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SOCORRO INDEPENDENT SCHOOL DISTRICT
Paso del Norte
School

2008
School
Report
Card



Paso del Norte School

n 2008 TEA Recognized



Home of the JAGUARS

Paso Del Norte
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El Paso, Texas 79938
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Principal: Jeanette Williams
Assistant Principals: Dinah Lopez, Malessa Parham, Donna Tyler
Instruction and Curriculum Specialist: Patricia Bonilla

2008 School Report Card



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SOCORRO INDEPENDENT SCHOOL DISTRICT

Office of the Superintendent

Estado de Texas

Definiciones para la Calificación Escolar 2008

Dear Parent,

Attached you will find a copy of the State of Texas 2008 School Report Card for your child's school. This report is required by the Texas Legislature, prepared by the Texas Education Agency and sent to the parent of every child enrolled in the public schools. The report provides information concerning student performance as well as information concerning expenditures and student/teacher ratios.

The information contained in the School Report Card is required by state law and is briefly described in the *2007-2008 School Report Card Definitions*. The report 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 information be provided for the state, the District, the school and a group of schools similar to your school. Where possible, the information must be reported by ethnicity and socioeconomic status of the students and must include at least two years of results. Therefore, information on your child's school will not be included in this report until it has been open for two school years.

The report cards can be found at this Internet address: www.tea.state.tx.us

Please contact your school if have any questions concerning this report card. Thank you for your continued support of the Socorro Schools.

Estimado(s) Padre(s) de Familia:

La Boleta Escolar de 2008 del Estado de Tejas contiene información importante sobre la escuela de su hijo/a. Al examinar, recuerde que cada escuela es distinta, con sus propios méritos y debilidades. El personal profesional escolar sugiere que se mantenga activo en la educación de su hijo(a). Un reporte mas detallado, el del Sistema de Indices de Excelencia Académica (AEIS) está disponible, si ud. lo solicita, en su escuela. Estamos a su disposición y si tiene alguna pregunta con respecto a la Calificación Escolar háganos el favor de ponerse en contacto con la escuela de su hijo(a).

La información que contiene la Calificación Escolar es requerida por la ley estatal y hemos incluido una breve descripción, Definiciones para la Calificación Escolar 2007-2008, dentro de éste paquete. Es posible que éste reporte no tenga toda la información descrita, sea primaria, secundaria o preparatoria. La ley estatal requiere que ésta información sea provista a nivel estatal, del distrito, de plantel escolar y al grupo escolar con el que se agrupa su escuela debido a las semejanzas entre los estudiantes. Si es posible, ésta información debe de ser reportada del acuerdo al grupo étnico y el estatus socioeconómico al que pertenece cada estudiante y debe de incluir por lo menos dos años de este tipo de datos. Si la escuela de su hijo(a) tiene menos de dos años, este reporte no contiene este tipo de datos.

Usted puede encontrar las calificaciones - en ingles "School Report Card" - en el Internet bajo: www.tea.state.tx.us

Por favor lláme su plantel si usted tiene cualquier pregunta sobre la calificación de nuestra escuela. Queremos reiterar que apreciamos el apoyo que usted ha ofrecido continuamente al Distrito Independiente Escolar de Socorro.

Sincerely,
Sinceramente,

Mary Benham
Interim Superintendent

Clasificación Escolar

La clasificación de las escuelas (*Accountability Rating*) está basada en el porcentaje de estudiantes quienes pasan el TAKS, las tasas de finalización de la preparatoria y las tasas de desertores escolares. Los estándares del TAKS, la tasa de finalización y la de los desertores, deben de ser satisfechos por *Todos los Estudiantes (All Students)* y por las varias otras agrupaciones de estudiantes (Africano Americano, Hispano, Blanco, y Con Desventaja Económica).

Gold Performance Acknowledgment - Reconocimiento de Progreso Académico Dorado.-Algunas escuelas o distritos pueden calificar para el Reconocimiento Dorado por el desempeño de sus estudiantes en: Cursos Avanzados/Registro Dual (*Advanced Course/Dual Enrollment*), Exámenes AP/IB (AP/IB), Tasa de Asistencia (*Attendance*), Progreso Laudable en el TAKS (*Commended Performance on TAKS*), Mejoramiento Comparable (*Comparable Improvement*), SAT/ACT (SAT/ACT), el Programa Recomendado de Preparatoria (*Recommended High School Program*), y/o en la Iniciativa de Éxito para Texas (*Texas Success Initiative*).

Paired Schools - Escuelas Par.-Estas son las escuelas que reportaron inscripciones pero no tienen grados en los cuales se administró el TAKS (como escuelas de Kinder a 2o grado) y éstas fueron hechas par con las escuelas que reciben a sus estudiantes con el fin de determinar sus calificaciones escolares.

Índices de Progreso Académico de los Estudiantes (*El reporte muestra índices pertinentes a su escuela, dependiendo de los grados escolares de ésta.*)

TAKS Met 2008 Standard: Cumplió con el Estándar 2008 del TAKS.-La prueba TAKS (Texas Assessment of Knowledge and Skills) es una evaluación estatal que se administra a los estudiantes de las escuelas públicas de Texas en los grados del 3er al 11o. El TAKS está diseñado para medir qué tanto un estudiante ha logrado aprender, comprender y es capaz de aplicar importantes conceptos y habilidades correspondientes a cada nivel (o grado) escolar. Los estudiantes son examinados en Letras y Artes de la Lengua Inglesa (*English Language Arts*) (10o al 11o grado), Lectura (*Reading*) (3er al 9o grado), Matemáticas (*Mathematics*) (3er al 11o grado), Redacción (*Writing*) (4o y 7o grado), Ciencias Naturales (*Science*) (5o, 8o, 10o y 11o grado) y Ciencias Sociales (*Social Studies*) (8o, 10o y 11o grado). Los resultados en el reporte incluyen solo a los estudiantes inscritos en el distrito hasta el último viernes de octubre. Estos resultados se suman a través de todos los grados examinados en dicha escuela. Los resultados de la prueba TAKS (*Accommodated*) están incluidos para ciencias naturales, ciencias sociales, y todos los sujetos en el 11o grado.

TAKS Progress Measure: Medida del Progreso en el TAKS.- Esta medida se reporta solamente para las escuelas de educación alternativa que han sido clasificadas bajo los procedimientos del Sistema de Clasificación Alternativa (*AEA: Alternative Education Accountability*). Está basada en el número de pruebas tomadas. Esta suma los resultados en los exámenes del 3er al 12o grado y para todas las materias para proveer con una medida única. Los resultados de los exámenes que no cumplen con el estándar para pasar el TAKS pero demuestran suficiente mejoramiento y los resultados de aquellos quienes re-tomaron el TAKS de egreso están incluidos en esta medida.

Students Not Tested Due to Exemptions: Estudiantes No Examinados Debido a Exenciones.-Este es el porcentaje de estudiantes exentos en cada prueba, porque él o ella ha recibido una exención por competencia limitada en inglés (*LEP exemption*) y tomaron solamente la prueba *TELPAS*.

Progress of Prior Year TAKS Failers: Progreso de los Reprobados en el TAKS del año previo.-Esta medida muestra el porcentaje de estudiantes quienes reprobaron el TAKS en el año previo y lo aprobaron en el año actual.

Student Success Initiative (SSI): Iniciativa para el Éxito Estudiantil.-Estudiantes en el 3er grado deben aprobar la porción de lectura del TAKS para pasar al 4o grado y los estudiantes en 5o y 8o grado deben pasar el TAKS en lectura y matemáticas para pasar al 6o y 9o grado. Se les dan tres oportunidades para pasar. Dependiendo de su escuela, el reporte puede mostrar cuatro tasas: (1) Estudiantes que Requieren Instrucción Acelerada (*Students Requiring Accelerated Instruction*) presenta, por materia y por grado, los estudiantes quienes no pasaron el TAKS durante la primera administración. A estos estudiantes se les debe proveer con instrucción acelerada; (2) Estándar Cumplido del TAKS Cumulativo (*TAKS Cumulative Met Standard*) muestra el porcentaje de estudiantes (no duplicados) quienes tomaron y aprobaron el TAKS ya sea la primera y la segunda administración combinadas; (3) Reprobados del TAKS y Pasados por el Comité de Colocación de Grados Escolares (*TAKS Failers Promoted by Grade Placement Committee*) muestra el porcentaje de estudiantes quienes reprobaron todas las veces que fueron examinados en el TAKS de lectura y fueron avanzados al próximo grado por el comité de colocación. (4) Estudiantes quienes cumplieron con el estándar del TAKS (reprobaron en el previo) (*TAKS Met Standard (Failed in previous year)*)—usando 3er grado como ejemplo, se muestran dos cálculos para estudiantes quienes reprobaron todas las administraciones del examen de lectura del 3er grado en 2007: para aquellos quienes fueron avanzados al 4o grado. La primera medida es el porcentaje de los que pasaron el examen 2008 de lectura; y para los que fueron retenidos en el 3er grado, la segunda medida muestra el porcentaje quienes subsecuentemente pasaron el examen de lectura en el 3er grado en 2008. La misma información se ha reportado para el año pasado.

Attendance Rate: Tasa de Asistencia.-Este reporte muestra la tasa de asistencia estudiantil del 1er al 12o grado para el año escolar entero.

Annual Dropout Rate: Índice Anual de Deserción Escolar.- Dependiendo de la escuela, una o dos de las siguientes tasas pueden ser reportadas: Tasa de deserción anual (7o y 8o) (*Annual Dropout Rate* (Gr. 7-8)); Tasa de deserción anual (7o- 12o) (*Annual Dropout Rate* (Gr 7-12)); y (3) Tasa de deserción anual (9o- 12o) (*Annual*

Dropout Rate (Gr 9-12)) muestra el porcentaje de estudiantes en esos grados que abandonaron sus estudios.

Completion rate: Tasas de finalización escolar.-Este índice toma a los estudiantes que empezaron el 9o grado en 2003-04 y muestra su estatus en 2007. Este reporte presenta dos índices: (1) Tasas de finalización/estatus del estudiante (*Completion/Student Status Rate*) muestra el porcentaje de estudiantes quienes se graduaron, recibieron un GED, continuaron en la escuela, o desertaron sus estudios; y (2) Tasa de Finalización I (*Completion Rate I*) agrega el porcentaje de estudiantes quienes se graduaron o continúan en la preparatoria. La misma información ha sido reportada para los graduados en el 2006. Tasa de Finalización II (*Completion Rate II*) se presenta para escuelas alternativas.

Recommended HS and Distinguished Achievement Program Graduates: Programa Recomendado de Preparatoria y Logros Distinguidos.-En este reporte usted puede hallar el porcentaje de estudiantes que se graduaron en el 2007 y el 2006 quienes cumplieron los requisitos del Programa Recomendado de Preparatoria (*Recommended High School Program*) de la Mesa Directiva de Educación del Estado de Texas (*SBOE*) o el programa de Logros Distinguidos (*Distinguished Achievement Program*).

Texas Success Initiative (TSI): Iniciativa de Éxito para Texas.-Esta iniciativa (*The Texas Success Initiative*) es un programa diseñado para mejorar los logros de los estudiantes en el ámbito universitario. Este índice muestra el porcentaje de estudiantes cuyo desempeño en el TAKS amerita que se les exente de los requisitos del TSI.

SAT/ACT Results: Resultados de las Pruebas SAT/ACT.-Esta tasa tiene cuatro medidas: (1) Examinados (*Tested*) indica el porcentaje de estudiantes graduados que tomaron ya sea el examen SAT o el ACT; (2) Obtuvieron puntuación a nivel "calificación criterio" o superior (*At/Above Criterion*) indica el porcentaje de estudiantes graduados quienes obtuvieron la puntuación para "calificación criterio"(o la superaron) en el SAT o el ACT (la "calificación criterio" en el SAT es de 1,110 puntos y de 24 puntos en el ACT); y (3) & (4) Promedio de calificaciones en el SAT y el ACT (*Mean SAT Score and Mean ACT Score*) reporta los promedios en el SAT y el ACT. Estos se reportan para las generaciones del año 2006 y 2005.

Características de la Escuela

Class Size Averages by Grade and Subject: Tamaño Promedio del Salón Escolar por Grado y Materia.-El tamaño promedio de los salones de clases se calcula utilizando los horarios de clases que imparten los maestros. Por ejemplo, se suma el número de estudiantes en ciencias naturales y se divide por el número de clases de ciencias naturales. Las clases de primaria se presentan por grado; las de secundaria se presentan por materia.

Number of Students per Teacher: Número de Estudiantes por Maestro.-El reporte indica el número total de estudiantes dividido por el número total de maestros (expresado en términos de tiempo completo) en la escuela.

Instructional Staff Percent: Porcentaje del Personal de Instrucción.-Esta medida indica el porcentaje del total de empleados de tiempo completo cuya descripción de sus funciones de trabajo es la de proveer instrucción directa en el salón de clases a estudiantes durante el año escolar 2007-08.

Instructional Expenditure Ratio: Tasa de Gastos de Instrucción.- Esta medida muestra el porcentaje del total actual de los gastos del distrito para el año fiscal 2006-07 que fueron utilizados para pagar actividades de instrucción directa (*direct instructional activities*).

Expenditures per Student: Gastos por Estudiante.-Esta medida muestra los gastos actuales durante el año escolar 2006-07 para varios grupos de funciones dividida por el número de estudiantes en 2006-07. Note que los gastos reportados no son la cantidad que se gastó en actualidad para cada estudiante, pero es un promedio para cada estudiante del total (*per-pupil average of the total*). Estos gastos por estudiante son reportados por gastos totales en cada una de las seis agrupaciones de categorías de operaciones.

Comparaciones Reportadas
Para casi todos estos índices, el reporte muestra los resultados para todos los estudiantes en varias categorías, a nivel del estado (*State Average*), del distrito (*District Average*), del grupo de comparación escolar (*School Group*) y del plantel escolar (*School—All Students*). El grupo escolar está compuesto de 40 otras escuelas en Texas que son demográficamente similares a su escuela. Las comparaciones de la información sobre gastos a nivel del distrito y del estado no se reportaron porque no son comparables a los cálculos hechos a nivel de la escuela.

Símbolos Especiales

- Un *asterisco* (*) para un índice del TAKS indica que se registraron menos de 5 estudiantes en dicha categoría, incluyendo cero estudiantes; para el resto de los índices, un asterisco quiere decir que menos de 5 estudiantes estaban en la categoría, excluyendo cero estudiantes.
- Un *guión* (-) para un índice [excepto el TAKS] indica que no hay estudiantes para esa categoría.
- *n/a* - significa que no existe información disponible o que la información no es pertinente.
- Un *signo de interrogación* (?) indica que la información fluctúa fuera de parámetros razonables.
- Un *signo >99%* se usa para representar información que son equivalentes o valen cerca de 100%; <1% se usa para representar progreso cerca o equivalente a 0%.

A World of Possibilities!

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The Socorro Independent School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs, activities or employment.

School Name: PASO DEL NORTE SCHOOL	State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
TAKS Met 2008 Standard (Sum of All Grades Tested) (INCLUDES SELECTED TAKS (Accommodated)) (Standard Accountability Indicator)										
Reading/ELA	2008 91%	90%	90%	89%	90%	89%	94%	*	> 99%	87%
	2007 88%	87%	87%	88%	97%	87%	93%	*	> 99%	87%
Mathematics	2008 80%	79%	90%	86%	89%	85%	94%	*	> 99%	83%
	2007 77%	71%	84%	74%	83%	73%	89%	*	83%	71%
Writing	2008 93%	95%	94%	95%	> 99%	94%	> 99%	*	> 99%	94%
	2007 92%	93%	95%	94%	> 99%	94%	> 99%	*	*	94%
Science	2008 74%	71%	84%	75%	73%	74%	> 99%	*	*	74%
	2007 66%	56%	67%	55%	83%	54%	70%	*	*	50%
Soc Studies	2008 91%	92%	*	93%	86%	93%	> 99%	*	*	93%
	2007 87%	87%	*	91%	> 99%	90%	> 99%	*	*	90%
All Tests	2008 72%	70%	81%	74%	77%	72%	88%	*	> 99%	70%
	2007 67%	59%	71%	63%	77%	61%	77%	*	83%	58%
Students Not Tested Due to Exemptions										
LEP Exempt	2008 0.9%	0.8%	0.4%	0.2%	0.0%	0.3%	0.0%	*	0.0%	0.3%
	2007 1.0%	0.5%	0.3%	0.2%	0.0%	0.3%	0.0%	*	0.0%	0.3%
Progress of Prior Year TAKS Failers (Sum of Gr 4-11) (INCLUDES TAKS (Accommodated) for grade 11 only) Percent of Failers Passing TAKS										
Reading/ELA	2008 53%	60%	47%	62%	*	62%	*	*	*	56%
	2007 49%	51%	39%	52%	*	51%	*	*	*	52%
Mathematics	2008 36%	42%	52%	50%	80%	48%	*	*	*	46%
	2007 34%	35%	43%	33%	*	32%	*	*	*	32%
Student Success Initiative										
Grade 3 Reading (English and Spanish)										
Students Requiring Accelerated Instruction	2008 12%	10%	10%	8%	20%	7%	*	*	*	9%
	2007 12%	13%	11%	16%	*	16%	20%	*	*	16%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2008 94%	94%	96%	92%	*	93%	*	*	*	91%
	2007 94%	93%	94%	92%	*	93%	80%	*	*	92%
TAKS Failers Promoted by Grade Placement Committee	2007 53.6%	68.5%	36.7%	37.5%	-	28.6%	*	-	-	20.0%
	2006 48.5%	66.4%	40.0%	80.0%	-	80.0%	-	-	-	80.0%
TAKS Met Standard (Failed in Previous Year)										
Promoted to Grade 4	2008 14%	17%	< 1%	*	*	*	*	*	*	*
Retained in Grade 3	2008 80%	77%	> 99%	40%	*	40%	*	*	*	*
Student Success Initiative (continued)										
Grade 5 Reading (English and Spanish)										
Students Requiring Accelerated Instruction	2008 15%	17%	16%	17%	*	17%	*	*	*	21%
	2007 18%	23%	25%	30%	*	31%	*	*	*	34%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2008 92%	90%	92%	89%	*	89%	*	*	*	85%
	2007 90%	87%	87%	82%	*	81%	*	*	*	81%
TAKS Failers Promoted by Grade Placement Committee	2007 78.0%	91.5%	80.0%	83.3%	*	82.6%	-	-	-	82.4%
	2006 74.4%	82.1%	81.2%	81.5%	-	81.5%	-	-	-	85.0%
TAKS Met Standard (Failed in Previous Year)										
Promoted to Grade 6	2008 55%	68%	*	64%	*	64%	*	*	*	63%
Retained in Grade 5	2008 73%	69%	64%	*	*	*	*	*	*	*

State Average	District Average	School Group Median	School (All Students)	African American	Hispanic	White	Native American	Asian/Pac.Is.	Econ. Disadv.
Student Success Initiative (continued)									
Grade 5 Mathematics (English and Spanish)									
Students Requiring Accelerated Instruction	2008 15%	15%	14%	11%	*	12%	*	*	13%
	2007 15%	22%	19%	25%	*	25%	*	*	26%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2008 91%	91%	94%	92%	*	91%	*	*	90%
	2007 91%	86%	89%	86%	*	86%	*	*	85%
TAKS Failers Promoted by Grade Placement Committee	2007 77.5%	92.1%	81.8%	90.5%	*	89.5%	-	*	92.9%
	2006 73.8%	84.1%	83.3%	84.2%	*	83.3%	-	-	92.9%
TAKS Met Standard (Failed in Previous Year)									
Promoted to Grade 6	2008 22%	45%	*	40%	*	33%	*	*	38%
Retained in Grade 5	2008 71%	70%	*	*	*	*	*	*	*
Grade 8 Reading									
Students Requiring Accelerated Instruction	2008 6%	4%	*	5%	< 1%	5%	< 1%	*	6%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2008 97%	98%	*	97%	> 99%	96%	> 99%	*	96%
Grade 8 Mathematics									
Students Requiring Accelerated Instruction	2008 21%	22%	*	18%	17%	19%	14%	*	17%
TAKS Cumulative Met Standard (1st & 2nd Admin)	2008 86%	89%	*	95%	83%	95%	> 99%	*	95%
Attendance Rate									
2006-07	95.5%	95.9%	96.9%	97.1%	97.5%	97.1%	96.6%	*	97.7%
2005-06	95.5%	95.9%	96.9%	97.1%	97.7%	97.1%	97.0%	*	97.1%
Annual Dropout Rate (Gr 7-8)									
2006-07	0.4%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
2005-06	0.4%	0.0%	*	0.0%	0.0%	0.0%	0.0%	*	0.0%
Class Size Averages by Grade and Subject									
Elementary: Kindergarten	18.9	20.4	19.1	22.0					
Grade 1	18.9	20.0	19.9	21.5					
Grade 2	19.0	20.0	20.3	21.7					
Grade 3	19.0	20.1	20.0	21.9					
Grade 4	19.6	20.2	21.1	22.0					
Grade 5	22.2	24.6	22.5	27.3					
Grade 6	21.4	23.2	27.4	20.6					
Mixed Grades	22.4	-	20.4	-					
Secondary: English/Language Arts	20.0	20.1	15.1	19.2					
Foreign Languages	21.0	21.8	-	13.0					
Mathematics	19.8	23.9	17.3	19.5					
Science	20.8	23.3	22.6	26.1					
Social Studies	21.8	24.3	24.9	26.1					
Number of Students per Teacher	14.5	15.8	15.1	17.8					
Instructional Staff Percent **	64.0%	64.1%	n/a	n/a					
Instructional Expenditure Ratio **	64.1%	66.0%	n/a	n/a					
Expenditures per Student (2006-2007):									
Total Operating Expenditures			\$6,168	\$5,609					
Instruction (11,95)			\$4,449	\$3,988					
Instructional-Related Services (12,13)			\$270	\$174					
Instructional Leadership (21)			\$95	\$95					
School Leadership (23)			\$399	\$349					
Support Services-Student (31,32,33)			\$308	\$268					
Other Campus Costs (35,36,51,52,53)			\$646	\$734					

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '**' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.
 '***' For more details on this Chapter 44 measure, please go to http://www.tea.state.tx.us/school.finance/audit/instexp_ratio.html
 A more complete report about your school, the Academic Excellence Indicator System (AEIS) report, is available from your school, or can be accessed on the internet at www.tea.state.tx.us/perfreport/aeis.

School Accountability Rating

School accountability ratings are based on the percent of students passing the TAKS, high school completion rate, and the annual dropout rate. Standards for TAKS, completion rates, and dropout rates must be met for all students as well as for student groups (African American, Hispanic, White, and Economically Disadvantaged).

Gold Performance Acknowledgment (GPA): Some schools may also qualify for GPAs for high performance on *Advanced Course/Dual Enrollment, AP/IB, Attendance, Commended Performance on TAKS, Comparable Improvement, SAT/ACT, Recommended High School Program, or Texas Success Initiative.*

Paired Schools: Schools that report enrollment but do not have grades in which the TAKS test is given (such as K-2 schools) are paired with schools with which they have a "feeder" relationship to determine accountability ratings.

Indicators of Student Performance (*Report shows only those indicators that apply, depending on grade span at the school.*)

TAKS Met 2008 Standard: The TAKS (Texas Assessment of Knowledge and Skills) is a comprehensive testing program for public school students in grades 3 through 11. TAKS measures the extent to which a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Students are assessed in English Language Arts (ELA) (grades 10 & 11), reading (grades 3-9), mathematics (grades 3-11), writing (grades 4 & 7), science (grades 5, 8, 10 & 11), and social studies (grades 8, 10 & 11). Results shown include only the performance of those students who were enrolled at the campus by the last Friday in October. Results are summed across grades for all grades tested at the school. Results for the TAKS (Accommodated) are included for science, social studies, and all grade 11 subjects.

TAKS Progress Measure: This measure is shown only for Alternative Education Campuses (AEC) rated under Alternative Education Accountability (AEA) procedures. The TAKS progress measure is based on the number of tests taken. It sums performance results across grades 3 through 12 and across all subjects to provide a single measure. Test results that meet the TAKS passing standard or have a Texas Growth Index (TGI) greater than zero, and exit-level TAKS retest results are included in this measure.

Students Not Tested Due to Exemptions: The report shows the percent of students who were exempted on every test because he or she received a Limited-English Proficiency (LEP) exemption and took only the Texas English Language Proficiency Assessment System (TELPAS) test.

Progress of Prior Year TAKS Failers: This measure shows the percent of students who failed the TAKS in the previous year but passed in the current year.

Student Success Initiative (SSI): Students in grade 3 must pass the reading TAKS in order to be promoted to grade 4, and students in grades 5 and 8 must pass both the reading and mathematics TAKS in order to be promoted to grades 6 and 9, respectively. Students are given three opportunities to pass each test. Depending on the school, up to four measures are shown: 1) *Students Requiring Accelerated Instruction:* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the first administration must be provided accelerated instruction in preparation for the second administration. 2) *TAKS Cumulative Met Standard:* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined. 3) *TAKS Failers Promoted by Grade Placement Committee:* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee. 4) *TAKS Met Standard (Failed in Previous Year):* Using grade 3 as an example, this presents two calculations for students who failed all administrations of the grade 3 reading test in 2007: For those who were promoted to fourth grade, the first measure shows the percentage that passed the grade 4 reading test in 2008; and for those who were retained in third grade, the second measure shows the percent that passed the grade 3 reading test in 2008. When available, the same information is presented for the previous year.

Attendance Rate: The report shows the attendance rate for the entire school year for students in grades 1-12.

Annual Dropout Rate: Depending on the grade span at the school, one or two of the following three rates are shown: *Annual Dropout Rate (Gr 7-8), Annual Dropout Rate (Gr 7-12), and Annual Dropout Rate (Gr 9-12).* The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percent of the number of students in attendance in those grades.

Completion/Student Status Rate: This indicator takes students who started 9th grade in 2003-04 and shows their status in 2007. Two measures are provided: 1) *Completion/Student Status Rate* shows the percent of students who graduated, received a GED, continued high school, or dropped out; and 2) *Completion Rate I* sums the percent of students who graduated or continued high school. The same information is given for the class of 2006. (*Completion Rate II* is shown for AECs rated under AEA procedures. It includes GED recipients as completers.)

Recommended HS and Distinguished Achievement Program Graduates: The report shows the percent of graduates for the classes of 2007 and 2006 who satisfied the requirements for the Texas State Board of Education Recommended High School Program or the Distinguished Achievement Program.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program to improve student success in college. This indicator shows the percent of students who scored high enough on the TAKS to be exempted from the TSI requirements.

SAT/ACT Results: The report provides four measures: (1) *Tested* shows the percent of graduates who took either the SAT or the ACT. (2) *At/Above Criterion* shows the percent of examinees who scored at or above the "Criterion Score" (criterion score is 1110 for SAT and 24 for ACT). (3) & (4) *Mean SAT Score* and *Mean ACT Score* show the average score on the SAT and ACT. Information is shown for the classes of 2007 and 2006.

School Characteristics

Class Size Averages by Grade and Subject: Class sizes are calculated from teacher class schedules. For example, the number of students in science is summed and divided by a count of the science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

Number of Students per Teacher: The report shows the total number of students in membership, divided by the total number of teachers (expressed as full-time equivalents) at the school.

Instructional Staff Percent: This measure indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2007-08 school year.

Instructional Expenditure Ratio: This measure shows the percent of the district's total actual expenditures for the 2006-07 fiscal year that were used to fund direct instructional activities.

Expenditures per Student: This value shows actual 2006-07 expenditures for groups of functions divided by the total number of 2006-07 students. Note that the expenditures shown are not the amount actually spent on each and every student, but rather a per-pupil average of the total. Per pupil expenditures are shown for total operating expenditures and by operating categories.

Comparisons Provided

For almost every indicator, the report shows the performance for all students in the state (State Average), the district (District Average), the school group (School Group) and the school (School - All Students). The school "group" is a set of 40 other Texas public schools that are demographically similar to this school. District and state comparisons are not shown for the expenditure information because they are not comparable to the school-level calculations.

Special Symbols

- An *asterisk* (*) on a TAKS indicator means that fewer than 5 students were in that classification, including zero students; an *asterisk* for all other indicators means that fewer than 5 students were in that classification, excluding zero students.
- For indicators other than TAKS, a *dash* (-) means that no students were in that category.
- *n/a* - means that the information is not available or not applicable.
- A *question mark* (?) means that the information reported is outside of a reasonable range.
- A *>99%* is used to mask TAKS performance that is at or near 100%; *<1%* is used to mask TAKS performance at or near 0%.



Curriculum

Paso Del Norte School's curriculum is based upon the prescribed broad objectives and Texas Essential Knowledge and Skills (TEKS) set forth by the Texas Education Agency. It is further enhanced by a balanced reading program based on student's individual needs.

Goal Areas

- To implement a Voyager/Foroabierto
- To implement an effective Life Skills program;
- To implement an integrated math/science curriculum;
- To implement in-depth professional development.

Paso del Norte PreK-8

About Our School

Paso del Norte provides an effective preschool through 8th grade elementary school education which provides students with many opportunities to learn. In addition to regular education, a full program of services is offered to meet the special learning needs of students including SLU, and program for gifted students.

Our Mission: *Educating All Students*

Our Vision: As a caring community of students, staff and parents, we at Paso Del Norte School dedicate ourselves to student success and academic excellence. As an exemplary school, we pledge to provide a positive atmosphere that fosters integrity, respect and trust.

Program Features:

- Band/Orchestra
- Gifted Program
- Literacy Center
- After School Tutoring
- Peer Mediation
- Drug Prevention Programs
- Chorus/Vocal Music
- Character Counts
- ESL
- Leadership Program
- On-site Special Education
- Student Council

- NJHS
- Theater
- Art
- Learning Labs
- Full Day Kindergarten
- Sports
- Algebra I
- Physical Education
- G.R.E.A.T. Program
- Cheerleading

El Estado de Texas 2008 Boleta de Calificación

El Mejoramiento de Escuela Realza

Paso del Norte PreK-8

Sobre Nuestra Escuela

Paso del Norte proporciona un pre-entrenamiento eficaz con la 8va educacion de escuela primaria del grado que provee de estudiantes muchas oportunidades para aprender. Ademas de la educacion regular, un programa completo de servicios se ofrece para resolver las necesidades especiales de estudiantes, incluyendo SLU, y el programa para los estudiantes dotados.

Nuestra Mision: *Educar a Todos los Estudiantes*

Nuestra Vision: Como una comunidad que cuida de estudiantes, del personal y padres, nosotros en Paso del Norte nos dedicamos al exito de los estudiantes y excelencia academica. Como escuela ejemplar, compromiso del As Caring Community of Students, Nosotros prometemos de proveer una atmosfera positiva que fomenta integridad, respeto y confianza.

Caracteristicas Del Programa:

- Band/Orchestra
- Gifted Program
- Literacy Center
- After School Tutoring
- Peer Mediation
- Drug Prevention Programs
- Chorus/Vocal Music
- Character Counts
- ESL
- Leadership Program
- On-site Special Education
- Student Council

- NJHS
- Theater
- Art
- Learning Labs
- Full Day Kindergarten
- Sports
- Algebra I
- Physical Education
- G.R.E.A.T. Program
- Cheerleading

Curriculum

La Escuela de Paso Del Norte - El Curriculum es basado en lo prescripto y en el consentimiento del (TEKS) Tejas y en la Educacion de Tejas. Es realizada mas a fondo por un programa equilibrado de la lectura basada en las necesidades individuales de los estudiantes.

Areas de la Meta

- Emplementar un Voyager/Foroabierto
- Emplementar un programa eficaz de las habilidades en ejecucion de la vida.
- Emplementar un curriculum integrado de matematicas y ciencias
- Emplementar un desarrollo profesional detallado