



2014-15 School Report Card

Desert Wind School

1100 Colina de Paz Dr. • El Paso, TX 79928 • Phone: (915) 937-7800 • Fax: (915) 851-7840 • www.sisd.net

Jan. 21, 2016

Dear Parent,

The Socorro Independent School District is committed to providing a relevant and rigorous education for all students so that they are prepared for success in college, careers and life. Team SISD is also dedicated to ensuring transparency and accountability to keep all district stakeholders informed of policies, procedures and assessments in our schools.

In order for you to learn about the progress and success at our campus, please see the attached copy of the State of Texas 2014–15 School Report Card for **Desert Wind School**. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be shared with 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 "2014–15 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 socio-economic status of the students and must include at least two years of results.

The School Report Cards can be found at

<http://tea.texas.gov/perfreport/src/index.html>

A more complete report about **Desert Wind School**, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at

<https://rptsrv1.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 **Desert Wind School**.

Sincerely,

Patricia Franco, Principal
Desert Wind School

21 de enero, 2016

Estimado Padre de Familia:

El Distrito Escolar Independiente de Socorro ofrece una educación relevante y rigurosa 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 informado de las políticas, procedimientos y evaluaciones en nuestras escuelas.

Para que usted conozca acerca del progreso y el éxito en nuestra escuela, vea por favor el reporte de las Calificaciones Escolares del Estado de Texas 2014–15 para la **Escuela Desert Wind**. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser compartido con los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones proveen información concerniente 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 en estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2014–15". 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 el internet bajo <http://tea.texas.gov/perfreport/src/index.html>

Usted puede obtener un reporte más completo sobre la **Escuela Desert Wind** 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://rptsrv1.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 Desert Wind**.

Sinceramente,

Patricia Franco, directora
Escuela Desert Wind

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

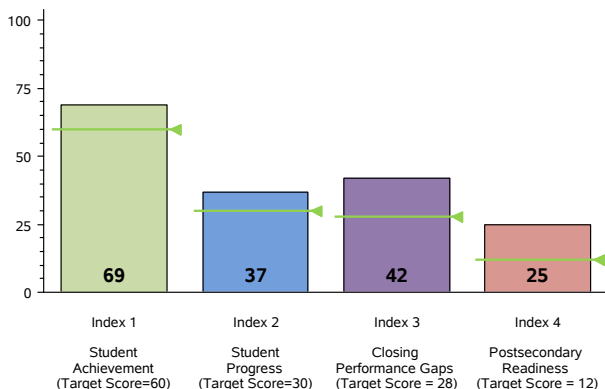
**Texas Education Agency
2014-15 School Report Card
DESERT WIND EL (071909120)**

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

Total Students: **811**
Grade Span: **PK - 08**

2015 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 for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Closing Perform Gaps

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 (2013-14)	97.0%	96.2%	95.9%
Enrollment by Race/Ethnicity			
African American	0.0%	2.3%	12.6%
Hispanic	99.1%	91.5%	52.0%
White	0.9%	4.6%	28.9%
American Indian	0.0%	0.3%	0.4%
Asian	0.0%	0.6%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	0.0%	0.5%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	94.0%	71.2%	58.8%
English Language Learners	53.3%	20.4%	18.2%
Special Education	7.9%	8.1%	8.5%
Mobility Rate (2013-14)	11.6%	15.0%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	11.0	18.1	19.2
Grade 1	22.0	18.5	19.3
Grade 2	19.0	18.6	19.3
Grade 3	19.5	18.4	19.1
Grade 4	16.5	18.6	19.1
Grade 5	22.4	20.8	20.8
Grade 6	20.7	22.3	20.3
Secondary			
English/Language Arts	12.8	20.7	17.2
Foreign Languages	17.0	21.3	18.9
Mathematics	22.4	24.0	18.1
Science	22.0	23.6	19.1
Social Studies	22.0	24.2	19.6

School Financial Information (2013-14)

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	58.2%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	63.3%	63.7%	Total Operating Expenditures	\$7,083	\$7,812	\$8,692
				Instruction	\$4,817	\$4,489	\$4,956
				Instructional Leadership	\$105	\$85	\$129
				School Leadership	\$483	\$494	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/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	2015	77%	80%	69%	-	69%	*	-	-	-	-	68%
Reading	2015	77%	79%	73%	-	74%	*	-	-	-	-	72%
Mathematics	2015	81%	81%	100%	-	100%	-	-	-	-	-	100%
Writing	2015	72%	79%	69%	-	69%	*	-	-	-	-	67%
Science	2015	78%	83%	66%	-	67%	*	-	-	-	-	65%
Social Studies	2015	78%	81%	46%	-	46%	-	-	-	-	-	44%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	41%	25%	-	25%	*	-	-	-	-	23%
Reading	2015	46%	45%	30%	-	30%	*	-	-	-	-	29%
Mathematics	2015	48%	45%	86%	-	86%	-	-	-	-	-	84%
Writing	2015	34%	40%	25%	-	25%	*	-	-	-	-	23%
Science	2015	44%	44%	26%	-	27%	*	-	-	-	-	24%
Social Studies	2015	44%	43%	5%	-	5%	-	-	-	-	-	*
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	13%	10%	-	10%	*	-	-	-	-	10%
Reading	2015	17%	13%	12%	-	12%	*	-	-	-	-	11%
Mathematics	2015	20%	17%	54%	-	54%	-	-	-	-	-	52%
Writing	2015	9%	8%	*	-	*	*	-	-	-	-	*
Science	2015	16%	13%	10%	-	10%	*	-	-	-	-	10%
Social Studies	2015	19%	16%	*	-	*	-	-	-	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	56%	60%	-	60%	*	-	-	-	-	60%
Reading	2015	59%	58%	58%	-	58%	*	-	-	-	-	57%
Mathematics	2015	47%	44%	93%	-	93%	-	-	-	-	-	92%
Writing	2015	56%	56%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	17%	-	17%	*	-	-	-	-	17%
Reading	2015	16%	15%	17%	-	17%	*	-	-	-	-	18%
Mathematics	2015	19%	16%	64%	-	64%	-	-	-	-	-	60%
Writing	2015	7%	7%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	48%	41%	-	41%	-	-	-	-	-	41%
	2014	45%	52%	41%	-	41%	*	-	-	-	-	41%

'?' 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	2015	75%	80%	55%	-	56%	*	-	-	-	-	53%
Students Requiring Accelerated Instruction												
Reading	2015	25%	20%	45%	-	44%	*	-	-	-	-	47%
STAAR Cumulative Met Standard												
Reading	2015	84%	89%	66%	-	66%	*	-	-	-	-	63%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	88%	86%	-	85%	-	*	-	-	-	86%
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	18%	*	-	*	-	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2015	59%	74%	*	-	*	-	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	79%	76%	-	76%	-	-	-	-	-	76%
Students Requiring Accelerated Instruction												
Reading	2015	24%	21%	24%	-	24%	-	-	-	-	-	24%
STAAR Cumulative Met Standard												
Reading	2015	85%	87%	83%	-	83%	-	-	-	-	-	84%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	99%	100%	-	100%	-	-	-	-	-	100%
STAAR Met Standard (Failed in Previous Year) Retained in Grade 8												
Reading	2015	46%	*	*	-	*	-	-	-	-	-	*

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