



2013-14 School Report Card

Myrtle Cooper Elementary

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January 12, 2015

Dear Parent,

The Socorro Independent School District is dedicated to providing all students with a high quality, rigorous education so that they can be successful in college, careers and beyond. Team SISD is also committed to transparency and accountability so that all stakeholders in the district are informed and can provide meaningful input about our students' education.

In order for you to learn about the progress and success at our campus, please see the attached State of Texas 2013-14 School Report Card for Myrtle Cooper 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 "2013-14 School Report Card Definitions," which is available on the TEA website at <http://ritter.tea.state.tx.us/perfreport/src/2014/definitions.pdf>. 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 socio-economic status of the students and must include at least two years of results.

The School Report Cards can be found online at:

<http://ritter.tea.state.tx.us/perfreport/src/2014/campus.srch.html>

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

<http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>

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

Sincerely,

Leticia Terrazas, Principal
Myrtle Cooper Elementary School

12 de enero, 2015

Estimado Padre de Familia:

El Distrito Escolar Independiente de Socorro ofrece una educación rigurosa y de la más alta calidad a todos los estudiantes para que puedan ser exitosos en la universidad, en su carrera y vida futura. El Equipo SISD está también comprometido a ser transparente y a rendir cuentas para que todas las personas que forman parte del distrito estén bien informadas y puedan saber qué sucede con la educación de nuestros alumnos.

Para que usted conozca acerca del progreso y el éxito en nuestra escuela, vea por favor la Tarjeta de Reporte Escolar 2013-2014 de la Escuela Primaria Myrtle Cooper que viene anexa. 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 proveen información concierne al progreso académico de los estudiantes y también otra información sobre su escuela como el número de estudiantes, tamaño promedio del salón escolar, y gastos.

La ley estatal requiere que la información de estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2013-14," disponible en el sitio web de TEA: <http://ritter.tea.state.tx.us/perfreport/src/2014/definiciones.pdf>. 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 manda 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 la internet bajo:

<http://ritter.tea.state.tx.us/perfreport/src/2014/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra Escuela Primaria Myrtle Cooper 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:

<http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>

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

Sinceramente,

Leticia Terrazas, directora
Escuela Primaria Myrtle Cooper

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.
El Distrito Escolar de Socorro no discrimina personas en sus programas, actividades y empleo por motivo de raza, color, origen nacional, sexo, impedimentos/incapacidades, o edad.



Socorro Independent School District
Leading • Inspiring • Innovating

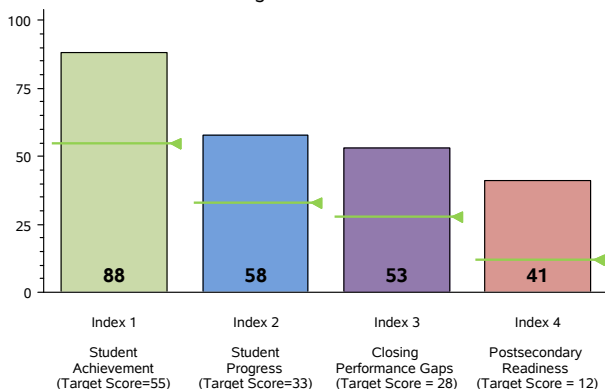
**Texas Education Agency
2013-14 School Report Card
MYRTLE COOPER EL (071909109)**

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

Total Students: **717**
Grade Span: **PK - 05**

2014 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores (ranging from 0 to 100) for this campus for a given index. The *Target Score* -- the score required to meet each index's standard -- is indicated below the index description and as a line on each bar. In order to receive the **Met Standard** accountability rating, the campus must have met or exceeded the target score on each index evaluated.



2014 Accountability Rating

Met Standard

For 2014 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Mathematics	Science
Top 25% Student Progress	Top 25% Closing Perform Gaps
Postsecondary Readiness	

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

School and Student Information

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

	Campus	District	State
Attendance Rate (2012-13)	96.9%	96.3%	95.8%
Enrollment by Race/Ethnicity			
African American	2.0%	2.2%	12.7%
Hispanic	90.5%	91.2%	51.8%
White	5.7%	5.0%	29.4%
American Indian	0.3%	0.3%	0.4%
Asian	0.7%	0.6%	3.7%
Pacific Islander	0.1%	0.2%	0.1%
Two or More Races	0.7%	0.5%	1.9%
Enrollment by Student Group			
Economically Disadvantaged	84.8%	72.2%	60.2%
English Language Learners	34.4%	20.1%	17.5%
Special Education	9.8%	7.8%	8.5%
Mobility Rate (2012-13)	13.7%	15.3%	17.1%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.0	20.1	19.4
Grade 1	21.0	20.2	19.5
Grade 2	19.0	19.5	19.3
Grade 3	20.0	19.6	19.3
Grade 4	17.2	19.3	19.3
Grade 5	25.0	22.1	21.2

School Financial Information (2012-13)

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

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	62.1%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	63.1%	63.7%	Total Operating Expenditures	\$6,099	\$7,402	\$8,327
				Instruction	\$4,189	\$4,256	\$4,759
				Instructional Leadership	\$97	\$92	\$123
				School Leadership	\$450	\$475	\$484

For more information about this campus, please see the Texas Academic Performance Report at <http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html>.

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		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2014	77%	79%	88%	91%	88%	84%	-	100%	-	-	88%
	2013	77%	78%	79%	45%	79%	90%	-	63%	-	-	78%
Reading	2014	76%	77%	88%	*	88%	92%	-	*	-	-	89%
	2013	80%	81%	84%	*	85%	82%	-	*	-	-	84%
Mathematics	2014	78%	81%	89%	*	89%	75%	-	*	-	-	89%
	2013	79%	81%	80%	*	80%	91%	-	*	-	-	79%
Writing	2014	72%	78%	86%	*	88%	*	-	-	-	-	85%
	2013	63%	63%	65%	*	65%	*	-	*	-	-	62%
Science	2014	78%	81%	88%	*	87%	*	-	*	-	-	87%
	2013	82%	82%	75%	*	74%	*	-	-	-	-	74%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2014	41%	38%	42%	*	40%	63%	-	*	-	-	40%
Reading	2014	45%	43%	47%	*	44%	88%	-	*	-	-	44%
Mathematics	2014	39%	38%	51%	*	51%	63%	-	*	-	-	50%
Writing	2014	35%	36%	40%	*	37%	*	-	-	-	-	33%
Science	2014	43%	40%	46%	*	41%	*	-	*	-	-	42%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2014	15%	12%	19%	*	18%	26%	-	*	-	-	19%
Reading	2014	15%	12%	19%	*	17%	*	-	*	-	-	18%
Mathematics	2014	17%	15%	23%	*	23%	*	-	*	-	-	23%
Writing	2014	8%	8%	12%	*	12%	*	-	-	-	-	13%
Science	2014	14%	9%	14%	*	15%	*	-	*	-	-	16%
STAAR Percent Met or Exceeded Progress												
Reading	2014	61%	61%	73%	*	72%	*	-	*	-	-	73%
	2013	62%	62%	72%	*	70%	100%	-	-	-	-	n/a
Mathematics	2014	60%	61%	82%	*	82%	*	-	*	-	-	83%
	2013	59%	56%	73%	*	73%	86%	-	-	-	-	n/a
STAAR Percent Exceeded Progress												
Reading	2014	17%	17%	22%	*	21%	*	-	*	-	-	22%
	2013	15%	14%	22%	*	20%	57%	-	-	-	-	n/a
Mathematics	2014	18%	18%	42%	*	43%	*	-	*	-	-	46%
	2013	16%	13%	27%	*	27%	43%	-	-	-	-	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2014	45%	52%	69%	*	69%	-	-	*	-	-	69%
	2013	43%	47%	61%	-	62%	*	-	-	-	-	60%
Mathematics	2014	46%	56%	80%	*	77%	*	-	*	-	-	83%
	2013	46%	54%	62%	*	62%	*	-	*	-	-	62%

'?' 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.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2014	77%	76%	86%	*	84%	*	-	*	-	-	82%
Mathematics	2014	79%	82%	91%	*	90%	*	-	*	-	-	90%
Students Requiring Accelerated Instruction												
Reading	2014	23%	24%	14%	*	16%	*	-	*	-	-	18%
Mathematics	2014	21%	18%	9%	*	10%	*	-	*	-	-	10%
STAAR Cumulative Met Standard												
Reading	2014	86%	86%	94%	*	93%	*	-	*	-	-	94%
Mathematics	2014	88%	91%	98%	*	98%	*	-	*	-	-	100%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2013	89%	87%	100%	-	100%	-	-	-	-	-	*
Mathematics	2013	89%	89%	100%	-	100%	-	-	-	-	-	100%

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