



2016-17 School Report Card

John Drugan School

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Jan. 12, 2018

Dear Team SISD Parent,

The Socorro Independent School District is the right choice for endless opportunities! These opportunities are provided in our advanced academics, athletics, fine arts, and specialized programs to give our students the knowledge and skills to succeed now and in the future. Team SISD is also dedicated to open and transparent communication in order to keep all parents and 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 2016-17 School Report Card for **John Drugan 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 "2016-17 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 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/20176/campus.srch.html>

A more complete report about **John Drugan 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 **John Drugan School**.

Sincerely,

Adalberto Garcia, Principal
John Drugan School

12 de enero de 2018

Estimado Padre de Familia del Equipo SISD,

¡El Distrito Escolar Independiente de Socorro es la elección correcta para un sinnúmero de oportunidades! Estas oportunidades se brindan en nuestros cursos académicos avanzados, atletismo, bellas artes y programas especializados para brindar a nuestros estudiantes el conocimiento y las habilidades para tener éxito ahora y en el futuro. El Equipo SISD también se dedica a la comunicación abierta y transparente a fin de mantener informados a todos los padres y partes interesadas del distrito sobre 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 2016-17 para la **Escuela John Drugan**. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte se compartirá con todos los padres o el 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 2016-17". 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/2017/campus.srch.html>

Usted puede obtener un reporte más completo sobre la **Escuela John Drugan** 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/2017/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 John Drugan**.

Sinceramente,

Adalberto Garcia, director
Escuela John Drugan

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.



#TeamSISD

Socorro Independent School District
Leading • Inspiring • Innovating

The right choice for

ENDLESS OPPORTUNITIES.

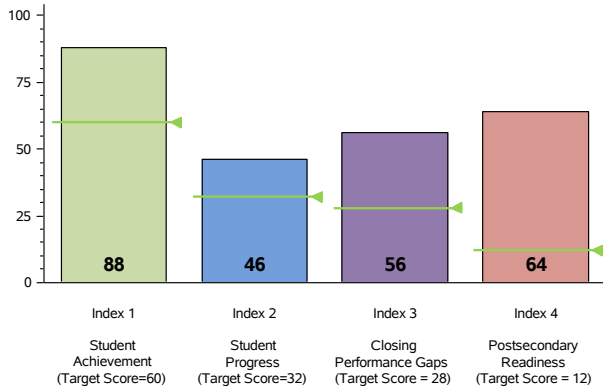
**Texas Education Agency
2016-17 School Report Card
JOHN DRUGAN SCHOOL (071909124)**

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

Total Students: **1,191**
Grade Span: **KG - 08**

2017 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 2017, 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.



2017 Accountability Rating

Met Standard

For 2017 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

ELA/Reading	Mathematics
Science	Social Studies
Top 25% Student Progress	Top 25% Closing Perform 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%: 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 (2015-16)	97.5%	96.3%	95.8%
Enrollment by Race/Ethnicity			
African American	3.2%	2.2%	12.6%
Hispanic	88.8%	92.6%	52.4%
White	3.6%	3.6%	28.1%
American Indian	0.4%	0.2%	0.4%
Asian	2.0%	0.6%	4.2%
Pacific Islander	0.4%	0.1%	0.1%
Two or More Races	1.5%	0.7%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	51.7%	71.2%	59.0%
English Language Learners	18.3%	21.4%	18.9%
Special Education	7.6%	8.7%	8.8%
Mobility Rate (2015-16)	9.1%	14.1%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.3	17.2	18.8
Grade 1	17.8	16.5	18.8
Grade 2	17.1	17.2	18.9
Grade 3	17.5	17.7	19.0
Grade 4	19.1	17.6	19.0
Grade 5	22.7	20.9	20.9
Grade 6	27.7	20.2	20.4
Secondary			
English/Language Arts	19.9	19.7	16.8
Foreign Languages	23.8	22.0	18.7
Mathematics	18.5	22.3	18.0
Science	20.0	23.2	19.0
Social Studies	22.0	23.5	19.4

School Financial Information (2015-16)

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	59.2%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.7%	63.6%	Total Operating Expenditures	\$6,336	\$8,380	\$9,373
				Instruction	\$4,297	\$4,742	\$5,317
				Instructional Leadership	\$61	\$92	\$143
				School Leadership	\$540	\$511	\$544

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2017/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 Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	80%	88%	90%	87%	95%	*	96%	100%	97%	84%
	2016	75%	80%	88%	86%	88%	91%	*	88%	78%	97%	85%
Reading	2017	72%	75%	88%	88%	87%	91%	*	95%	*	100%	84%
	2016	73%	76%	88%	85%	88%	91%	*	80%	*	100%	84%
Mathematics	2017	79%	86%	89%	92%	88%	100%	*	95%	*	91%	85%
	2016	76%	83%	89%	82%	89%	91%	*	93%	*	92%	88%
Writing	2017	67%	75%	89%	75%	88%	100%	-	100%	*	*	82%
	2016	69%	77%	86%	83%	85%	88%	-	*	*	*	83%
Science	2017	79%	85%	88%	90%	87%	88%	-	100%	*	*	85%
	2016	79%	84%	88%	100%	87%	86%	-	*	-	100%	85%
Social Studies	2017	77%	83%	79%	100%	78%	*	-	*	-	*	77%
	2016	77%	83%	84%	100%	83%	100%	-	*	-	*	81%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	51%	57%	77%	55%	67%	*	82%	*	73%	47%
	2016	45%	48%	55%	55%	55%	65%	*	62%	*	50%	48%
Reading	2017	48%	50%	58%	73%	56%	67%	*	82%	*	73%	50%
	2016	46%	47%	56%	58%	55%	62%	*	62%	*	58%	49%
Mathematics	2017	48%	53%	63%	65%	61%	79%	*	94%	*	73%	56%
	2016	43%	46%	58%	48%	57%	71%	*	69%	*	67%	51%
Writing	2017	38%	43%	60%	*	60%	78%	-	75%	*	*	53%
	2016	41%	46%	56%	42%	56%	75%	-	*	*	*	50%
Science	2017	52%	56%	59%	90%	58%	63%	-	*	*	*	54%
	2016	47%	50%	63%	80%	63%	64%	-	*	-	*	60%
Social Studies	2017	51%	56%	48%	88%	46%	*	-	*	-	*	41%
	2016	47%	52%	45%	86%	42%	67%	-	*	-	*	45%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	19%	29%	38%	28%	37%	*	62%	*	32%	23%
	2016	18%	17%	26%	31%	25%	40%	*	51%	*	33%	22%
Reading	2017	19%	17%	30%	50%	29%	36%	*	47%	*	45%	23%
	2016	17%	15%	27%	27%	26%	49%	*	40%	*	*	21%
Mathematics	2017	23%	23%	33%	35%	32%	33%	*	89%	*	*	26%
	2016	19%	18%	26%	24%	25%	37%	*	57%	*	42%	22%
Writing	2017	12%	11%	23%	*	23%	*	-	*	*	*	18%
	2016	15%	16%	22%	*	22%	*	-	*	*	*	18%
Science	2017	19%	17%	22%	*	21%	63%	-	*	*	*	17%
	2016	16%	14%	29%	*	28%	36%	-	*	-	*	28%
Social Studies	2017	27%	28%	28%	63%	25%	*	-	*	-	*	21%
	2016	22%	22%	26%	86%	22%	*	-	*	-	*	22%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	61%	66%	70%	65%	64%	-	88%	*	80%	64%
	2016	62%	63%	69%	67%	69%	78%	*	73%	*	63%	69%
Reading	2017	59%	59%	65%	78%	64%	*	-	*	*	*	63%
	2016	60%	62%	69%	63%	69%	76%	*	*	*	*	70%
Mathematics	2017	64%	64%	67%	*	67%	*	-	94%	*	*	66%
	2016	63%	64%	70%	70%	70%	*	*	82%	*	*	68%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	18%	23%	20%	22%	14%	-	41%	*	25%	21%
	2016	17%	17%	22%	20%	22%	24%	*	32%	*	31%	21%
Reading	2017	17%	16%	23%	26%	23%	*	-	*	*	*	21%
	2016	16%	18%	25%	19%	25%	34%	*	*	*	*	25%
Mathematics	2017	20%	20%	22%	*	22%	*	-	56%	*	*	20%
	2016	17%	17%	19%	22%	18%	*	*	45%	*	*	17%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	42%	51%	*	51%	*	-	*	-	*	50%
	2016	35%	45%	56%	*	56%	*	-	*	-	-	53%
Mathematics	2017	43%	56%	50%	*	49%	*	-	-	*	*	44%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	78%	88%	*	90%	*	-	*	*	*	85%
Mathematics	2017	81%	90%	97%	*	96%	100%	-	*	*	*	95%
Students Requiring Accelerated Instruction												
Reading	2017	28%	22%	12%	*	10%	*	-	*	*	*	15%
Mathematics	2017	19%	10%	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard												
Reading	2017	81%	87%	90%	*	93%	*	-	*	*	*	88%
Mathematics	2017	87%	94%	97%	*	96%	100%	-	*	*	*	95%
Grade 8												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	76%	79%	83%	100%	82%	*	-	*	-	*	77%
Mathematics	2017	75%	86%	92%	100%	92%	*	-	*	-	*	92%
Students Requiring Accelerated Instruction												
Reading	2017	24%	21%	17%	*	18%	*	-	*	-	*	23%
Mathematics	2017	25%	14%	8%	*	8%	*	-	*	-	*	8%
STAAR Cumulative Met Standard												
Reading	2017	85%	88%	93%	100%	93%	*	-	*	-	*	93%
Mathematics	2017	85%	93%	96%	100%	96%	*	-	*	-	*	94%