%	*	78%	71%	78%	100%
	2023	55%	61%	67%	92%	61%	73%	-	40%	-	*	44%	*	69%	64%	63%	50%
Grade 4 Mathematics	2024	60%	75%	70%	56%	73%	72%	*	-	-	*	60%	*	75%	55%	70%	69%
	2023	63%	77%	78%	100%	79%	71%	-	100%	-	*	88%	*	75%	88%	77%	85%
Grade 5 ELA/Reading	2024	70%	76%	72%	60%	62%	80%	-	80%	-	*	56%	*	75%	65%	65%	77%
	2023	65%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	65%	66%	45%	25%	42%	51%	-	60%	-	*	28%	*	47%	43%	45%	64%
	2023	71%	55%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	64%	68%	65%	45%	62%	71%	*	70%	-	69%	50%	84%	68%	58%	64%	76%
	2023	64%	67%	73%	96%	70%	72%	-	70%	-	*	66%	63%	72%	76%	70%	68%
All Grades ELA/Reading	2024	67%	71%	74%	50%	70%	81%	*	80%	-	*	52%	94%	77%	67%	71%	86%
	2023	63%	66%	67%	92%	61%	73%	-	40%	-	*	44%	*	69%	64%	63%	50%
All Grades Mathematics	2024	60%	64%	57%	39%	55%	61%	*	60%	-	*	48%	75%	60%	48%	57%	66%
	2023	66%	67%	78%	100%	79%	71%	-	100%	-	*	88%	*	75%	88%	77%	85%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2024	38%	60%	75%	*	*	*	*	-	-	*	*	-	*	60%	71%	-
	2023	33%	50%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
Grade 4 Mathematics	2024	26%	48%	55%	*	*	50%	*	-	-	-	40%	-	86%	*	60%	*
	2023	27%	56%	83%	*	*	*	-	-	-	*	*	-	*	*	80%	*
Grade 5 ELA/Reading	2024	35%	56%	43%	*	*	-	-	-	-	-	*	-	*	*	43%	*
	2023	37%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2024	41%	63%	33%	*	*	*	-	-	-	-	*	-	*	*	33%	*
	2023	48%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2024	32%	40%	53%	30%	80%	56%	*	-	-	*	33%	-	87%	24%	53%	*
	2023	38%	47%	80%	*	*	*	-	-	-	*	*	-	67%	*	75%	*
All Grades ELA/Reading	2024	30%	37%	60%	40%	83%	*	*	-	-	*	33%	-	83%	44%	57%	*
	2023	35%	44%	*	*	*	*	-	-	-	-	*	-	*	*	*	-
All Grades Mathematics	2024	35%	43%	47%	20%	*	57%	*	-	-	-	33%	-	89%	0%	50%	*
	2023	40%	49%	83%	*	*	*	-	-	-	*	*	-	*	*	80%	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2024	75%	83%	85%	-	-	-	-	-	-	80%	*	79%	-	*	85%	81%	100%
	2023	76%	85%	91%	-	-	-	-	-	-	86%	100%	83%	-	*	92%	87%	*
At Meets Grade Level or Above	2024	48%	58%	56%	-	-	-	-	-	-	46%	*	45%	-	*	57%	47%	100%
	2023	49%	60%	69%	-	-	-	-	-	-	72%	100%	65%	-	*	68%	74%	*
At Masters Grade Level	2024	20%	25%	22%	-	-	-	-	-	-	12%	*	12%	-	*	24%	11%	50%
	2023	20%	26%	31%	-	-	-	-	-	-	17%	0%	22%	-	*	32%	16%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2024	76%	84%	92%	-	-	-	-	-	-	86%	*	86%	-	*	92%	87%	*
	2023	77%	85%	92%	-	-	-	-	-	-	93%	*	91%	-	*	92%	93%	*
At Meets Grade Level or Above	2024	54%	65%	69%	-	-	-	-	-	-	62%	*	61%	-	*	69%	65%	*
	2023	53%	64%	72%	-	-	-	-	-	-	71%	*	64%	-	*	71%	73%	*
At Masters Grade Level	2024	22%	29%	32%	-	-	-	-	-	-	14%	*	14%	-	*	35%	13%	*
	2023	20%	27%	32%	-	-	-	-	-	-	14%	*	18%	-	*	34%	13%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2024	72%	81%	80%	-	-	-	-	-	-	83%	*	82%	-	*	79%	84%	*
	2023	75%	84%	91%	-	-	-	-	-	-	80%	*	75%	-	*	92%	81%	*
At Meets Grade Level or Above	2024	43%	54%	52%	-	-	-	-	-	-	38%	*	36%	-	*	54%	35%	*
	2023	45%	57%	66%	-	-	-	-	-	-	73%	*	67%	-	*	64%	75%	*
At Masters Grade Level	2024	17%	22%	18%	-	-	-	-	-	-	10%	*	11%	-	*	18%	10%	*
	2023	19%	22%	30%	-	-	-	-	-	-	20%	*	25%	-	*	30%	19%	*
All Grades Science																		
At Approaches Grade Level or Above	2024	75%	83%	77%	-	-	-	-	-	-	55%	-	55%	-	-	80%	55%	-
	2023	77%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2024	43%	53%	35%	-	-	-	-	-	-	27%	-	27%	-	-	36%	27%	-
	2023	47%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2024	16%	20%	9%	-	-	-	-	-	-	9%	-	9%	-	-	9%	9%	-
	2023	18%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School Progress - Annual Growth																		
All Grades Both Subjects	2024	64%	68%	65%	-	-	-	-	-	-	74%	-	74%	-	*	64%	73%	*
	2023	64%	67%	73%	-	-	-	-	-	-	68%	*	69%	-	-	74%	68%	-
All Grades ELA/Reading	2024	67%	71%	74%	-	-	-	-	-	-	83%	-	83%	-	*	72%	84%	*
	2023	63%	66%	67%	-	-	-	-	-	-	50%	*	56%	-	-	70%	50%	-

Texas Education Agency
2023-24 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades Mathematics	2024	60%	64%	57%	-	-	-	-	-	-	66%	-	66%	-	*	55%	62%	*
	2023	66%	67%	78%	-	-	-	-	-	-	85%	*	83%	-	-	77%	85%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2024	32%	40%	53%	-	-	-	-	-	-	*	-	*	-	-	46%	*	-
	2023	38%	47%	80%	-	-	-	-	-	-	*	-	*	-	-	89%	*	-
All Grades ELA/Reading	2024	30%	37%	60%	-	-	-	-	-	-	*	-	*	-	-	57%	*	-
	2023	35%	44%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
All Grades Mathematics	2024	35%	43%	47%	-	-	-	-	-	-	*	-	*	-	-	36%	*	-
	2023	40%	49%	83%	-	-	-	-	-	-	*	-	*	-	-	100%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2023-24 STAAR Participation (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2024 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	93%	79%	98%	93%	*	100%	-	100%	88%	100%	97%	85%	91%	93%
Not Included in Accountability: Mobile	4%	3%	6%	21%	2%	5%	*	0%	-	0%	12%	0%	2%	12%	7%	2%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	0%	1%	*	0%	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	91%	95%	93%	79%	97%	94%	*	100%	-	100%	88%	100%	98%	84%	90%	92%
Not Included in Accountability: Mobile	4%	3%	6%	21%	2%	5%	*	0%	-	0%	12%	0%	2%	12%	7%	3%
Not Included in Accountability: Other Exclusions	4%	2%	1%	0%	0%	2%	*	0%	-	0%	0%	0%	0%	2%	1%	5%
Not Tested	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	96%	93%	79%	98%	93%	*	100%	-	100%	88%	100%	97%	85%	91%	92%
Not Included in Accountability: Mobile	5%	3%	6%	21%	2%	5%	*	0%	-	0%	12%	0%	2%	13%	8%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	0%	2%	*	0%	-	0%	0%	0%	0%	2%	2%	5%
Not Tested	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	94%	79%	100%	93%	-	100%	-	*	90%	*	97%	89%	94%	100%
Not Included in Accountability: Mobile	4%	3%	6%	21%	0%	7%	-	0%	-	*	10%	*	3%	11%	6%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2023-24 STAAR Participation (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

				African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
	State	District	Campus													
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	*	0%	0%	0%	0%
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	96%	86%	97%	96%	*	100%	-	100%	100%	100%	99%	87%	97%	92%
Not Included in Accountability: Mobile	4%	4%	4%	14%	2%	4%	*	0%	-	0%	0%	0%	1%	13%	3%	5%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	0%	0%	0%	1%	3%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	95%	86%	96%	96%	*	100%	-	*	100%	100%	98%	87%	96%	89%
Not Included in Accountability: Mobile	4%	4%	4%	14%	2%	4%	*	0%	-	*	0%	0%	1%	13%	3%	5%
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	0%	*	0%	-	*	0%	0%	1%	0%	1%	5%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	86%	98%	96%	*	100%	-	*	100%	100%	99%	87%	97%	95%
Not Included in Accountability: Mobile	5%	4%	4%	14%	2%	4%	*	0%	-	*	0%	0%	1%	13%	3%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
 HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	94.5%	94.9%	93.3%	95.0%	94.9%	*	97.9%	*	93.3%	92.9%	94.1%	96.1%
2021-22	92.2%	93.7%	94.1%	93.8%	94.4%	94.2%	*	96.4%	-	89.6%	93.5%	93.1%	94.6%
Chronic Absenteeism													
2022-23	20.3%	15.7%	13.9%	28.0%	15.3%	11.5%	*	0.0%	*	18.2%	28.0%	19.0%	2.5%
2021-22	25.7%	19.8%	19.8%	28.0%	15.9%	19.3%	*	0.0%	-	53.8%	25.5%	25.8%	15.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2021-22	2.2%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.6%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022													
Graduated	89.7%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	95.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	91.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.2%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	92.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.4%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.7%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.9%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2023	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2023	72.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2023	4.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	0.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2023-24 Attendance, Graduation, and Dropout Rates (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2023	84.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	81.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2023	88.6%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	81.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2022-23	38.4%	-	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2022-23	4.4%	3.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2022-23	82.5%	87.5%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	79.6%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)													
2022-23	0.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2022-23	86.8%	91.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	79.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2023-24 Graduation Profile (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2022-23 Annual Graduates)				
Total Graduates	-	-	289	377,367
By Ethnicity:				
African American	-	-	19	46,822
Hispanic	-	-	91	197,333
White	-	-	148	103,009
American Indian	-	-	2	1,181
Asian	-	-	25	19,151
Pacific Islander	-	-	1	574
Two or More Races	-	-	3	9,297
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	270
Foundation H.S. Program (No Endorsement)	-	-	26	49,278
Foundation H.S. Program (Endorsement)	-	-	10	16,475
Foundation H.S. Program (DLA)	-	-	253	310,689
Texas First Early H.S. Completion Program (Texas First-DLA)	-	-	0	222
Special Education Graduates	-	-	33	34,589
Economically Disadvantaged Graduates	-	-	131	206,367
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	20	50,229
At-Risk Graduates	-	-	92	168,430
CTE Completers	-	-	56	116,959

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2023-24 Student Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	542	100.0%	5,252	5,517,464	549	100.0%	5,279	5,531,236
Students by Grade								
Early Childhood Education	6	1.1%	0.5%	0.3%	12	2.2%	0.9%	0.5%
Pre-Kindergarten	12	2.2%	1.8%	4.5%	12	2.2%	1.8%	4.5%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.8%	0	0.0%	0.0%	0.8%
Pre-Kindergarten: 4-year Old	12	2.2%	1.8%	3.7%	12	2.2%	1.8%	3.7%
Kindergarten	86	15.9%	7.4%	6.5%	86	15.7%	7.4%	6.5%
Grade 1	89	16.4%	7.3%	7.0%	89	16.2%	7.3%	7.0%
Grade 2	89	16.4%	7.9%	7.3%	90	16.4%	7.9%	7.3%
Grade 3	84	15.5%	7.7%	7.2%	84	15.3%	7.7%	7.2%
Grade 4	81	14.9%	7.5%	7.2%	81	14.8%	7.5%	7.2%
Grade 5	95	17.5%	8.0%	7.2%	95	17.3%	8.0%	7.2%
Ethnic Distribution								
African American	49	9.0%	8.6%	12.8%	49	8.9%	8.6%	12.8%
Hispanic	179	33.0%	31.6%	53.2%	184	33.5%	31.7%	53.2%
White	278	51.3%	48.2%	25.0%	280	51.0%	48.1%	25.0%
American Indian	3	0.6%	0.3%	0.3%	3	0.5%	0.3%	0.3%
Asian	15	2.8%	7.5%	5.4%	15	2.7%	7.5%	5.4%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	17	3.1%	3.6%	3.1%	17	3.1%	3.7%	3.1%
Sex								
Female	277	51.1%	48.6%	48.9%	278	50.6%	48.5%	48.8%
Male	265	48.9%	51.4%	51.1%	271	49.4%	51.5%	51.2%
Other Student Cohorts								
Economically Disadvantaged	290	53.5%	50.0%	62.3%	293	53.4%	50.0%	62.2%
Non-Educationally Disadvantaged	252	46.5%	50.0%	37.7%	256	46.6%	50.0%	37.8%
Section 504 Students	44	8.1%	10.5%	7.2%	44	8.0%	10.5%	7.2%
EB Students/EL	74	13.7%	14.9%	24.4%	74	13.5%	14.8%	24.3%
Students w/ Disciplinary Placements (2022-23)	0	0.0%	2.8%	1.9%				
Students w/ Dyslexia	28	5.2%	6.4%	6.0%	28	5.1%	6.4%	6.0%
Foster Care	1	0.2%	0.4%	0.2%	1	0.2%	0.4%	0.2%
Homeless	0	0.0%	0.2%	1.4%	0	0.0%	0.2%	1.4%
Immigrant	3	0.6%	1.1%	2.9%	3	0.5%	1.1%	2.9%
Migrant	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Title I	540	99.6%	45.1%	65.7%	540	98.4%	44.8%	65.7%
Military Connected	26	4.8%	2.6%	3.9%	26	4.7%	2.6%	3.9%
At-Risk	182	33.6%	36.3%	53.2%	182	33.2%	36.1%	53.2%

Texas Education Agency
2023-24 Student Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program								
Bilingual/ESL Education	69	12.7%	14.2%	24.5%	69	12.6%	14.1%	24.4%
Career and Technical Education	0	0.0%	23.5%	26.9%	-	-	-	-
Career and Technical Education (9-12 grades only)	0	0.0%	82.6%	73.3%	-	-	-	-
Gifted and Talented Education	22	4.1%	6.4%	8.5%	22	4.0%	6.4%	8.5%
Special Education	71	13.1%	14.0%	13.9%	74	13.5%	14.2%	14.0%
Students with Disabilities by Type of Primary Disability								
Total Students with Disabilities	71							
Students with Intellectual Disabilities	21	29.6%	42.7%	45.7%				
Students with Physical Disabilities	28	39.4%	21.6%	18.9%				
Students with Autism	10	14.1%	15.4%	16.2%				
Students with Behavioral Disabilities	7	9.9%	18.6%	17.6%				
Students with Non-Categorical Early Childhood	5	7.0%	1.6%	1.7%				
Mobility (2022-23)								
Total Mobile Students	44	12.3%	10.6%	16.1%				
African American	7	2.0%	1.9%	3.4%				
Hispanic	17	4.8%	4.0%	8.5%				
White	16	4.5%	3.9%	3.1%				
American Indian	1	0.3%	0.0%	0.1%				
Asian	1	0.3%	0.4%	0.5%				
Pacific Islander	1	0.3%	0.0%	0.0%				
Two or More Races	1	0.3%	0.4%	0.5%				
Special Ed Students who are Mobile	9	17.6%	9.9%	17.6%				
Count and Percent of EB Students/EL who are Mobile	9	21.4%	16.4%	16.3%				
Count and Percent of Econ Dis Students who are Mobile	36	19.1%	14.9%	18.6%				
Student Attrition (2022-23)								
Total Student Attrition	51	11.8%	10.8%	18.1%				

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Kindergarten	0.0%	1.7%	1.3%	23.1%	8.0%	3.9%
Grade 1	3.9%	5.4%	2.1%	0.0%	9.1%	3.3%
Grade 2	0.0%	1.2%	1.3%	12.5%	2.1%	1.6%

Texas Education Agency
2023-24 Student Information (TAPR)
 HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Grade 3	1.6%	1.0%	0.7%	0.0%	0.0%	0.7%
Grade 4	0.0%	0.9%	0.4%	0.0%	1.4%	0.5%

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

Class Size Information	Campus	District	State
Elementary			
Kindergarten	20.9	22.1	18.4
Grade 1	22.1	20.7	18.8
Grade 2	22.1	22.2	19.1
Grade 3	20.8	20.0	19.4
Grade 4	19.9	20.3	19.4
Grade 5	23.6	21.8	20.9

Texas Education Agency
2023-24 Staff Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	48.8	100.0%	100.0%	100.0%
Professional Staff	41.8	85.6%	69.6%	63.9%
Teachers	34.0	69.7%	56.5%	48.3%
Professional Support	5.8	11.8%	8.8%	11.1%
Campus Administration (School Leadership)	2.0	4.1%	3.1%	3.3%
Educational Aides	7.0	14.4%	9.1%	11.4%
Librarians and Counselors (Headcount)				
Full-time Librarians	1.0	n/a	4.0	4,187.0
Part-time Librarians	1.0	n/a	2.0	651.0
Full-time Counselors	1.0	n/a	14.0	13,870.0
Part-time Counselors	0.0	n/a	0.0	1,172.0
Total Minority Staff	3.0	6.2%	11.0%	54.4%
Teachers by Ethnicity				
African American	0.0	0.0%	0.8%	12.6%
Hispanic	0.0	0.0%	6.7%	30.1%
White	34.0	100.0%	90.1%	53.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	0.0	0.0%	1.6%	2.1%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.5%	1.3%
Teachers by Sex				
Males	1.0	2.9%	19.0%	24.5%
Females	33.0	97.1%	81.0%	75.5%
Teachers by Highest Degree Held				
No Degree	0.0	0.0%	1.8%	2.5%
Bachelors	31.0	91.2%	82.0%	71.7%
Masters	2.0	5.9%	15.4%	24.9%
Doctorate	1.0	2.9%	0.8%	0.8%
Teachers by Years of Experience				
Beginning Teachers	1.0	2.9%	3.5%	8.7%
1-5 Years Experience	2.0	5.9%	17.5%	27.4%
6-10 Years Experience	5.0	14.7%	21.6%	20.2%
11-20 Years Experience	12.0	35.3%	29.1%	27.1%
21-30 Years Experience	7.0	20.6%	20.3%	13.7%
Over 30 Years Experience	7.0	20.6%	8.0%	3.0%
Number of Students per Teacher	15.9	n/a	14.4	14.7

Texas Education Agency
2023-24 Staff Information (TAPR)
 HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Staff Information	Campus	District	State
Experience of Campus Leadership			
Average Years Experience of Principals	11.0	7.3	6.0
Average Years Experience of Principals with District	11.0	7.3	5.1
Average Years Experience of Assistant Principals	1.0	5.8	5.1
Average Years Experience of Assistant Principals with District	1.0	4.4	4.3
Average Years Experience of Teachers	19.4	14.5	11.1
Average Years Experience of Teachers with District	13.9	9.6	6.9
Average Teacher Salary by Years of Experience (regular duties only)			
Beginning Teachers	\$52,975	\$53,685	\$54,272
1-5 Years Experience	\$54,900	\$54,128	\$58,185
6-10 Years Experience	\$57,229	\$57,812	\$61,494
11-20 Years Experience	\$61,583	\$61,766	\$65,219
21-30 Years Experience	\$68,964	\$68,746	\$69,723
Over 30 Years Experience	\$75,750	\$73,744	\$74,014
Average Actual Salaries (regular duties only)			
Teachers	\$64,733	\$61,662	\$62,474
Professional Support	\$72,376	\$75,691	\$73,783
Campus Administration (School Leadership)	\$92,593	\$96,019	\$86,738
Instructional Staff Percent	n/a	69.3%	65.0%
Contracted Instructional Staff (not incl. above)	0.0	0.0	1,970.1

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served)				
Bilingual/ESL Education	1.0	2.9%	3.5%	6.0%
Career and Technical Education	0.0	0.0%	5.2%	5.5%
Compensatory Education	0.6	1.7%	2.4%	3.1%
Gifted and Talented Education	0.0	0.0%	0.0%	1.6%
Regular Education	30.1	88.4%	75.4%	69.8%
Special Education	2.4	7.0%	10.7%	10.3%
Other	0.0	0.0%	2.8%	3.7%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

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

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Texas Education Agency
2023-24 Staff Information (TAPR)
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

Link to: [PEIMS Financial Standard Reports 2022-23 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Highland Park Elementary

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH

Gender By Grade(F=Female, M=Male)

Gender	EE	PK	KG	01	02	03	04	05	Total(Grade)
F	6	15	47	30	41	46	35	44	264
M	10	23	44	32	57	39	45	38	288
Total(Gender)	16	38	91	62	98	85	80	82	552

Federal Ethnicity/Race By Gender By Grade

Race		EE	PK	KG	01	02	03	04	05	Total(Grade)
American Indian	F			1					1	2
	M						1			1
Asian	F		1	1	2	2	1		4	11
	M		1	2	2	3	2	1		11
Black	F		4	2	1	1	9	1	5	23
	M		6	5	6	6	2	5	5	35
Hawaiian/Pacific Islander	F				1					1
	M						1	1		2
Hispanic or Latino	F	3	5	20	12	18	13	12	15	98
	M	5	10	9	14	23	14	16	15	106
Two or More Races	F			2		2	2	2	3	11
	M			4	2	3	1	2		12
White	F	3	5	21	14	18	21	20	16	118
	M	5	6	24	8	22	18	20	18	121
Total(Ethnic Name)		16	38	91	62	98	85	80	82	552

Special Ed By Grade(N=Not SPED, Y=SPED)

SPED	EE	PK	KG	01	02	03	04	05	Total(Grade)
N	5	37	84	54	77	70	67	69	463
Y	11	1	7	8	21	15	13	13	89
Total(Has IEP)	16	38	91	62	98	85	80	82	552

Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	Total(Grade)
...	14	9	41	33	51	44	43	48	283
Lunch Group 01	2	23	48	24	43	37	30	29	236
Lunch Group 02		4	2	5	4	4	7	5	31
Other Economic Disadvantage		2							2
Total(Meal Status Name)	16	38	91	62	98	85	80	82	552

Nederland Independent School District

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH SCHOOL YEAR - 2026

Gender By Grade(F=Female, M=Male)

Gender	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
M	43	81	197	182	215	185	215	228	206	224	219	204	225	156	198	2778
F	11	69	179	178	214	196	206	194	203	217	178	222	201	177	169	2614
Total(Gender)	54	150	376	360	429	381	421	422	409	441	397	426	426	333	367	5392

Federal Ethnicity Race By Gender By Grade

Race - Gender		EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
American Indian	F			3		1			1	1			1		2		9
	M				1	1	1		1	1							5
Asian	F	1	7	9	19	19	18	21	17	10	18	9	11	15	13	15	202
	M	4	10	16	19	20	15	17	15	14	15	32	14	14	20	12	237
Black	F	2	6	12	10	15	18	11	14	18	20	20	21	20	12	21	220
	M		10	14	17	12	12	16	19	19	13	16	12	20	14	14	208
Hawaiian/Pacific Islander	F		1		1			2	3					1	1		9
	M			1	3		1	1	1				1	1			9
Hispanic or Latino	F	4	35	77	70	84	70	68	78	70	70	62	76	73	55	53	945
	M	11	43	64	78	86	66	72	80	67	88	61	59	60	40	67	942
Two or More Races	F		1	9	11	14	9	9	11	9	9	8	15	8	5	5	123
	M	3	1	12	5	14	8	10	6	9	7	12	1	11	4	2	105
White	F	4	19	69	67	81	81	95	70	95	100	79	98	84	89	75	1106
	M	25	17	90	59	82	82	99	106	96	101	98	117	119	78	103	1272
Total(Ethnic Name)		54	150	376	360	429	381	421	422	409	441	397	426	426	333	367	5392

Special Ed By Grade(N=Not SPED, Y=SPED)

SPED	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
Y	38	8	34	46	67	70	66	72	79	75	71	73	64	41	39	843
N	16	142	342	314	362	311	355	350	330	366	326	353	362	292	328	4549
Total(Has IEP)	54	150	376	360	429	381	421	422	409	441	397	426	426	333	367	5392

Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
	38	112	285	298	331	296	341	340	409	441	397	426	426	333	367	4840
...	14	9	41	33	51	44	43	48								283
Lunch Group 01	2	23	48	24	43	37	30	29								236
Lunch Group 02		4	2	5	4	4	7	5								31

Nederland Independent School District

CROSSTAB REPORT WITH GENDER/RACE/SPED/FREE-REDUCED LUNCH
SCHOOL YEAR - 2026

Gender By Grade(F=Female, M=Male)

Federal Ethnicity Race By Gender By Grade

Special Ed By Grade(N=Not SPED, Y=SPED)

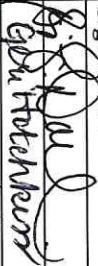
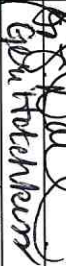
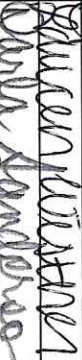
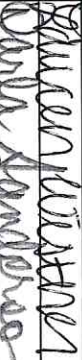
Free/Reduced Lunch By Grade(...=Regular, 01=Free, 02=Reduced, Blank=Not Coded)

Free/Reduced	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Total(Grade)
Other Economic Disadvantage		2														2
Total(Meal Status Name)	54	150	376	360	429	381	421	422	409	441	397	426	426	333	367	5392

2025-2026 Campus Performance Objectives Council

Meeting Date: November 6, 2025 at 2:00 p.m.

Highland Park Elementary

Committee Role	Name	Position	Signature -
Campus Administrator	Sissy L. Dainwood	Principal	
Campus Administrator	Geri Hotchkiss	Assistant Principal	
Classroom Teacher	Lauren Wistner	2nd Year of 1st Term	
Classroom Teacher	Darla Sanderson	2nd Year of 2nd Term	
Classroom Teacher	Laura Enterline	1st Year of 2nd Term	
Classroom Teacher	Rachel Bailey	2nd Year of 1st Term	
District Non-Teaching Professional	Traci Bieber	2nd Year of 1st Term	
Campus Non-Teaching Professional	Maria Clack	2nd Year of 1st Term	
Business Representative	Cheryl Evans	Doodles	
Business Representative	Keely Jardell	KJSD	
Community Resident	Joyce Elender	Retired Teacher	
Community Resident	Mary Fleming	Retired Teacher	
Parent	Erin Lovelady Lemoine	PTA, Volunteer	
Parent	Emily Jones	PTA, Volunteer	

School Information

Campus Type: **Elementary**

Total Students: **542**

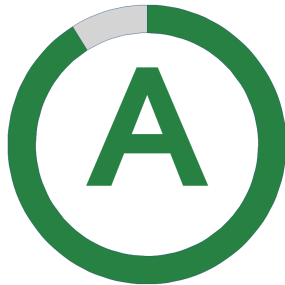
Grade Span: **EE - 05**

For more information about this campus, see: <https://TXschools.gov> or the Texas Academic Performance Report (TAPR) at: https://rptsvr1.tea.texas.gov/perfreport/tapr/tapr_srch.html

Overall Performance Details

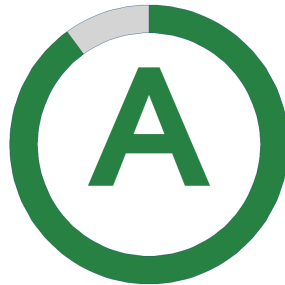
This data represents how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school prepares their students for success after high school in college, the workforce, or the military. State accountability is based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100.

Overall Rating



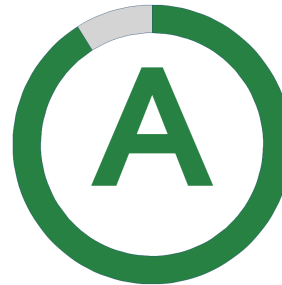
91 of 100

Student Achievement



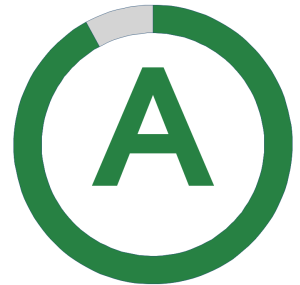
90 of 100

School Progress



91 of 100

Closing the Gaps



92 of 100

Distinction Designations

Schools that earn a overall scale scores of 70 are eligible for as many as seven distinction designations that are awarded when a school or district shows exceptional achievement in certain areas.



Student Information

This section provides demographic information 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.

Attendance Rate and Enrollment

	Campus	District	State
Attendance Rate (2023-24)	94.2%	94.2%	93.6%
Mobility Rate (2023-24)	14.8%	9.9%	16.4%
Enrollment by Race/Ethnicity			
African American	9.6%	8.6%	12.8%
Hispanic	35.2%	33.1%	53.5%
White	45.4%	46.3%	24.4%
American Indian	0.9%	0.3%	0.3%
Asian	3.3%	7.7%	5.6%
Pacific Islander	0.6%	0.2%	0.2%
Two or More Races	5.0%	3.8%	3.3%
Enrollment by Student Group			
Economically Disadvantaged	50.2%	46.4%	60.5%
Special Education	17.5%	15.3%	15.3%
Emergent Bilingual/EL	16.6%	15.8%	24.3%

Class Size Averages

Grade/Subject	Campus	District	State
Elementary			
Kindergarten	19.7	18.9	18.9
Grade 1	21.7	21.9	19.2
Grade 2	22.0	20.9	19.4
Grade 3	21.2	21.5	20.1
Grade 4	20.0	21.2	20.0
Grade 5	18.2	19.1	21.3

School Financial Information (2023-24)

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

Instructional Expenditures

	Campus	District	State
Instructional Expenditure Ratio	n/a	62.0%	62.0%
Instructional Staff Percent	n/a	69.4%	64.8%

Expenditures Per Student

	Campus	District	State
Total Operating Expenditures	\$8,375	\$11,641	\$12,950
Instruction	\$6,039	\$6,402	\$7,101
Instructional Leadership	\$104	\$152	\$236
School Leadership	\$569	\$529	\$741

Texas Education Agency
2025 School Report Card
HIGHLAND PARK EL (123905102) - NEDERLAND ISD - JEFFERSON COUNTY

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2025	75%	84%	88%	77%	89%	91%	*	92%	*	75%	82%
	2024	75%	83%	85%	65%	84%	89%	*	91%	-	100%	77%
ELA/Reading	2025	76%	85%	92%	84%	94%	93%	*	100%	*	83%	89%
	2024	76%	84%	92%	73%	94%	94%	*	100%	-	100%	88%
Mathematics	2025	72%	84%	88%	80%	88%	93%	*	83%	*	67%	80%
	2024	72%	81%	80%	62%	82%	83%	*	89%	-	100%	73%
Science	2025	78%	87%	75%	50%	73%	83%	*	-	-	*	66%
	2024	75%	83%	77%	55%	65%	91%	-	80%	-	*	57%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2025	50%	62%	66%	55%	67%	69%	*	83%	*	54%	56%
	2024	48%	58%	56%	32%	51%	65%	*	65%	-	69%	41%
ELA/Reading	2025	54%	67%	76%	68%	76%	79%	*	83%	*	67%	66%
	2024	54%	65%	69%	35%	64%	79%	*	89%	-	71%	55%
Mathematics	2025	45%	61%	68%	64%	68%	71%	*	83%	*	50%	55%
	2024	43%	54%	52%	35%	47%	57%	*	67%	-	86%	37%
Science	2025	47%	60%	31%	0%	32%	38%	*	-	-	*	29%
	2024	43%	53%	35%	18%	29%	47%	-	20%	-	*	14%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2025	21%	28%	29%	15%	25%	34%	*	42%	*	18%	19%
	2024	20%	25%	22%	10%	19%	29%	*	22%	-	6%	12%
ELA/Reading	2025	23%	31%	33%	20%	28%	41%	*	33%	*	25%	22%
	2024	22%	29%	32%	12%	27%	43%	*	22%	-	14%	16%
Mathematics	2025	20%	28%	31%	16%	29%	36%	*	50%	*	17%	20%
	2024	17%	22%	18%	12%	17%	20%	*	33%	-	0%	11%
Science	2025	17%	24%	6%	0%	5%	10%	*	-	-	*	6%
	2024	16%	20%	9%	0%	3%	16%	-	0%	-	*	2%
School Progress - Annual Growth (All Grades Tested)												
Both Subjects	2025	65%	71%	79%	71%	85%	76%	*	100%	*	78%	75%
	2024	64%	68%	65%	45%	62%	71%	*	70%	-	69%	64%
ELA/Reading	2025	67%	71%	76%	61%	84%	71%	*	*	*	88%	76%
	2024	67%	71%	74%	50%	70%	81%	*	80%	-	*	71%
Mathematics	2025	64%	72%	83%	81%	86%	82%	*	*	*	69%	74%
	2024	60%	64%	57%	39%	55%	61%	*	60%	-	*	57%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

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