



# 2018-19 School Report Card

## Hurshel Antwine Elementary

3830 Rich Beem Blvd. • El Paso, TX 79938 • Phone: (915) 937-6400 • Fax: (915) 851-7830 • www.sisd.net

Jan. 17, 2020

Dear Parent,

The Socorro Independent School District works to ensure all students succeed and all stakeholders are informed about the progress of our schools. Team SISD provides endless opportunities for all members of our outstanding school district to excel and be engaged in our path toward academic excellence. As part of that commitment, SISD provides consistent and transparent communication to keep parents and stakeholders informed of assessments and accountability in our schools.

For you to learn about the progress and success at our campus, please see the attached State of Texas 2018-19 School Report Card for Hurshel Antwine Elementary School. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR®), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the enclosed "2018-19 School Report Card Definitions." The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the School Report Card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

A more complete report about Hurshel Antwine Elementary School, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

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

Sincerely,

Patricia Fernandez, Principal  
Hurshel Antwine Elementary School

17 de enero de 2020

Estimado Padre de Familia:

El Distrito Independiente de Socorro trabaja para que todos los estudiantes tengan éxito y todos los interesados estén informados sobre el progreso de nuestras escuelas. El equipo de SISD brinda infinitas oportunidades para que todos los miembros de nuestro distrito escolar se destaquen y participen en nuestro camino hacia la excelencia académica. Como parte de ese compromiso, SISD proporciona una comunicación consistente y transparente para mantener informados a los padres y a las partes interesadas sobre las evaluaciones y rendición en nuestras escuelas.

Para que aprenda sobre el progreso y el éxito en nuestro campus, adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2018-19 para la Escuela Primaria Hurshel Antwine. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser mandado a los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones ofrecen información concerniente al progreso académico de los estudiantes y también información sobre el número de inscripciones estudiantiles, tamaño promedio del salón escolar, y gastos escolares.

La ley estatal requiere que la información en estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2018-19." El reporte que ha recibido puede o no contener toda la información descrita en estas definiciones pues el reportaje de estos datos depende de si la escuela es una primaria, secundaria o preparatoria.

La ley estatal también requiere que la información sea provista a nivel del estado, del distrito escolar, y de nuestra escuela. Esta información debe ser reportada, en tanto sea posible, por grupo étnico/raza y estatus socioeconómico de los estudiantes y debe de incluir por lo menos dos años de resultados.

También puede encontrar estas calificaciones (school report card) en el internet bajo [https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/School\\_Report\\_Cards](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/School_Report_Cards)

Usted puede obtener un reporte más completo sobre nuestra escuela en el informe del Reporte del Desempeño Académico de Texas (TAPR) ya sea que lo pida aquí en la escuela, o lo puede obtener en el internet bajo <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Por favor póngase en contacto con nosotros si tiene cualquier pregunta concerniente a este reporte de calificaciones escolares. Le agradezco su constante apoyo de la Escuela Primaria Hurshel Antwine.

Sinceramente,

Patricia Fernandez, directora  
Escuela Primaria Hurshel Antwine

Socorro Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs). For additional information regarding Socorro Independent School District's policy of nondiscrimination contact: (915) 937-0201, 12440 Rojas Dr., El Paso, TX 79928. El Distrito Escolar Independiente de Socorro no discrimina personas en sus prácticas de empleo, programas de educación, actividades y servicios, incluyendo educación técnica y profesional (programas vocacionales) por motivo de raza, color de piel, religión, género, sexo, origen nacional, edad, discapacidad, estatus militar, información genética, o cualquier otro motivo prohibido por la ley. Para más información sobre la política de no discriminación del Distrito Escolar Independiente de Socorro llame al (915) 937 0201 o acuda al 12440 Rojas Dr. en el Paso, TX. 79928.



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**Texas Education Agency  
2018-19 School Report Card  
HURSHEL ANTWINE SCHOOL (071909125)**

**Accountability Rating**

**B**

HURSHEL ANTWINE SCHOOL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for HURSHEL ANTWINE SCHOOL. Scores are scaled from 0 to 100 to align with letter grades.



**School Information**

**District Name:** SOCORRO ISD  
**Campus Type:** Elementary  
**Total Students:** 1,020  
**Grade Span:** EE - 05

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2019/index.html>.

**Distinction Designations**

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Mathematics
- ✓ Comparative Closing the Gaps
- ✓ Postsecondary Readiness
- ✗ ELA/Reading
- ✗ Science
- ✗ Comparative Academic Growth

**School and Student Information**

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

	Campus	District	State
<b>Attendance Rate (2017-18)</b>	96.3%	95.7%	95.4%
<b>Enrollment by Race/Ethnicity</b>			
African American	4.6%	2.3%	12.6%
Hispanic	82.9%	92.2%	52.6%
White	8.5%	3.8%	27.4%
American Indian	0.2%	0.2%	0.4%
Asian	0.8%	0.6%	4.5%
Pacific Islander	0.7%	0.2%	0.2%
Two or More Races	2.3%	0.8%	2.4%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	72.5%	73.9%	60.6%
English Learners	27.3%	23.5%	19.5%
Special Education	10.6%	10.3%	9.6%
<b>Mobility Rate (2017-18)</b>	17.3%	14.2%	15.4%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	16.5	19.5	18.9
Grade 1	20.2	20.4	18.8
Grade 2	20.9	20.6	18.7
Grade 3	20.9	20.2	18.9
Grade 4	19.0	20.2	19.2
Grade 5	23.3	22.8	21.2

**School Financial Information (2017-18)**

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/>.

	Campus	District	State
<b>Instructional Staff Percent</b>	n/a	60.7%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	63.3%	62.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,492	\$9,069	\$9,844
Instruction	\$4,553	\$5,190	\$5,492
Instructional Leadership	\$75	\$101	\$155
School Leadership	\$470	\$556	\$576

**Texas Education Agency**  
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**HURSEL ANTWINE SCHOOL (071909125)**

**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
<b>STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	78%	84%	<b>79%</b>	81%	78%	85%	*	92%	40%	92%	76%
	2018	77%	82%	<b>80%</b>	77%	81%	81%	*	80%	64%	83%	78%
ELA/Reading	2019	75%	79%	<b>79%</b>	81%	78%	92%	*	80%	*	89%	76%
	2018	74%	77%	<b>80%</b>	74%	81%	79%	*	*	*	88%	77%
Mathematics	2019	82%	88%	<b>83%</b>	88%	82%	80%	*	100%	*	89%	81%
	2018	81%	87%	<b>84%</b>	79%	85%	86%	*	*	*	88%	82%
Writing	2019	68%	77%	<b>66%</b>	*	65%	83%	-	*	*	*	63%
	2018	66%	74%	<b>68%</b>	70%	69%	*	-	*	*	60%	66%
Science	2019	81%	86%	<b>77%</b>	78%	77%	78%	*	*	-	*	76%
	2018	80%	85%	<b>80%</b>	100%	80%	83%	*	-	*	*	81%
<b>STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)</b>												
All Subjects	2019	50%	54%	<b>51%</b>	56%	51%	55%	*	62%	0%	54%	48%
	2018	48%	51%	<b>47%</b>	47%	47%	53%	*	40%	27%	43%	44%
ELA/Reading	2019	48%	51%	<b>50%</b>	44%	49%	52%	*	60%	*	78%	47%
	2018	46%	48%	<b>50%</b>	37%	51%	57%	*	*	*	63%	47%
Mathematics	2019	52%	58%	<b>57%</b>	75%	57%	52%	*	60%	*	33%	55%
	2018	50%	54%	<b>50%</b>	58%	50%	57%	*	*	*	38%	45%
Writing	2019	38%	43%	<b>38%</b>	*	37%	50%	-	*	*	*	33%
	2018	41%	46%	<b>37%</b>	40%	38%	*	-	*	*	40%	36%
Science	2019	54%	57%	<b>51%</b>	44%	50%	78%	*	*	-	*	47%
	2018	51%	54%	<b>37%</b>	60%	36%	50%	*	-	*	*	37%
<b>STAAR Performance Rates at Masters Grade Level (All Grades Tested)</b>												
All Subjects	2019	24%	24%	<b>26%</b>	35%	26%	20%	*	46%	0%	21%	24%
	2018	22%	22%	<b>22%</b>	28%	21%	28%	*	30%	18%	17%	21%
ELA/Reading	2019	21%	20%	<b>27%</b>	38%	27%	20%	*	40%	*	11%	25%
	2018	19%	18%	<b>24%</b>	37%	24%	29%	*	*	*	25%	22%
Mathematics	2019	26%	29%	<b>31%</b>	44%	31%	28%	*	60%	*	11%	29%
	2018	24%	26%	<b>26%</b>	37%	25%	29%	*	*	*	13%	27%
Writing	2019	14%	14%	<b>11%</b>	*	10%	0%	-	*	*	*	11%
	2018	13%	12%	<b>6%</b>	10%	5%	*	-	*	*	20%	7%
Science	2019	25%	22%	<b>22%</b>	22%	23%	11%	*	*	-	*	20%
	2018	23%	21%	<b>16%</b>	0%	16%	33%	*	-	*	*	14%
<b>Academic Growth Score (All Grades Tested)</b>												
Both Subjects	2019	69	71	<b>72</b>	81	72	71	*	75	*	71	73
	2018	69	70	<b>69</b>	82	69	89	*	*	*	39	69
ELA/Reading	2019	68	70	<b>70</b>	89	68	86	*	*	*	67	70
	2018	69	70	<b>72</b>	83	72	93	*	*	*	36	72
Mathematics	2019	70	72	<b>75</b>	72	76	57	*	*	*	75	76
	2018	70	71	<b>67</b>	80	66	86	*	*	*	43	66

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
- Indicates zero observations reported for this group.  
\* Indicates results are masked due to small numbers to protect student confidentiality.  
n/a Indicates data reporting is not applicable for this group.

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**Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes**

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Progress of Prior-Year Non-Proficient Students</b>											
<b>Sum of Grades 4-8</b>											
Reading											
2019	41%	51%	<b>48%</b>	*	51%	*	*	-	*	-	40%
2018	38%	43%	<b>44%</b>	*	46%	*	*	-	*	-	33%
Mathematics											
2019	45%	61%	<b>49%</b>	*	45%	-	*	-	*	*	59%
2018	47%	60%	<b>54%</b>	*	56%	*	*	-	*	-	44%
<b>Students Success Initiative</b>											
<b>Grade 5 Reading</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	81%	<b>79%</b>	78%	79%	78%	*	*	-	*	48%
Students Requiring Accelerated Instruction											
2019	22%	19%	<b>21%</b>	22%	21%	22%	*	*	-	*	52%
STAAR Cumulative Met Standard											
2019	86%	90%	<b>90%</b>	78%	91%	89%	*	*	-	*	62%
<b>Grade 5 Mathematics</b>											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	90%	<b>87%</b>	89%	89%	67%	*	*	-	*	67%
Students Requiring Accelerated Instruction											
2019	17%	10%	<b>13%</b>	11%	11%	33%	*	*	-	*	33%
STAAR Cumulative Met Standard											
2019	90%	95%	<b>96%</b>	100%	96%	78%	*	*	-	*	86%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.  
 - Indicates zero observations reported for this group.  
 \* Indicates results are masked due to small numbers to protect student confidentiality.  
 n/a Indicates data reporting is not applicable for this group.

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