



2015-16 School Report Card

Ernesto Serna School

11471 Alameda Ave. • El Paso, TX 79927 • Phone: (915) 937-4800 • Fax: (915) 851-7580 • www.sisd.net

Jan. 13, 2017

Dear Parent,

The Socorro Independent School District prides itself in treating and educating every child as if they were their own. Team SISD offers students a world-class education, unique programs, and endless opportunities to enhance their education and help them succeed in life. Team SISD also is committed to model transparency with its stakeholders by maintaining open and honest communication to keep them 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 2015-16 School Report Card for **Ernesto Serna 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 "2015-16 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 **Ernesto Serna 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 **Ernesto Serna School**.

Sincerely,

Alejandro Olvera, Principal
Ernesto Serna School

13 de enero de 2017

Estimado Padre de Familia:

El Distrito Escolar Independiente de Socorro se enorgullece en tratar y educar a todos sus estudiantes como si fueran nuestros propios hijos. SISD ofrece a los estudiantes una educación de clase mundial, programas únicos, y un sin fin de oportunidades para mejorar su educación y ayudarles a tener éxito en la vida. SISD está comprometido a modelar la transparencia con sus grupos de interés manteniendo una comunicación abierta y honesta para mantenerlos informados 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 2015-16 para la **Escuela Ernesto Serna**. 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 2015-16". 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 Ernesto Serna**, 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 Ernesto Serna**.

Sinceramente,

Alejandro Olvera, director
Escuela Ernesto Serna

*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.*



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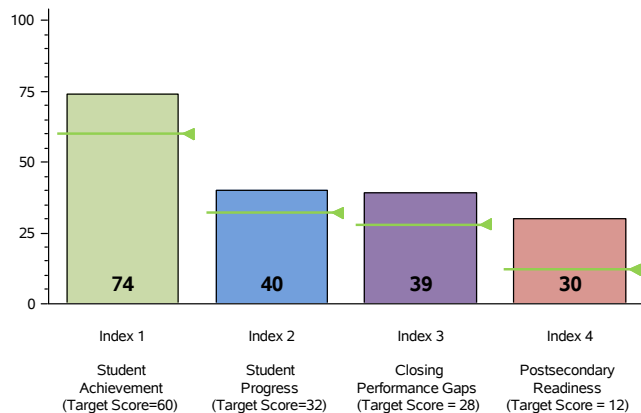
**Texas Education Agency
2015-16 School Report Card
ERNESTO SERNA SCHOOL (071909117)**

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

Total Students: **760**
Grade Span: **EE - 08**

2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2016 Accountability Rating

Met Standard

For 2016 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.

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		Campus	District	State
Attendance Rate (2014-15)	96.5%	96.3%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	0.1%	2.3%	12.6%	Kindergarten	9.4	16.9	18.9
Hispanic	97.5%	91.7%	52.2%	Grade 1	9.1	18.1	19.1
White	2.0%	4.3%	28.5%	Grade 2	9.3	18.0	19.1
American Indian	0.4%	0.3%	0.4%	Grade 3	13.0	17.6	19.1
Asian	0.0%	0.6%	4.0%	Grade 4	11.5	18.1	19.0
Pacific Islander	0.0%	0.2%	0.1%	Grade 5	17.8	20.5	20.8
Two or More Races	0.0%	0.6%	2.1%	Grade 6	23.0	22.9	20.4
Enrollment by Student Group				Secondary			
Economically Disadvantaged	90.3%	70.9%	59.0%	English/Language Arts	21.4	19.9	17.1
English Language Learners	31.1%	20.8%	18.5%	Foreign Languages	12.7	22.0	19.1
Special Education	7.4%	8.4%	8.6%	Mathematics	24.1	23.4	18.1
Mobility Rate (2014-15)				Science	24.0	23.3	19.1
	14.9%	14.8%	16.5%	Social Studies	24.0	23.6	19.5

School Financial Information (2014-15)

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	58.0%	64.5%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	63.1%	63.8%	Total Operating Expenditures	\$7,264	\$8,133	\$9,065
				Instruction	\$4,704	\$4,616	\$5,158
				Instructional Leadership	\$91	\$85	\$138
				School Leadership	\$599	\$499	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/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 Level II Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2016	75%	80%	74%	*	74%	100%	*	-	-	-	73%
Reading	2016	73%	76%	76%	*	76%	100%	*	-	-	-	75%
Mathematics	2016	76%	83%	79%	*	78%	100%	*	-	-	-	78%
Writing	2016	69%	77%	77%	-	78%	-	*	-	-	-	77%
Science	2016	79%	84%	68%	-	67%	100%	-	-	-	-	66%
Social Studies	2016	77%	83%	50%	-	50%	-	-	-	-	-	48%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2016	45%	48%	30%	*	30%	56%	*	-	-	-	28%
Reading	2016	46%	47%	35%	*	35%	56%	*	-	-	-	33%
Mathematics	2016	43%	46%	39%	*	39%	56%	*	-	-	-	38%
Writing	2016	41%	46%	39%	-	40%	-	*	-	-	-	37%
Science	2016	47%	50%	28%	-	27%	*	-	-	-	-	27%
Social Studies	2016	47%	52%	15%	-	15%	-	-	-	-	-	16%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2016	18%	17%	11%	*	11%	22%	*	-	-	-	11%
Reading	2016	17%	15%	15%	*	14%	*	*	-	-	-	13%
Mathematics	2016	19%	18%	12%	*	12%	*	*	-	-	-	12%
Writing	2016	15%	16%	10%	-	10%	-	*	-	-	-	11%
Science	2016	16%	14%	6%	-	6%	*	-	-	-	-	6%
Social Studies	2016	22%	22%	5%	-	5%	-	-	-	-	-	6%
STAAR Percent Met or Exceeded Progress												
All Subjects	2016	62%	63%	62%	*	62%	*	*	-	-	-	62%
Reading	2016	60%	62%	62%	*	62%	*	*	-	-	-	61%
Mathematics	2016	63%	64%	62%	*	62%	*	*	-	-	-	62%
STAAR Percent Exceeded Progress												
All Subjects	2016	17%	17%	19%	*	19%	*	*	-	-	-	18%
Reading	2016	16%	18%	20%	*	21%	*	*	-	-	-	20%
Mathematics	2016	17%	17%	17%	*	17%	*	*	-	-	-	17%
Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)												
Reading	2016	35%	45%	46%	-	46%	*	*	-	-	-	46%

		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 Level II Standard on First STAAR Administration												
Reading	2016	73%	79%	74%	-	72%	100%	-	-	-	-	73%
Mathematics	2016	77%	84%	83%	-	82%	100%	-	-	-	-	82%
Students Requiring Accelerated Instruction												
Reading	2016	27%	21%	26%	-	28%	*	-	-	-	-	27%
Mathematics	2016	23%	16%	17%	-	18%	*	-	-	-	-	18%
STAAR Cumulative Met Standard												
Reading	2016	80%	85%	82%	-	81%	100%	-	-	-	-	81%
Mathematics	2016	85%	92%	88%	-	87%	100%	-	-	-	-	87%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	95%	93%	*	-	*	-	-	-	-	-	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6												
Reading	2016	11%	13%	*	-	*	-	-	-	-	-	*
Grade 8												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	80%	85%	69%	-	69%	-	-	-	-	-	65%
Mathematics	2016	71%	83%	56%	-	56%	-	-	-	-	-	53%
Students Requiring Accelerated Instruction												
Reading	2016	20%	15%	31%	-	31%	-	-	-	-	-	35%
Mathematics	2016	29%	17%	44%	-	44%	-	-	-	-	-	47%
STAAR Cumulative Met Standard												
Reading	2016	86%	91%	79%	-	79%	-	-	-	-	-	77%
Mathematics	2016	81%	91%	73%	-	73%	-	-	-	-	-	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	97%	96%	89%	-	89%	-	*	-	-	-	88%
STAAR Met Standard (Non-Proficient in Previous Year) Retained in Grade 8												
Reading	2016	44%	50%	*	-	*	-	-	-	-	-	*

'?' 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.