

2016-17 Texas Academic Performance Report

District Name: **ALDINE ISD**

Campus Name: **HINOJOSA EC/PRE-K CENTER**

Campus Number: **101902153**

2017 Accountability Rating: **Met Standard**

This school is paired with 101902119, STEPHENS EL

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District Name: ALDINE ISD
Campus Name: HINOJOSA EC/PRE-K CENTER
Campus Number: 101902153

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 540
Grade Span: EE - PK
School Type: Elementary

There is no assessment data for this campus.

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 540
 Grade Span: EE - PK
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	540	100.0%	69,671	5,343,834
Students by Grade:				
Early Childhood Education	31	5.7%	0.3%	0.3%
Pre-Kindergarten	509	94.3%	5.9%	4.2%
Kindergarten	0	0.0%	7.2%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	8.4%	7.6%
Grade 3	0	0.0%	8.1%	7.7%
Grade 4	0	0.0%	7.7%	7.7%
Grade 5	0	0.0%	7.3%	7.5%
Grade 6	0	0.0%	6.9%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	6.9%	7.3%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	6.8%	7.4%
Grade 11	0	0.0%	5.9%	6.8%
Grade 12	0	0.0%	5.5%	6.2%
Ethnic Distribution:				
African American	5	0.9%	23.1%	12.6%
Hispanic	506	93.7%	72.6%	52.4%
White	25	4.6%	2.2%	28.1%
American Indian	0	0.0%	0.2%	0.4%
Asian	3	0.6%	1.2%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	1	0.2%	0.6%	2.2%
Economically Disadvantaged	515	95.4%	86.2%	59.0%
Non-Educationally Disadvantaged	25	4.6%	13.8%	41.0%
English Language Learners (ELL)	385	71.3%	34.5%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	1.8%	1.4%
At-Risk	468	86.7%	73.0%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	43.2%	44.5%
Students with Physical Disabilities	17	34.0%	26.9%	21.9%
Students with Autism	**	**	13.4%	12.5%
Students with Behavioral Disabilities	0	0.0%	14.3%	19.9%
Students with Non-Categorical Early Childhood	15	30.0%	2.2%	1.3%

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	<u>Count</u>	<u>Percent</u>		
Mobility (2015-2016):				
Total Mobile Students	0	0.0%	17.5%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	0	0.0%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

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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	-	18.7	18.8
Grade 1	-	19.4	18.8
Grade 2	-	19.0	18.9
Grade 3	-	19.5	19.0
Grade 4	-	19.3	19.0
Grade 5	-	25.1	20.9
Grade 6	-	23.2	20.4
Secondary:			
English/Language Arts	-	18.9	16.8
Foreign Languages	-	19.8	18.7
Mathematics	-	21.0	18.0
Science	-	21.4	19.0
Social Studies	-	23.0	19.4

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Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	71.4	100.0%	100.0%	100.0%
Professional Staff:	44.4	62.2%	62.0%	64.0%
Teachers	32.0	44.8%	47.6%	50.0%
Professional Support	9.4	13.2%	10.3%	10.0%
Campus Administration (School Leadership)	3.0	4.2%	2.9%	2.9%
Educational Aides:	27.0	37.8%	10.4%	9.6%
Total Minority Staff:	52.2	73.1%	76.6%	49.1%
Teachers by Ethnicity and Sex:				
African American	2.0	6.1%	42.0%	10.2%
Hispanic	19.0	59.5%	23.3%	26.6%
White	9.0	28.2%	29.9%	59.8%
American Indian	0.0	0.0%	0.8%	0.4%
Asian	1.0	3.1%	2.1%	1.5%
Pacific Islander	0.0	0.0%	0.2%	0.4%
Two or More Races	1.0	3.1%	1.7%	1.1%
Males	2.0	6.3%	24.2%	23.7%
Females	30.0	93.7%	75.8%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.3%	1.2%
Bachelors	24.0	75.0%	75.5%	74.5%
Masters	8.0	25.0%	21.4%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.0%	12.8%	7.8%
1-5 Years Experience	6.0	18.8%	37.1%	28.0%
6-10 Years Experience	13.0	40.7%	19.1%	20.9%
11-20 Years Experience	8.0	25.0%	18.6%	27.8%
Over 20 Years Experience	4.0	12.5%	12.3%	15.5%
Number of Students per Teacher	16.9	n/a	15.0	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	23.1	19.5
Average Years Experience of Principals with District	1.0	16.9	12.2
Average Years Experience of Assistant Principals	18.0	15.2	15.7
Average Years Experience of Assistant Principals with District	14.0	10.5	10.1
Average Years Experience of Teachers:	11.0	8.5	10.9
Average Years Experience of Teachers with District:	8.5	5.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$54,325	\$49,963	\$46,199
1-5 Years Experience	\$53,356	\$53,583	\$48,779
6-10 Years Experience	\$55,448	\$55,847	\$51,184
11-20 Years Experience	\$60,236	\$60,046	\$54,396
Over 20 Years Experience	\$74,507	\$73,122	\$60,913
Average Actual Salaries (regular duties only):			
Teachers	\$58,606	\$57,163	\$52,525
Professional Support	\$65,991	\$65,555	\$61,728
Campus Administration (School Leadership)	\$76,911	\$79,300	\$76,471
Instructional Staff Percent:	n/a	63.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

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Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	378	70.0%	33.8%	18.8%
Career & Technical Education	0	0.0%	28.0%	25.0%
Gifted & Talented Education	0	0.0%	4.3%	7.8%
Special Education	50	9.3%	7.2%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	9.0	28.2%	6.6%	6.0%
Career & Technical Education	0.0	0.0%	4.6%	4.5%
Compensatory Education	0.0	0.0%	3.3%	2.8%
Gifted & Talented Education	0.0	0.0%	0.5%	1.9%
Regular Education	19.0	59.3%	76.8%	72.8%
Special Education	4.0	12.5%	6.3%	8.6%
Other	0.0	0.0%	1.9%	3.4%

Link to:
[PEIMS Financial Standard Reports/](#)
[2015-2016 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.
 '**^' When only one group is masked, then the second smallest group is masked (regardless of size).
 '-' 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.