

2014-15 Texas Academic Performance Report

District Name: **POTH ISD**

Campus Name: **FLORESVILLE ED ALTER CTR**

Campus Number: **247904002**

2015 Accountability Rating: **Not Rated**

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Campus Number: 247904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ⇅

Total Students: 2
Grade Span: KG - 12
School Type: Elementary/Secondary

There is no assessment data for this campus.

District Name: POTH ISD
 Campus Name: FLORESVILLE ED ALTER CTR
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 2
 Grade Span: KG - 12
 School Type: Elementary/Secondary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	96.8%	*	-	*	*	-	-	-	-	*	*	-
2012-13	95.8%	96.2%	*	-	*	*	-	-	-	-	*	*	*
Annual Dropout Rate (Gr 7-8)													
2013-14	0.5%	0.0%	*	-	*	-	-	-	-	-	-	*	-
2012-13	0.4%	0.0%	*	-	*	-	-	-	-	-	*	*	-
Annual Dropout Rate (Gr 9-12)													
2013-14	2.2%	0.8%	*	-	*	*	-	-	-	-	*	*	-
2012-13	2.2%	2.5%	0.0%	-	*	0.0%	-	-	-	-	*	*	*
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Any Subject													
2013-14	33.1%	31.4%	*	-	*	*	-	-	-	-	*	*	-
2012-13	31.4%	35.9%	*	-	*	*	-	-	-	-	*	*	*
English Language Arts													
2013-14	15.4%	11.3%	*	-	*	*	-	-	-	-	*	*	-
2012-13	14.3%	14.5%	*	-	*	*	-	-	-	-	*	*	*
Mathematics													
2013-14	18.8%	24.9%	*	-	*	*	-	-	-	-	*	*	-
2012-13	18.4%	29.3%	*	-	*	*	-	-	-	-	*	*	*
Science													
2013-14	5.6%	0.0%	*	-	*	*	-	-	-	-	*	*	-
2012-13	5.2%	0.0%	*	-	*	*	-	-	-	-	*	*	*
Social Studies													
2013-14	18.3%	19.0%	*	-	*	*	-	-	-	-	*	*	-
2012-13	17.0%	23.8%	*	-	*	*	-	-	-	-	*	*	*

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2014-15 Campus Profile

Total Students: 2
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Student Information	----- Campus -----		----- District -----	
	Count	Percent	District	State
Total Students:	2	100.0%	823	5,215,282
Students by Grade:				
Early Childhood Education	0	0.0%	0.0%	0.2%
Pre-Kindergarten	0	0.0%	1.7%	4.2%
Kindergarten	1	50.0%	7.7%	7.5%
Grade 1	0	0.0%	9.2%	7.9%
Grade 2	0	0.0%	7.8%	7.8%
Grade 3	0	0.0%	7.0%	7.6%
Grade 4	0	0.0%	6.4%	7.5%
Grade 5	0	0.0%	7.8%	7.4%
Grade 6	0	0.0%	5.6%	7.4%
Grade 7	0	0.0%	9.1%	7.3%
Grade 8	0	0.0%	7.2%	7.4%
Grade 9	0	0.0%	9.1%	8.0%
Grade 10	0	0.0%	9.5%	7.2%
Grade 11	0	0.0%	5.5%	6.6%
Grade 12	1	50.0%	6.4%	5.9%
Ethnic Distribution:				
African American	0	0.0%	0.5%	12.6%
Hispanic	1	50.0%	45.9%	52.0%
White	1	50.0%	52.7%	28.9%
American Indian	0	0.0%	0.2%	0.4%
Asian	0	0.0%	0.1%	3.9%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.5%	2.0%
Economically Disadvantaged	1	50.0%	36.8%	58.8%
Non-Educationally Disadvantaged	1	50.0%	63.2%	41.2%
English Language Learners (ELL)	0	0.0%	4.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	4	66.7%	0.9%	1.5%
At-Risk	1	50.0%	38.0%	51.2%
Mobility (2013-2014)	6	100.0%	12.0%	16.9%

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<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.0	19.2
Grade 1	-	22.0	19.3
Grade 2	-	20.2	19.3
Grade 3	-	15.0	19.1
Grade 4	-	17.2	19.1
Grade 5	-	16.7	20.8
Grade 6	-	15.3	20.3
Secondary:			
English/Language Arts	-	14.5	17.2
Foreign Languages	-	8.0	18.9
Mathematics	-	13.0	18.1
Science	-	14.0	19.1
Social Studies	-	17.1	19.6

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Total Students: 2
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Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	63.9%	64.5%
Teachers	-	-	53.6%	50.8%
Professional Support	-	-	6.0%	9.7%
Campus Administration (School Leadership)	-	-	3.5%	2.9%
Educational Aides:	-	-	12.6%	9.6%
Total Minority Staff:	-	-	25.9%	46.3%
Teachers by Ethnicity and Sex:				
African American	-	-	1.5%	9.9%
Hispanic	-	-	11.8%	25.6%
White	-	-	86.7%	61.4%
American Indian	-	-	0.0%	0.4%
Asian	-	-	0.0%	1.4%
Pacific Islander	-	-	0.0%	0.2%
Two or More Races	-	-	0.0%	1.1%
Males	-	-	17.2%	23.4%
Females	-	-	82.8%	76.6%
Teachers by Highest Degree Held:				
No Degree	-	-	0.0%	0.9%
Bachelors	-	-	88.0%	75.1%
Masters	-	-	12.0%	23.4%
Doctorate	-	-	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	-	-	3.0%	8.5%
1-5 Years Experience	-	-	10.4%	26.1%
6-10 Years Experience	-	-	27.7%	22.6%
11-20 Years Experience	-	-	34.7%	26.9%
Over 20 Years Experience	-	-	24.3%	16.0%
Number of Students per Teacher	-	n/a	12.2	15.2

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<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	-	13.5	11.0
Average Years Experience of Teachers with District:	-	8.1	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$21,615	\$44,540
1-5 Years Experience	-	\$38,984	\$46,575
6-10 Years Experience	-	\$43,591	\$49,127
11-20 Years Experience	-	\$49,933	\$52,640
Over 20 Years Experience	-	\$53,792	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	-	\$47,139	\$50,715
Professional Support	-	\$47,395	\$59,791
Campus Administration (School Leadership)	-	\$58,773	\$74,292
Instructional Staff Percent:	n/a	63.7%	64.6%
Contracted Instructional Staff (not incl. above):	-	1.9	2,090.1

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Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	4.0%	17.8%
Career & Technical Education	0	0.0%	29.3%	23.2%
Gifted & Talented Education	0	0.0%	7.3%	7.6%
Special Education	0	0.0%	7.5%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	4.1%	5.9%
Career & Technical Education	-	-	7.3%	4.3%
Compensatory Education	-	-	4.2%	3.1%
Gifted & Talented Education	-	-	0.2%	1.9%
Regular Education	-	-	71.9%	72.6%
Special Education	-	-	7.9%	9.0%
Other	-	-	4.3%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2013-2014 Financial Actual Report](#)

- '+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '**' Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.
- '?' 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.