

Texas Education Agency

2013-14 Federal Report Card for Texas Public Schools

Campus Name: DUBLIN H S

Campus ID: 072902001

District Name: DUBLIN ISD

Part I: Percent Tested and Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance and participation results for each subject area and grade level tested in the 2013-14 school year. **These results include all students tested, whether or not they were in the accountability subset.**

STAAR Performance Results - [TAPR Student Groups*](#)

[Additional Student Groups*](#)

STAAR Participation Results - [TAPR Student Groups*](#)

[Additional Student Groups*](#)

STAAR Participation Results by Assessment Type for students served in special education settings -
[TAPR Student Groups*](#) [Additional Student Groups*](#)

* Texas Academic Performance Report (TAPR) provides the following student group information.

TAPR Student Groups:

All Students, African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, and English Language Learners (ELL).

Additional Student Groups

Economically Disadvantaged, Non-Economically Disadvantaged, Male, Female, Special Education, Non-Special Education, At Risk, Non-At Risk, Migrant, and Non-Migrant.

Source: 2014 Texas Performance Reporting System

Part II: Student Achievement and State Academic Annual Measureable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2013-14 school year. **These results only include tested students who were in the accountability subset.** This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

[2014 System Safeguards \(Achievement information\)](#)

Source: 2014 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority School Identification

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/mathematics performance.

[Priority Schools List](#)

Focus School Identification

Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/mathematics performance and the annual measurable objectives (AMO) target of 75%.

[Focus Schools List](#)

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

This section provides information on teacher quality in three parts:

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

[Profile - Staff Information](#)

Source: 2014 Texas Performance Reporting System

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the State.

[NCLB - Highly Qualified Teachers Report](#)

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

[Postsecondary Readiness Indicators](#)

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates disaggregated by student group.

[2013 NAEP Information](#)

Source: TEA Division of Student Assessment