

2018-19 School Profile

MOISES E. MOLINA HIGH SCHOOL (TEA 5)



2355 S DUNCANVILLE RD DALLAS, TX 75211

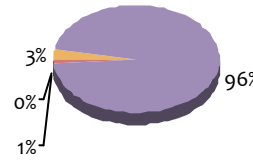
www.dallasisd.org/molina

Principal: TERRY-ANN RODRIGUEZ (terrodriguez@dallasisd.org)

Phone: 972-502-1000

High school with grades 9–12 in the MOLINA feeder pattern. School has a collegiate academy or magnet.

Grd	Attendance Target: 95%	Enrollment		% of Grade Level			
		N	% Sch	Afr. Am.	Hispanic	White	Other
9	95.2% ✓	578	26%	4%	95%	1%	1%
10	95.2% ✓	561	26%	2%	97%	1%	1%
11	95.5% ✓	506	23%	2%	97%	0%	0%
12	94.4% ✗	540	25%	4%	95%	0%	0%
ALL	95.1% ✓	2,185	–	3%	96%	1%	0%

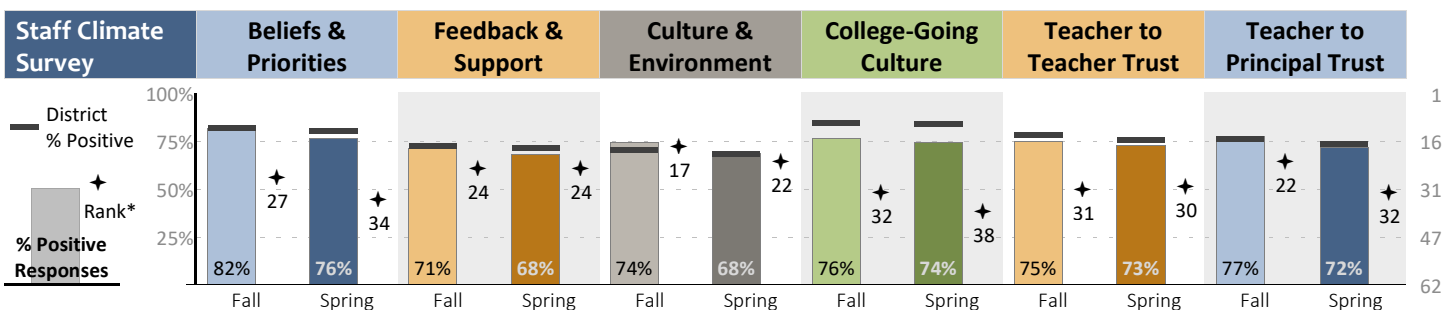
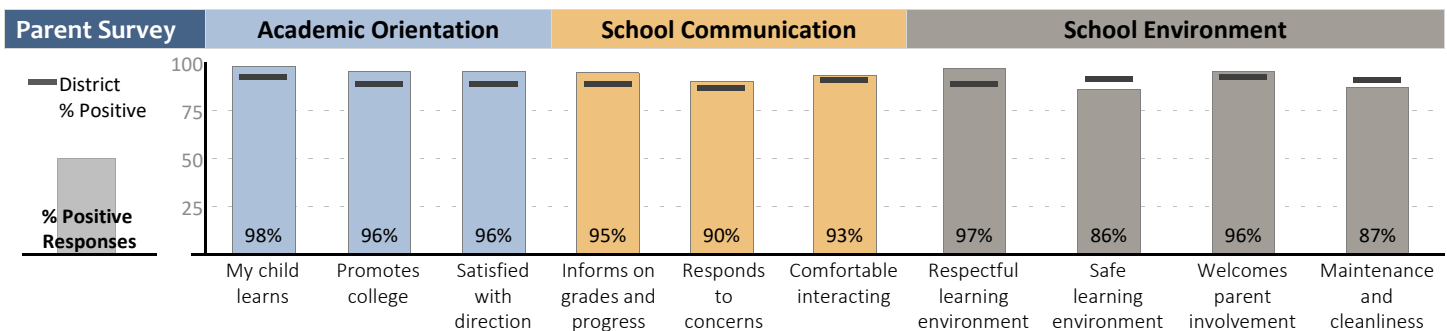
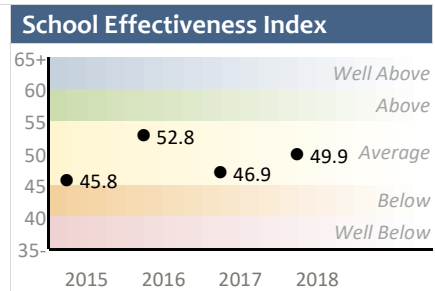
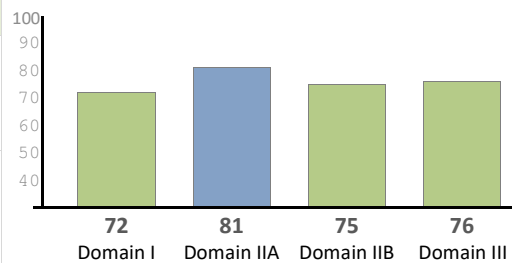


Student Group Enrollment		
	% of School	
At Risk	1,366	63.9%
ELL	626	29.3%
Low SES	2,039	95.4%
SPED	171	8.0%
TAG	206	9.6%

Graduation / Attendance / Retention		2015-16	2016-17	2017-18
Students	Percentage graduated in four years (one-year lag)	90.5%	↑ 92.1%	↑ 92.5%
	Percentage first-time Grade 9 on track to graduate	77.2%	↓ 73.3%	↑ 84.9%
	Average student attendance rate	95.7%	↓ 95.5%	↓ 95.1%
	Percentage absent fewer than 10% of days enrolled	90.9%	↓ 89.2%	↓ 86.6%
Teachers	Average number of absences	6.2	↓ 6.1	↑ 7.0
	Percentage returned to campus from prior year	63.0%	↑ 71.9%	↓ 68.4%

Disciplinary Actions	15-16	16-17	17-18
In-School Suspension	31	6	
Out-of-School Suspension	119	123	67
Alternative Placement	42	30	23
Expulsion		2	1

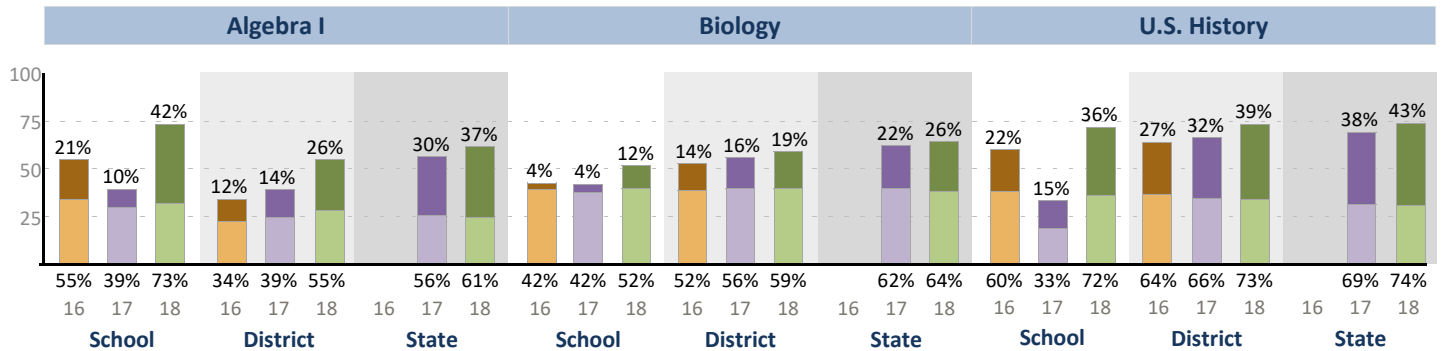
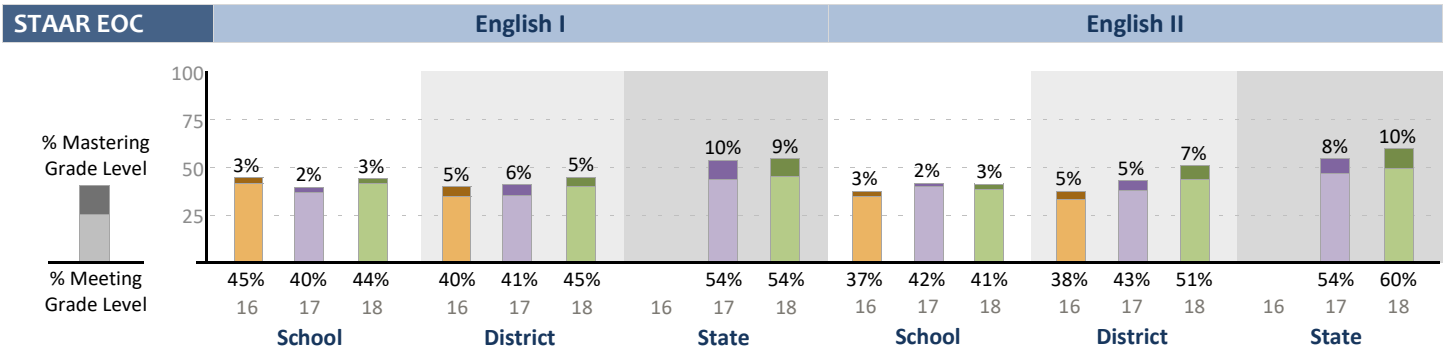
State Acct.	Met Standard (80)
Domains	I: Student Achievement IIA: Progress (Academic Growth) IIB: Progress (Relative Performance) III: Closing the Gaps
Distinctions	- Achievement in math, ELA/reading, social studies - Top 25% in academic growth - Top 25% in closing the gaps - Postsecondary readiness



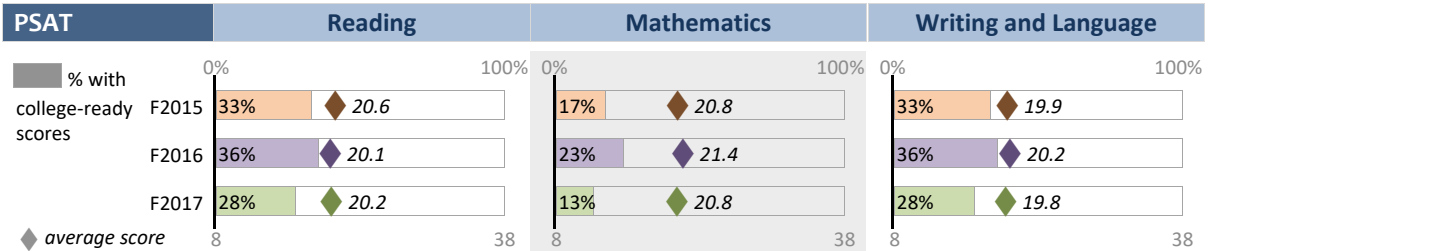
*Rank out of 62 secondary, 149 elementary, or 15 magnet schools

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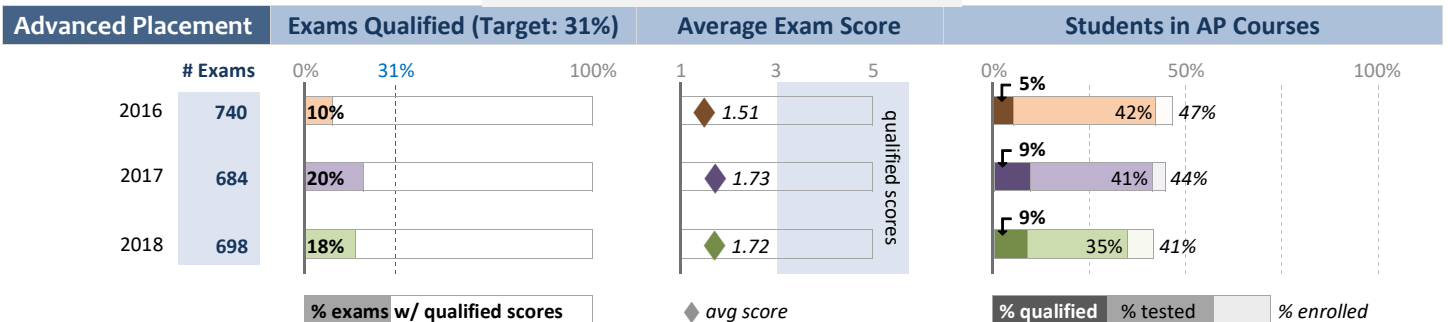
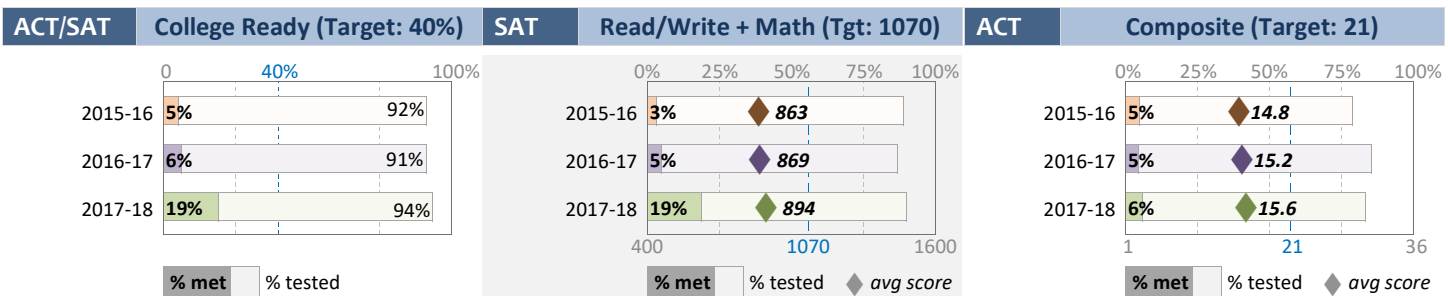
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STAAR EOC: District statistics are high school only (grades 9-12); state statistics are all grades (including grades below 9).



The PSAT was redesigned for 2015, resulting in new scoring and score ranges. See glossary for details.



2018-19 School Profile

High School Metric and Term Definitions



Attendance	
Student attendance rate	Average of students' attendance rates (number of days in attendance out of number of days enrolled). The target for high schools is 95%.
Students absent fewer than 10% of days enrolled	An indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excused or unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.
Enrollment	
Number enrolled by grade (N)	Average daily enrollment at the campus during the school year.
Percentage enrolled by grade (% Sch)	Grade-level percentage of total school enrollment.
Percentage in grade by race/ethnicity (% of Grade)	Percentage of students within grade level identified as African American, Hispanic, white, or other. Identification in a category provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.
Percentage enrolled by student group	Counts taken at the end of fifth six-week grading period based on data in student information system. Students may be classified in more than one or no student groups.
Graduation	
Four-year graduation rate	Percentage of students who graduated four years after entering grade 9. Lagged one year. (The rate reported for "2016-17" is the 2016 graduation rate.) Statistic computed by the Texas Education Agency.
Ninth-graders on track to graduate	Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester "F" in a core-content course.
Teachers	
Teacher absences	Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leave.
Teachers returning to campus	Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the school in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year are not included in the statistic if they changed to non-teaching positions within the district.
Discipline	
Frequency of disciplinary actions	Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, 26; out-of-school suspensions: 5, 25; alternative placement: 7; expulsion: 2, 4.
Accountability Rating System for Texas Public Schools	
State accountability rating	Schools receive an overall scaled score in up to four areas (Domains I, IIA, IIB, and III) and an overall scaled score. Scaled scores range to 100. Schools can earn distinctions for student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progress; top 25% in closing performance gaps; and postsecondary readiness.
School Effectiveness Index	
SEI	A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on student outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteristics, and prior-year academic levels. A large change in one year, whether up or down, will typically be followed by a move in the opposite direction. This is expected based on the statistical model used for SEI; it is an example of the concept of "regression to the mean."
Parent Survey	
Percentage positive responses	Survey conducted in spring. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
Staff Climate Survey	
Percentage positive responses	Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Disagree, Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results are repeated on each profile.
State of Texas Assessment of Academic Readiness (STAAR)	
Percentage meeting grade level standard	Percentage of all tests with scores meeting grade level standard. Statistics include results from all STAAR test types. School's statistics based on results from students in the accountability subset. District statistics are based on grade levels at the campus. State statistics are all students tested across grades. Students meeting grade level standard have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention.
Percentage mastering grade level standard	Percentage of all tests with scores demonstrating mastery of grade level standard. Scores are a subset of scores that "meet grade level standard". Students mastering grade level standard are expected to succeed in the next grade or course with little or no academic intervention.

2018-19 School Profile High School Metric and Term Definitions



PSAT

Percentage with college-ready scores	Percentage of grade 10 students with a college-ready score, determined by The College Board. The PSAT is administered to all district students in grade 10. The PSAT was redesigned for Fall 2015, resulting in a new scoring system. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." Thus, for this report, the percentage of students meeting the "EBRW" benchmark is duplicated on the "Reading" and "Writing" graphs.
Average score	Average score among grade 10 students. Range of scores is 8-38 on each subtest (beginning 2015; prior to redesign range was 20-80 for each subtest). All scores in this report are based on the new PSAT scoring system, adopted in fall 2015.

ACT/SAT

Percentage with college-ready score(s)	In Dallas ISD, college-ready scores are ACT Composite = 21 or SAT Evidence-Based Reading and Writing + Mathematics = 1070 (based on SAT scoring after the redesign in March 2016). Percentage taken from all grade 12 students, including those not tested. The district target is 40% of grade 12 students meeting the college-ready criterion. The SAT was redesigned and first administered in its new form in March 2016. The college-ready target that was 990 converts to 1070 in the new scoring system. In this report, SAT scores from the old SAT were converted to equivalent scores in the new scoring system.
Percentage tested	Percentage of grade 12 students who have taken one or both of ACT or SAT at any time during high school.
Average score (single test)	Average score among grade 12 students who have tested. Range for combined SAT Mathematics and SAT Evidence-Based Reading and Writing section scores is 400-1600. Range for ACT Composite is 1-36. Current district targets are 1070 and 21. In this report, SAT scores from the old SAT were converted to equivalent scores in the new scoring system.
Percentage with college-ready scores (single test)	Percentage of all grade 12 students (including those not tested) who have met the targets of 1070 (SAT Evidence-Based Reading and Writing + Mathematics) or 21 (ACT Composite).
Percentage tested (single test)	Percentage of grade 12 students who have taken the test.

Advanced Placement (AP)

Number of exams	Number of exams taken by all students in any grade. Students may take more than one exam.
Percentage of exams with qualified scores	Percentage of all exams with scores at the "qualified" level or higher (3-5 on 1-5 scale). Students may have more than one exam with a qualified score. The target is 31% of exams with a qualified score or higher.
Average exam score	Average score on exams taken by all students in any grade. Students may take more than one exam.
Percentage enrolled in an AP course	Percentage of grade 11-12 students enrolled in at least one AP course.
Percentage tested on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and taking the appropriate exam.
Percentage earning a qualified score on any exam (among AP enrollees)	Percentage of grade 11-12 students enrolled in any AP course and earning a qualified score on the appropriate exam.