



2017-18 School Report Card

Ernesto Serna School

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

February 25, 2019

Dear Parent,

The Socorro Independent School District is committed to ensuring all students earn a rigorous, relevant, and well-rounded education so that they are prepared for college, careers and life. As part of that high-quality education, Team SISD provides consistent and transparent communication to keep all parents and district stakeholders informed of policies, procedures and assessments in our schools.

For you to learn about the progress and success at our campus, please see the attached State of Texas 2017-18 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 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. 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://rptsvr1.tea.texas.gov/perfreport/src/2018/campus.srch.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

25 de febrero de 2019

Querido padre,

El Distrito Escolar Independiente de Socorro se compromete a garantizar que todos los estudiantes obtengan una educación rigurosa, relevante y completa para que estén preparados para la universidad, las carreras y la vida. Como parte de esa educación de alta calidad, SISD proporciona comunicación coherente y transparente para mantener a todos los padres y partes interesadas del distrito informados de las políticas, procedimientos y evaluaciones en nuestras escuelas.

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2017-18 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 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 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. 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 <https://rptsvr1.tea.texas.gov/perfreport/src/2018/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra escuela 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/2018/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

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.



#TeamSISD

Socorro Independent School District
Leading • Inspiring • Innovating

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ENDLESS OPPORTUNITIES.

**Texas Education Agency
2017-18 School Report Card
ERNESTO SERNA SCHOOL (071909117)**

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

Total Students: **729**
Grade Span: **PK - 08**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	86
Student Achievement	Met Standard	77
School Progress	Met Standard	86
Closing the Gaps	Met Standard	86

2018 Accountability Rating

Met Standard

For 2018 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

Social Studies	Comparative Academic Growth
Comparative Closing the Gaps	Postsecondary Readiness

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the 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		Campus	District	State
Attendance Rate (2016-17)	96.4%	96.1%	95.7%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	0.1%	2.3%	12.6%	Kindergarten	18.0	18.4	18.7
Hispanic	99.5%	92.4%	52.4%	Grade 1	18.0	18.4	18.8
White	0.4%	3.7%	27.8%	Grade 2	21.0	17.5	18.8
American Indian	0.0%	0.2%	0.4%	Grade 3	15.0	18.2	19.0
Asian	0.0%	0.6%	4.4%	Grade 4	14.3	18.6	19.2
Pacific Islander	0.0%	0.2%	0.1%	Grade 5	19.2	21.5	21.2
Two or More Races	0.0%	0.7%	2.3%	Grade 6	14.6	20.0	20.3
Enrollment by Student Group				Secondary			
Economically Disadvantaged	89.4%	71.4%	58.8%	English/Language Arts	14.5	19.0	16.7
English Learners	31.8%	21.5%	18.8%	Foreign Languages	7.6	21.2	18.6
Special Education	9.9%	9.4%	9.1%	Mathematics	19.8	21.5	17.9
Mobility Rate (2016-17)	15.0%	13.9%	16.0%	Science	20.6	22.6	19.0
				Social Studies	20.6	22.6	19.3

School Financial Information (2016-17)

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	59.5%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.4%	63.1%	Total Operating Expenditures	\$7,892	\$8,843	\$9,503
				Instruction	\$5,249	\$4,984	\$5,338
				Instructional Leadership	\$85	\$95	\$149
				School Leadership	\$626	\$526	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	82%	81%	*	81%	*	-	-	-	-	80%
	2017	75%	80%	78%	*	78%	*	*	-	-	-	78%
Reading	2018	74%	77%	79%	*	79%	*	-	-	-	-	77%
	2017	72%	75%	75%	*	75%	*	*	-	-	-	74%
Mathematics	2018	81%	87%	90%	*	90%	*	-	-	-	-	90%
	2017	79%	86%	85%	*	84%	*	*	-	-	-	84%
Writing	2018	66%	74%	67%	-	66%	*	-	-	-	-	65%
	2017	67%	75%	73%	*	73%	*	-	-	-	-	71%
Science	2018	80%	85%	81%	*	81%	-	-	-	-	-	80%
	2017	79%	85%	83%	-	83%	-	*	-	-	-	83%
Social Studies	2018	78%	86%	79%	*	78%	-	-	-	-	-	78%
	2017	77%	83%	68%	-	68%	-	*	-	-	-	68%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	51%	49%	*	49%	*	-	-	-	-	47%
	2017	45%	48%	42%	*	42%	*	*	-	-	-	41%
Reading	2018	46%	48%	44%	*	44%	*	-	-	-	-	42%
	2017	44%	44%	36%	*	36%	*	*	-	-	-	34%
Mathematics	2018	50%	54%	60%	*	60%	*	-	-	-	-	58%
	2017	46%	50%	50%	*	50%	*	*	-	-	-	50%
Writing	2018	41%	46%	42%	-	42%	*	-	-	-	-	39%
	2017	36%	41%	41%	*	41%	*	-	-	-	-	38%
Science	2018	51%	54%	46%	*	46%	-	-	-	-	-	44%
	2017	49%	53%	47%	-	47%	-	*	-	-	-	48%
Social Studies	2018	53%	59%	41%	*	41%	-	-	-	-	-	39%
	2017	49%	53%	24%	-	24%	-	*	-	-	-	25%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	22%	20%	*	20%	*	-	-	-	-	19%
	2017	20%	19%	13%	*	13%	*	*	-	-	-	13%
Reading	2018	19%	18%	21%	*	21%	*	-	-	-	-	19%
	2017	19%	16%	14%	*	14%	*	*	-	-	-	12%
Mathematics	2018	24%	26%	24%	*	24%	*	-	-	-	-	23%
	2017	22%	22%	19%	*	19%	*	*	-	-	-	19%
Writing	2018	13%	12%	6%	-	6%	*	-	-	-	-	7%
	2017	11%	11%	9%	*	9%	*	-	-	-	-	8%
Science	2018	23%	21%	20%	*	20%	-	-	-	-	-	20%
	2017	19%	17%	5%	-	5%	-	*	-	-	-	6%
Social Studies	2018	31%	32%	24%	*	23%	-	-	-	-	-	25%
	2017	27%	27%	6%	-	6%	-	*	-	-	-	7%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	70	76	*	76	*	-	-	-	-	77
Reading	2018	69	70	74	*	74	*	-	-	-	-	74
Mathematics	2018	70	71	79	*	78	*	-	-	-	-	79

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students												
Sum of Grades 4-8												
Reading	2018	38%	43%	46%	-	46%	-	-	-	-	-	45%
	2017	35%	42%	39%	-	38%	-	*	-	-	-	38%
Mathematics	2018	47%	60%	78%	-	78%	-	-	-	-	-	78%
	2017	43%	56%	48%	-	48%	-	-	-	-	-	49%
Students Success Initiative												
Grade 5 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	83%	76%	-	76%	-	-	-	-	-	73%
Students Requiring Accelerated Instruction												
	2018	21%	17%	24%	-	24%	-	-	-	-	-	27%
STAAR Cumulative Met Standard												
	2018	84%	87%	86%	-	86%	-	-	-	-	-	84%
Grade 5 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	85%	92%	96%	-	96%	-	-	-	-	-	95%
Students Requiring Accelerated Instruction												
	2018	15%	8%	*	-	*	-	-	-	-	-	*
STAAR Cumulative Met Standard												
	2018	90%	96%	100%	-	100%	-	-	-	-	-	100%
Grade 8 Reading												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	79%	83%	83%	*	83%	-	-	-	-	-	83%
Students Requiring Accelerated Instruction												
	2018	21%	17%	17%	*	17%	-	-	-	-	-	17%
STAAR Cumulative Met Standard												
	2018	85%	89%	88%	*	88%	-	-	-	-	-	88%
Grade 8 Mathematics												
Students Meeting Approaches Grade Level on First STAAR Administration												
	2018	80%	89%	95%	*	95%	-	-	-	-	-	96%
Students Requiring Accelerated Instruction												
	2018	20%	11%	5%	*	5%	-	-	-	-	-	4%
STAAR Cumulative Met Standard												
	2018	86%	94%	99%	*	99%	-	-	-	-	-	99%

'?' 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.

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