

2012-13 School Report Card

Éfida P. Chávez Elementary

11720 Pebble Hills Blvd. • El Paso, TX 79936 • Phone: (915) 937-8300 • Fax: (915) 856-9993 • www.sisd.net

February 17, 2014

Dear Parent,

Attached you will find a copy of the State of Texas 2012-13 School Report Card for Éfida P. Chávez 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 "2012-13 School Report Card Definitions, which are available on the TEA website at <http://ritter.tea.state.tx.us/perfreport/src/2013/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 for 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/2013/campus.srch.html>

A more complete report about Éfida P. Chávez 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/2013/index.html>

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

Sincerely,

Leslie Thomas, Principal
Éfida P. Chávez Elementary School

17 de febrero de 2014

Estimado Padre de Familia:

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2012-13 para la Escuela Primaria Éfida P. Chávez. 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 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. Una breve descripción se puede encontrar en "Definiciones de Calificaciones Escolares 2012-13" localizada en el sitio web, <http://ritter.tea.state.tx.us/perfreport/src/2013/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/2013/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra escuela la Escuela Primaria Éfida P. Chávez 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/2013/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 Primaria Éfida P. Chávez.

Sinceramente,

Leslie Thomas, directora
Escuela Primaria Éfida P. Chávez

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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Leading • Inspiring • Innovating

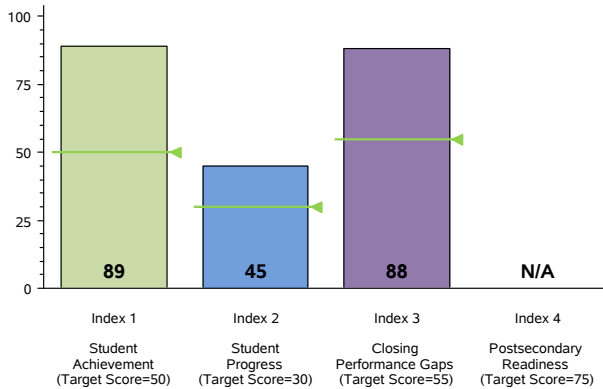
**Texas Education Agency
2012-13 School Report Card
ELFIDA CHAVEZ EL (071909115)**

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

Campus Enrollment: **973**
Grade Span: **PK - 05**

2013 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.



2013 Accountability Rating

Met Standard

For 2013 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

Reading/ELA

Top 25% Student Progress

Distinction designations recognize outstanding academic achievement in reading/English language arts and mathematics. Campuses that receive a rating of **Met Standard** are eligible for three distinction designations: **Top 25% Student Progress**, **Academic Achievement in Reading/English language arts (ELA)**, and **Academic Achievement in Mathematics**

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 (2011-12)	96.9%	96.1%	95.9%
Enrollment by Race/Ethnicity			
African American	1.4%	2.3%	12.7%
Hispanic	93.2%	91.0%	51.3%
White	3.4%	5.3%	30.0%
American Indian	0.1%	0.3%	0.4%
Asian	1.3%	0.6%	3.6%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	0.1%	0.4%	1.8%
Enrollment by Student Group			
Economically Disadvantaged	75.6%	72.1%	60.4%
English Language Learners	29.0%	20.0%	17.1%
Special Education	8.3%	7.9%	8.5%
Mobility Rate (2011-12)	12.1%	15.8%	17.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.7	21.1	19.6
Grade 1	21.3	20.6	19.5
Grade 2	20.9	20.4	19.4
Grade 3	21.0	20.4	19.3
Grade 4	20.1	20.7	19.5
Grade 5	25.9	27.0	21.4

School Financial Information (2011-12)

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://www.tea.state.tx.us/financialstandardreports/>.

	Campus	District	State		Campus	District	State	
Instructional Staff Percent	n/a	61.7%	64.2%	Expenditures per Student	Total Operating Expenditures	\$5,090	\$7,520	\$8,276
Instructional Expenditure Ratio	n/a	63.5%	64.1%		Instruction	\$3,955	\$4,338	\$4,766
					Instructional Leadership	\$74	\$93	\$119
					School Leadership	\$446	\$471	\$476

For more information about this campus, please see the Texas Academic Performance Report at <http://ritter.tea.state.tx.us/perfreport/tapr/2013/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 1 Level II or Above (Sum of All Grades Tested)												
All Subjects	2013	77%	78%	89%	93%	88%	92%	-	100%	*	-	86%
	2012	77%	76%	82%	92%	82%	74%	-	100%	100%	-	80%
Reading	2013	80%	81%	85%	100%	84%	93%	-	*	*	-	81%
	2012	79%	78%	78%	100%	78%	80%	-	100%	*	-	76%
Mathematics	2013	79%	81%	89%	83%	89%	93%	-	*	*	-	87%
	2012	77%	78%	82%	100%	81%	73%	-	100%	*	-	80%
Writing	2013	63%	63%	89%	*	89%	88%	-	*	-	-	87%
	2012	67%	68%	91%	-	91%	*	-	-	*	-	91%
Science	2013	82%	82%	97%	-	97%	*	-	-	*	-	97%
	2012	80%	78%	85%	*	85%	*	-	100%	*	-	84%
STAAR Percent Met or Exceeded Progress												
Reading	2013	62%	62%	67%	*	65%	86%	-	*	*	-	n/a
Mathematics	2013	59%	56%	69%	*	70%	71%	-	*	*	-	n/a
STAAR Percent Exceeded Progress												
Reading	2013	15%	14%	19%	*	18%	29%	-	*	*	-	n/a
Mathematics	2013	16%	13%	25%	*	25%	29%	-	*	*	-	n/a
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2013	43%	47%	50%	-	49%	*	-	*	-	-	49%
Mathematics	2013	46%	54%	66%	-	66%	*	-	*	-	-	61%
Students Success Initiative												
Grade 5												
Students Requiring Accelerated Instruction												
Reading	2013	23%	20%	14%	-	14%	*	-	-	*	-	16%
Mathematics	2013	26%	26%	16%	-	16%	*	-	-	*	-	18%
STAAR Cumulative Met Standard												
Reading	2013	87%	91%	92%	-	92%	*	-	-	*	-	91%
Mathematics	2013	88%	89%	97%	-	97%	*	-	-	*	-	97%

'?' 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.

