

2015-16 Texas Academic Performance Report

District Name: **GEORGETOWN ISD**

Campus Name: **ANNIE PURL EL**

Campus Number: **246904101**

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Campus Name: ANNIE PURL EL
Campus Number: 246904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 449
Grade Span: EE - 02
School Type: Elementary

There is no assessment data for this campus.

District Name: GEORGETOWN ISD
 Campus Name: ANNIE PURL EL
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 449
 Grade Span: EE - 02
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	96.1%	96.4%	95.9%	96.4%	96.5%	*	*	-	96.7%	95.1%	96.3%	97.0%
2013-14	95.9%	96.3%	96.5%	97.8%	96.6%	96.5%	*	*	-	93.4%	94.2%	96.4%	97.1%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 449
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 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	449	100.0%	10,967	5,284,252
Students by Grade:				
Early Childhood Education	13	2.9%	0.3%	0.2%
Pre-Kindergarten	116	25.8%	2.6%	4.2%
Kindergarten	95	21.2%	6.4%	7.1%
Grade 1	108	24.1%	6.5%	7.8%
Grade 2	117	26.1%	7.2%	7.8%
Grade 3	0	0.0%	7.3%	7.7%
Grade 4	0	0.0%	7.4%	7.5%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	0	0.0%	7.9%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.8%	7.3%
Grade 9	0	0.0%	8.1%	8.1%
Grade 10	0	0.0%	8.0%	7.3%
Grade 11	0	0.0%	8.2%	6.7%
Grade 12	0	0.0%	7.4%	6.1%
Ethnic Distribution:				
African American	15	3.3%	3.9%	12.6%
Hispanic	324	72.2%	42.5%	52.2%
White	99	22.0%	49.3%	28.5%
American Indian	2	0.4%	0.3%	0.4%
Asian	1	0.2%	1.2%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	8	1.8%	2.7%	2.1%
Economically Disadvantaged	345	76.8%	44.1%	59.0%
Non-Educationally Disadvantaged	104	23.2%	55.9%	41.0%
English Language Learners (ELL)	212	47.2%	13.5%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	1.0%	1.4%
At-Risk	269	59.9%	42.2%	50.1%
Mobility (2014-2015)	40	13.5%	13.2%	16.5%

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Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.0%	1.2%	1.9%	6.3%	4.2%	8.2%
Grade 1	0.0%	0.3%	4.1%	0.0%	7.1%	7.4%
Grade 2	0.0%	0.3%	2.7%	0.0%	0.0%	3.4%
Grade 3	-	0.3%	2.0%	-	0.0%	1.6%
Grade 4	-	0.3%	1.0%	-	0.0%	0.8%
Grade 5	-	0.3%	0.9%	-	0.0%	1.0%
Grade 6	-	0.0%	0.6%	-	0.0%	0.8%
Grade 7	-	0.3%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	1.4%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.8	17.9	18.9
Grade 1	16.4	18.1	19.1
Grade 2	14.3	18.3	19.1
Grade 3	-	18.3	19.1
Grade 4	-	17.9	19.0
Grade 5	-	20.6	20.8
Grade 6	-	24.5	20.4
Secondary:			
English/Language Arts	-	12.9	17.1
Foreign Languages	-	18.0	19.1
Mathematics	-	18.7	18.1
Science	-	20.9	19.1
Social Studies	-	20.2	19.5

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Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	60.3	100.0%	100.0%	100.0%
Professional Staff:	45.1	74.8%	61.5%	64.3%
Teachers	36.0	59.7%	49.6%	50.5%
Professional Support	7.1	11.8%	8.3%	9.8%
Campus Administration (School Leadership)	2.0	3.3%	2.6%	2.9%
Educational Aides:	15.2	25.2%	9.5%	9.6%
Total Minority Staff:	17.4	28.9%	24.3%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.8%	10.1%
Hispanic	8.3	23.0%	11.3%	26.0%
White	27.8	77.0%	84.9%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.3%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	0.3	0.8%	23.7%	23.5%
Females	35.8	99.2%	76.3%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.0%	1.0%
Bachelors	27.9	77.4%	74.1%	74.7%
Masters	8.2	22.6%	24.5%	23.6%
Doctorate	0.0	0.0%	0.4%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.3	3.5%	4.1%	8.1%
1-5 Years Experience	4.4	12.2%	21.4%	27.3%
6-10 Years Experience	11.0	30.5%	20.0%	21.7%
11-20 Years Experience	9.2	25.5%	36.0%	27.3%
Over 20 Years Experience	10.2	28.2%	18.5%	15.7%
Number of Students per Teacher	12.5	n/a	14.3	15.2

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Staff Information	Campus	District	State
Average Years Experience of Teachers:	13.8	12.8	10.9
Average Years Experience of Teachers with District:	8.5	7.3	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,511	\$43,921	\$45,507
1-5 Years Experience	\$44,413	\$44,814	\$47,996
6-10 Years Experience	\$46,382	\$47,038	\$50,459
11-20 Years Experience	\$49,437	\$49,744	\$53,794
Over 20 Years Experience	\$55,448	\$57,810	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$49,377	\$49,402	\$51,891
Professional Support	\$56,045	\$61,197	\$61,145
Campus Administration (School Leadership)	\$68,690	\$74,002	\$75,654
Instructional Staff Percent:	n/a	61.3%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	211	47.0%	13.4%	18.3%
Career & Technical Education	0	0.0%	25.9%	24.3%
Gifted & Talented Education	3	0.7%	7.7%	7.7%
Special Education	63	14.0%	8.8%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.5%	5.9%
Career & Technical Education	0.0	0.0%	3.9%	4.4%
Compensatory Education	8.3	23.0%	5.9%	2.9%
Gifted & Talented Education	0.0	0.0%	1.5%	1.9%
Regular Education	23.7	65.7%	69.3%	72.6%
Special Education	4.1	11.3%	9.9%	8.8%
Other	0.0	0.0%	7.9%	3.4%

Link to:
[PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '*' 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.
- '**' Indicates that rates for Reading and Mathematics 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 that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.