### 2019-20 School Profile MOISES E. MOLINA HIGH SCHOOL (TEA 5)



#### 2355 S DUNCANVILLE RD DALLAS, TX 75211

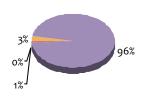
www.dallasisd.org/molina

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.

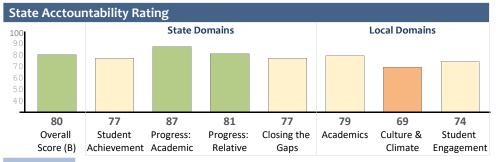
	Attendance Target: 95%		ttendance Enrollment			% of Grade Level				
Grd			N	% Sch	Afr. Am.	Hispanic	White	Other		
9	93.8%	×	631	28%	5%	95%	0%	0%		
10	93.8%	×	562	25%	4%	95%	1%	1%		
11	94.1%	×	516	23%	2%	96%	1%	1%		
12	94.8%	✓	514	23%	3%	97%	0%	0%		
ALL	94.1%	×	2,223	_	3%	96%	1%	0%		

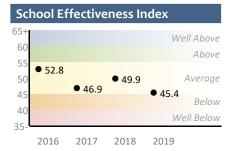


Student Group Enrollment							
	% of Schoo						
At Risk	1,318	60.1%					
EL	694	31.6%					
Low SES	1,918	87.4%					
SPED	180	8.2%					
TAG	239	10.9%					

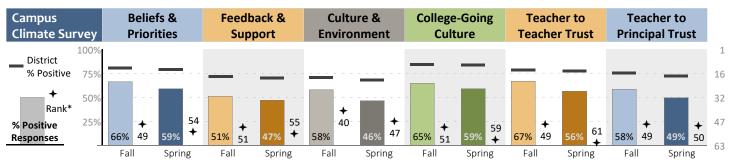
Graduati	2016-17	2017-18		2018-19		
Students	Percentage graduated in four years (one-year lag)	92.1%	<b>↑</b>	92.5%	Ψ	92.0%
	Percentage first-time Grade 9 on track to graduate	73.3%	1	84.9%		NA
	Average student attendance rate	95.5%	Ψ	95.1%	lacksquare	94.1%
	Percentage absent fewer than 10% of days enrolled	88.9%	$lack \Psi$	86.5%	<b>4</b>	81.7%
Teachers	Average number of absences	6.1	1	7.0	<b>↑</b>	7.6
	Percentage returned to campus from prior year	71.9%	4	68.4%	1	81.4%

<b>Disciplinary Actions</b>	16-17	17-18	18-19
In-School Suspension	6		2
Out-of-School Suspension	123	67	108
Alternative Placement	30	23	61
Expulsion	2	1	3

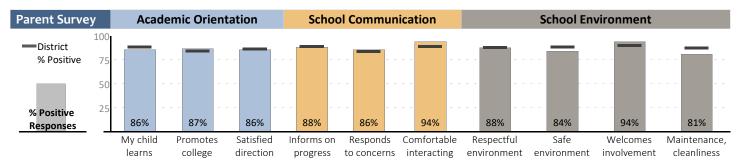




Distinctions Achievement in math, ELA/reading, science; Top 25% in academic growth; Postsecondary readiness

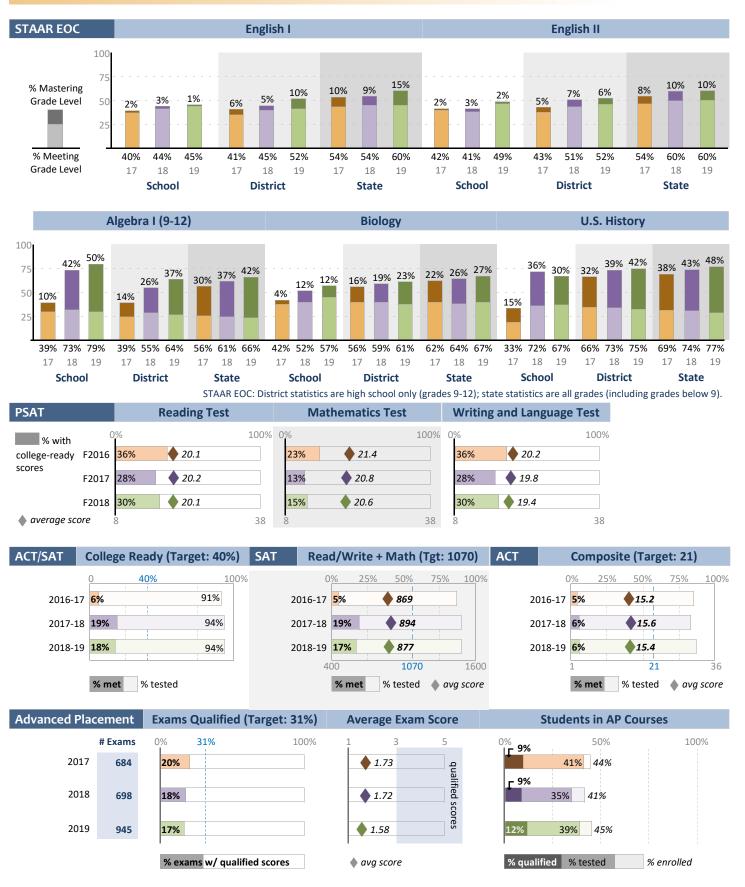


<sup>\*</sup>Rank out of 63 secondary, 148 elementary, or 17 magnet schools



### 2019-20 School Profile MOISES E. MOLINA HIGH SCHOOL (TEA 5)





# 2019-20 School Profile High School Metric and Term Definitions



Suddents absent fewer than 10% of days enrolled  Indicator of how many students are in regular attendance. Percentage of students with fewer than 10% absences (excus unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.  Formal memorial of the provided by grade (N)  Percentage enrolled by grade (N)  Percentage enrolled by grade (N)  Percentage in grade by race/ethicity (% of Grade)  Percentage in grade by provided by parents/guardians at registration. Students identified as African American, Hispanic, white, or other, Identification in a catego provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.  Percentage of students within grade level identified as African American, Hispanic, white, or other, Identification in a catego provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.  Porty-ear graduation  Four-year graduation are of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relev data.  Ninth-graders on track to graduate a core-content course.  Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester graduates are accounted as a core-content course.  Pacchers  Pacchers  Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or least a core-content course.  Percentage of testhers from previous years is divided by the number of teachers in the previous year. Teachers from the provious years is divided by the number of teachers in the previous year. Teachers from the provious years is divided by the number of teachers in the previous year. Teachers from the provious years is divided by the number of teachers in the previous year. Teachers from the provious year. Teachers from t		INDET EINDEN SONGE DISTRICT
is 95%.  Suddents absent fewer than 10% of days enrolled unexcused) is based on a snapshot taken at the end of the fifth six-week grading period.  Enrollment  Number enrolled by grade (N)  Percentage enrolled by grade (N)  Percentage in grade by   Percentage of students within grade level identified as African American, Hispanic, white, or other, Identification in a categor  provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.  Porcentage in grade by  provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.  Porcentage of students within grade level identified as African American, Hispanic, white, or other, Identification in a categor  provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere.  Porcentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency  Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relev  data.  Ninth-graders on track to  graduate  provided by parents/guardians are not available for a year after the year of graduation because it takes considerable time to collect relev  data.  Percentage of fists-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester  graduate  provided by parents/guardians are provided by the reversion of graduation because it takes considerable time to collect relev  data.  Percentage of texterior from previous systes is divided by the number of teachers in the previous year. Teachers returning to campus  provided by parents/guardians and provide year. Teachers from the provided by the representation of teachers in the previous year. Teachers from the provided	Attendance	
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 (N)  Grade-level percentage of total school enrollment.  (% Sch)  Percentage in grade by prace/ethnicity (% of Grade)  Percentage in grade by provided by parents/guardians at registration. Students identified as African American, Hispanic are not counted elsewhere.  Counts taken at the end of lifth six-week grading period based on data in student information system. Students may be data student group in more than one or no student group.  Graduation  Four-year graduation rate  Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relevation.  Ninth-graders on track to graduate 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 least Percentage of feachers from previous school year who continued at the school. The number of teachers who were at the service included in the statistic if they changed to non-teaching positions within the district.  Discipline  Frequency of disciplinary  Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions; 6, 25 alternative placement; 7, explusion; 2, 4.  Accountability Rating System for Texas Public Schools  Schools receive scaled scores in four domains (Student Achievement, 7), 4.  Accountability Rating System for Texas public Reposed and parent/guardian survey), and Student Engagement (measured by a confidential sudner progress: Academic Growth, Student Progress: Academic Growth, Student Progress: Schools receive scaled scores range to 100. The state scaled score and local score are averaged to	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%.
Percentage enrolled by grade (N) Percentage enrolled by grade (So Sch) Percentage in grade by grade (No Sch) 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 catego provided by parents/guardians at registration. Students identified as Hispanic are not counted elsewhere. Percentage enrolled by student group  Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relev data.  Ninth-graders on track to graduate or a core-content course.  Percentage of first-time ninth-graders who (a) accumulated at least five credits and (b) earned no more than one semester graduate  Teachers  Peacher absences  Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or lea to a core-content course.  Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the sc in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year a included in the statistic if they changed to non-teaching positions within the district.  Proquency of disciplinary actions  Disciplinar  Percentage of the school. The number of teachers who were at the sc in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year a included in the statistic if they changed to non-teaching positions within the district.  Proquency of disciplinary actions  Proquency of disciplinary actions  Proquency of disciplinary actions for Texas Public Schools  State accountability rating  Schools re		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.
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race/ethnicty (% of Grade) 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 dat in more than one or no student groups.  Percentage of Students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relow data.  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 a core-content course.  Teachers  Teachers  Teachers absences  Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leas Teachers returning to campus  Percentage of teachers from previous school year who continued at the school. The number of teachers who were at the sc in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year a included in the statistic if they changed to non-teaching positions within the district.  Disciplinary  Percentage of teachers reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions; 6, 25, alternative placement; 7; explusion; 2, 4.  Accountability Rating System for Texas Public Schools  State accountability Rating Septem for Texas Public Schools  School sreceive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress Hadring and parent/guarnace, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD on the state is a single scaled score  the three local domains. Scaled scores range to 100. The state scaled score and Climate furnaces with the staff climate sur and parent/guarnace, and Closing the		Grade-level percentage of total school enrollment.
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Teachers Teacher absences Teacher absences Teacher absences Teacher approximate percentage of teachers from previous school year who continued at the school. The number of teachers who were at the sci in both current and previous years is divided by the number of teachers in the previous year. Teachers from the prior year a included in the statistic if they changed to non-teaching positions within the district.  Discipline Frequency of disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4.  Accountability Rating System for Texas Public Schools State accountability rating Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additions domains are Academics (measured by the school's prior-year SEI). Culture and Climate (measured with the statef climate sum and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, sea chool can domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores and parent 100. The state scaled score and local scaled score are averaged to compute school's prior-year SEI, Culture and local scaled score are averaged to compute schools overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in mahr, reading, science, and social studies; top 25% (among comparable schools) in student progres 25% in closing performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on so outcomes by	Four-year graduation rate	Percentage of students who graduated four years after entering grade 9. Statistic computed by the Texas Education Agency.  Graduation rates are not available for a year after the year of graduation because it takes considerable time to collect relevant data.
Teacher absences  Average number of days not at campus, such as for illness or personal business. Counts do not include vacation days or leaver the count of the		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.
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Disciplinary actions reported to TEA in PEIMS summer submission. Reporting codes by action are in-school suspensions: 6, of-school suspensions: 5, 25; alternative placement: 7; explusion: 2, 4.  Accountability Rating System for Texas Public Schools  Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate sur and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extra-curricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled score range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 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 soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteriand 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 the mean."  Campus Climate Survey  Percentage positive responses  Surveys conducted November and	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.
Accountability Rating System for Texas Public Schools  State accountability rating  Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progres Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD opinto the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate surrourled participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 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 soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteris 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 the mean."  Campus Climate Survey  Percentage positive responses  Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.	Discipline	
Schools receive scaled scores in four domains (Student Achievement, Student Progress: Academic Growth, Student Progress Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additional domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate sur and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extracurricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 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 soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteris 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 the mean."  Campus Climate Survey  Percentage positive responses  Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.		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; explusion: 2, 4.
Relative Performance, and Closing the Gaps) and a single scaled score across the three domains from the TEA. Dallas ISD op into the state's Local Accountability System, which adds domains to Dallas ISD schools' accountability ratings. The additiona domains are Academics (measured by the school's prior-year SEI), Culture and Climate (measured with the staff climate sur and parent/guardian survey), and Student Engagement (measured by a confidential student experience survey and extracurricular participation). As with state domains, each local domain receives a scaled score, and there is a single scaled score the three local domains. Scaled scores range to 100. The state scaled score and local scaled score are averaged to compute school's overall accountability score and grade. Based on the state domains only, schools can earn distinctions from the TEA student achievement in math, reading, science, and social studies; top 25% (among comparable schools) in student progres 25% in closing performance gaps; and postsecondary readiness.  School Effectiveness Index  School Effectiveness Index  A measure of performance on assessments that is relative to other Dallas ISD schools. The SEI isolates a school's effect on soutcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteric 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 the mean."  Campus Climate Survey  Percentage positive responses  Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.	Accountability Rating Syst	em for Texas Public Schools
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outcomes by controlling for differences the school cannot control, such as socio-economic status, neighborhood characteris 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 the mean."  Campus Climate Survey  Percentage positive responses  Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.  Parent Survey	School Effectiveness Index	
Percentage positive responses  Surveys conducted November and May. Positive responses include Agree and Strongly Agree. Other responses included Dis Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.  Parent Survey	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."
Strongly Disagree, and Neutral. Campuses with multiple TEA numbers have results only for the campus as a whole; results a repeated on each profile.  Parent Survey	Campus 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.
Percentage nositive responses Survey conducted in spring Positive responses include Agree and Strongly Agree Other responses included Disagree Strongly	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.

## 2019-20 School Profile High School Metric and Term Definitions



2	itate of	Texas I	Assessment of	f Academ	ic Read	iness (	STAAR)	

Percentage earning a qualified score on any exam (among AP enrollees)

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 stil need some short-term, targeted acadmic 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.		
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. College-ready scores are set only for section-level, not test-level, scores. The sections are "Evidence-based Reading and Writing" and "Mathematics." Thus, in 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.		
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 + Mather Percentage taken from all grade 12 students, including those not tested. The district target is 40% of grade 12 students, the college-ready criterion.			
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.		
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 at the "qualified" level or higher (3-5 on 1-5 scale). Students may have more than one qualified scores with a qualified score. The target is 31% of exams with a qualified score or higher.  Average exam score  Average exam score  Average score on exams taken by all students in any grade. Students may take more than one exam.			
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 of grade 11-12 students enrolled in any AP course and earning a qualifed score on the appropriate exam.