

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 7 Reading

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2010-11	80	80	85	>99%	20	53	26
	2011-12	76	76	88	>99%	24	76	n/a
American Indian/Alaskan Native	2010-11	*	*	86	*	*	*	*
	2011-12	*	*	91	*	*	*	n/a
Asian	2010-11	*	*	93	*	*	*	*
	2011-12	*	*	94	*	*	*	n/a
Native Hawaiian/Pacific Islander	2010-11	*	*	85	*	*	*	*
	2011-12	*	*	87	*	*	*	n/a
African American	2010-11	*	*	80	*	*	*	*
	2011-12	*	*	84	*	*	*	n/a
Hispanic	2010-11	79	79	81	>99%	21	63	17
	2011-12	67	67	84	>99%	33	67	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 7 Reading**

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
White	2010-11	80	80	93	>99%	20	43	38
	2011-12	87	87	93	>99%	13	87	n/a
Two or More Races	2010-11	*	*	91	*	*	*	*
	2011-12	*	*	93	*	*	*	n/a
Female	2010-11	85	85	87	>99%	15	58	27
	2011-12	81	81	91	>99%	19	81	n/a
Male	2010-11	73	73	84	>99%	28	48	25
	2011-12	71	71	85	>99%	29	71	n/a
Special Education	2010-11	60	60	70	>99%	40	40	20
	2011-12	80	80	71	>99%	20	80	n/a
Limited English Proficient	2010-11	*	*	55	>99%	*	*	*
	2011-12	*	*	62	>99%	*	*	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 7 Reading

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Economically Disadvantaged	2010-11	75	75	80	>99%	25	56	18
	2011-12	73	73	83	>99%	27	73	n/a
Migrant	2010-11	*	*	68	*	*	*	*
	2011-12	*	*	73	*	*	*	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 7 Mathematics

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2010-11	80	80	80	>99%	20	72	8
	2011-12	76	76	83	>99%	24	76	n/a
American Indian/Alaskan Native	2010-11	*	*	80	*	*	*	*
	2011-12	*	*	85	*	*	*	n/a
Asian	2010-11	*	*	94	*	*	*	*
	2011-12	*	*	95	*	*	*	n/a
Native Hawaiian/Pacific Islander	2010-11	*	*	83	*	*	*	*
	2011-12	*	*	86	*	*	*	n/a
African American	2010-11	*	*	69	*	*	*	*
	2011-12	*	*	73	*	*	*	n/a
Hispanic	2010-11	75	75	77	>99%	25	71	4
	2011-12	71	71	80	>99%	29	71	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 7 Mathematics

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
White	2010-11	85	85	89	>99%	15	73	13
	2011-12	82	82	91	>99%	18	82	n/a
Two or More Races	2010-11	*	*	86	*	*	*	*
	2011-12	*	*	89	*	*	*	n/a
Female	2010-11	79	79	80	>99%	21	73	6
	2011-12	83	83	84	>99%	17	83	n/a
Male	2010-11	80	80	80	>99%	20	70	10
	2011-12	69	69	82	>99%	31	69	n/a
Special Education	2010-11	40	40	65	>99%	60	*	*
	2011-12	60	60	68	>99%	40	60	n/a
Limited English Proficient	2010-11	20	20	60	>99%	80	*	*
	2011-12	11	11	64	>99%	89	11	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 7 Mathematics

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Economically Disadvantaged	2010-11	71	71	74	>99%	29	69	2
	2011-12	76	76	77	>99%	24	76	n/a
Migrant	2010-11	*	*	67	*	*	*	*
	2011-12	*	*	71	*	*	*	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Reading**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2010-11	86	86	93	>99%	14	55	31
	2011-12	87	87	89	>99%	13	87	n/a
American Indian/Alaskan Native	2010-11	*	*	94	*	*	*	*
	2011-12	*	*	90	*	*	*	n/a
Asian	2010-11	*	*	96	*	*	*	*
	2011-12	*	*	94	*	*	*	n/a
Native Hawaiian/Pacific Islander	2010-11	*	*	92	*	*	*	*
	2011-12	*	*	91	*	*	*	n/a
African American	2010-11	*	*	91	*	*	*	*
	2011-12	*	*	86	*	*	*	n/a
Hispanic	2010-11	83	83	91	>99%	17	60	23
	2011-12	87	87	86	>99%	13	87	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Reading**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
White	2010-11	93	93	97	>99%	7	47	47
	2011-12	88	88	95	>99%	12	88	n/a
Two or More Races	2010-11	*	*	97	*	*	*	*
	2011-12	*	*	94	*	*	*	n/a
Female	2010-11	92	92	95	>99%	8	56	35
	2011-12	91	91	91	>99%	9	91	n/a
Male	2010-11	78	78	92	>99%	22	54	24
	2011-12	83	83	88	>99%	18	83	n/a
Special Education	2010-11	80	80	83	>99%	20	70	10
	2011-12	83	83	72	>99%	17	83	n/a
Limited English Proficient	2010-11	43	43	66	>99%	57	29	14
	2011-12	*	*	57	*	*	*	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).



Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 8 Reading

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Economically Disadvantaged	2010-11	84	84	90	>99%	16	57	26
	2011-12	84	84	85	>99%	16	84	n/a
Migrant	2010-11	*	*	82	*	*	*	*
	2011-12	*	*	76	*	*	*	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Mathematics**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2010-11	88	88	87	>99%	12	69	19
	2011-12	87	87	81	>99%	13	87	n/a
American Indian/Alaskan Native	2010-11	*	*	85	*	*	*	*
	2011-12	*	*	82	*	*	*	n/a
Asian	2010-11	*	*	96	*	*	*	*
	2011-12	*	*	95	*	*	*	n/a
Native Hawaiian/Pacific Islander	2010-11	*	*	89	*	*	*	*
	2011-12	*	*	87	*	*	*	n/a
African American	2010-11	*	*	80	*	*	*	*
	2011-12	*	*	72	*	*	*	n/a
Hispanic	2010-11	83	83	84	>99%	17	70	13
	2011-12	91	91	77	>99%	9	91	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Mathematics**

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
White	2010-11	97	97	93	>99%	3	67	30
	2011-12	83	83	90	>99%	17	83	n/a
Two or More Races	2010-11	*	*	92	*	*	*	*
	2011-12	*	*	88	*	*	*	n/a
Female	2010-11	92	92	88	>99%	8	69	23
	2011-12	83	83	82	>99%	17	83	n/a
Male	2010-11	84	84	86	>99%	16	70	14
	2011-12	93	93	81	>99%	8	93	n/a
Special Education	2010-11	80	80	74	>99%	20	*	*
	2011-12	50	50	63	>99%	50	50	n/a
Limited English Proficient	2010-11	86	86	63	>99%	14	*	*
	2011-12	*	*	56	*	*	*	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Mathematics**

		Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Group	Year							
Economically Disadvantaged	2010-11	87	87	82	>99%	13	70	16
	2011-12	86	86	75	>99%	14	86	n/a
Migrant	2010-11	*	*	75	*	*	*	*
	2011-12	*	*	65	*	*	*	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Science**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2010-11	60	60	78	>99%	40	42	18
	2011-12	74	74	79	99	26	74	n/a
American Indian/Alaskan Native	2010-11	*	*	79	*	*	*	*
	2011-12	*	*	82	*	*	*	n/a
Asian	2010-11	*	*	91	*	*	*	*
	2011-12	*	*	95	*	*	*	n/a
Native Hawaiian/Pacific Islander	2010-11	*	*	81	*	*	*	*
	2011-12	*	*	84	*	*	*	n/a
African American	2010-11	*	*	68	*	*	*	*
	2011-12	*	*	69	*	*	*	n/a
Hispanic	2010-11	45	45	72	>99%	55	36	9
	2011-12	64	64	73	98	36	64	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\***

February 1, 2013

**For DUBLIN J H (072902041) DUBLIN ISD**

**Grade 8 Science**

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
White	2010-11	86	86	89	>99%	14	52	34
	2011-12	86	86	90	>99%	14	86	n/a
Two or More Races	2010-11	*	*	86	*	*	*	*
	2011-12	*	*	87	*	*	*	n/a
Female	2010-11	56	56	75	>99%	44	40	17
	2011-12	74	74	77	98	26	74	n/a
Male	2010-11	64	64	80	>99%	36	44	19
	2011-12	75	75	81	>99%	25	75	n/a
Special Education	2010-11	56	56	60	>99%	44	44	11
	2011-12	67	67	58	>99%	33	67	n/a
Limited English Proficient	2010-11	14	14	41	>99%	86	*	*
	2011-12	*	*	47	*	*	*	n/a

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

Part I - Campus Level: Student Performance for Each District and Campus Compared to the State, Percent of Students Tested, Student Achievement by Proficiency Level, 2010-11, 2011-12\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

Grade 8 Science

Student Group	Year	Campus % of Students Met Standard (Proficient) and Commended (Advanced)	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In Campus)	Percent of Students in Campus at Each Achievement Level		
						% Not Meeting Standard (Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Economically Disadvantaged	2010-11	50	50	70	>99%	50	38	12
	2011-12	66	66	71	98	34	66	n/a
Migrant	2010-11	*	*	62	*	*	*	*
	2011-12	*	*	61	*	*	*	n/a

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent.

For grades 3-8, the 2011-12 assessment results are based on the State of Texas Assessments of Academic Readiness (STAAR) results at the TAKS-equivalency standard that was developed using the STAAR Bridge Study, including required changes due to the transition to the new assessment program. The 2010-11 assessment results are based on the Texas Assessment of Knowledge and Skills (TAKS) results at the Met Standard level.

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part I of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\***

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Reading/Language Arts					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 87%	'12 Target: 87%	'12 Target: 87%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2010-11	>99%	>99%	>99%	80	80	88
	2011-12	>99%	>99%	99	82	83	88
American Indian/Alaskan Native	2010-11	*	*	99	*	*	88
	2011-12	*	*	99	*	*	88
Asian	2010-11	*	*	99	*	*	94
	2011-12	*	*	>99%	*	*	94
Native Hawaiian/Pacific Islander	2010-11	*	*	99	*	*	89
	2011-12	*	*	99	*	*	89
African American	2010-11	*	*	>99%	*	*	83
	2011-12	*	>99%	>99%	*	67	83

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.



Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Reading/Language Arts					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 87%	'12 Target: 87%	'12 Target: 87%
		Campus	District	State	Campus	District	State
Student Group	Year						
Hispanic	2010-11	>99%	99	99	73	75	85
	2011-12	>99%	99	99	76	77	85
White	2010-11	>99%	>99%	>99%	88	87	94
	2011-12	>99%	>99%	99	87	90	94
Two or More Races	2010-11	*	*	>99%	*	*	92
	2011-12	*	*	>99%	*	*	93
Female	2010-11	>99%	>99%	>99%	83	84	90
	2011-12	>99%	>99%	>99%	87	86	90
Male	2010-11	>99%	99	>99%	75	76	86
	2011-12	>99%	>99%	99	76	80	86

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Reading/Language Arts					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 87%	'12 Target: 87%	'12 Target: 87%
		Campus	District	State	Campus	District	State
Student Group	Year						
Special Education	2010-11	>99%	>99%	99	79	75	67
	2011-12	>99%	>99%	99	82	77	67
Limited English Proficient	2010-11	>99%	98	99	48	67	78
	2011-12	>99%	98	99	35	67	79
Economically Disadvantaged	2010-11	>99%	>99%	99	78	77	83
	2011-12	>99%	>99%	99	78	79	83
Migrant	2010-11	*	*	98	*	*	76
	2011-12	*	*	98	*	*	76

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Mathematics					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 75%	'11 Target: 75%	'11 Target: 75%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 83%	'12 Target: 83%	'12 Target: 83%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2010-11	>99%	>99%	>99%	81	73	84
	2011-12	>99%	>99%	>99%	82	80	83
American Indian/Alaskan Native	2010-11	*	*	>99%	*	*	84
	2011-12	*	*	>99%	*	*	83
Asian	2010-11	*	*	>99%	*	*	95
	2011-12	*	*	>99%	*	*	95
Native Hawaiian/Pacific Islander	2010-11	*	*	>99%	*	*	86
	2011-12	*	*	>99%	*	*	87
African American	2010-11	*	*	>99%	*	*	75
	2011-12	*	>99%	>99%	*	83	73

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Mathematics					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 75%	'11 Target: 75%	'11 Target: 75%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 83%	'12 Target: 83%	'12 Target: 83%
		Campus	District	State	Campus	District	State
Student Group	Year						
Hispanic	2010-11	>99%	>99%	>99%	77	66	82
	2011-12	>99%	>99%	>99%	81	76	80
White	2010-11	>99%	>99%	>99%	85	83	91
	2011-12	>99%	>99%	>99%	82	85	90
Two or More Races	2010-11	*	*	>99%	*	*	89
	2011-12	*	*	>99%	*	*	88
Female	2010-11	>99%	>99%	>99%	79	72	85
	2011-12	>99%	>99%	>99%	83	81	84
Male	2010-11	>99%	>99%	>99%	83	75	84
	2011-12	>99%	>99%	>99%	80	79	83

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Mathematics					
		Percent Tested	Percent Tested	Percent Tested	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)	Percent Met Standard (Includes Proficient Level and Above)
					'11 Target: 75%	'11 Target: 75%	'11 Target: 75%
		Target: 95%	Target: 95%	Target: 95%	'12 Target: 83%	'12 Target: 83%	'12 Target: 83%
		Campus	District	State	Campus	District	State
Student Group	Year						
Special Education	2010-11	>99%	>99%	>99%	68	67	63
	2011-12	>99%	>99%	99	55	61	63
Limited English Proficient	2010-11	>99%	>99%	>99%	67	57	79
	2011-12	>99%	>99%	>99%	47	65	79
Economically Disadvantaged	2010-11	>99%	>99%	>99%	77	68	79
	2011-12	>99%	>99%	>99%	81	77	78
Migrant	2010-11	*	*	>99%	*	*	75
	2011-12	*	*	99	*	*	73

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\***

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Additional Academic Indicators					
		Four-year Graduation Rate	Four-year Graduation Rate	Four-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate
		'11 Target: 75%	'11 Target: 75%	'11 Target: 75%	'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		'12 Target: 75%	'12 Target: 75%	'12 Target: 75%	'12 Target: 80%	'12 Target: 80%	'12 Target: 80%
		Campus	District	State	Campus	District	State
Student Group	Year						
All Students	2010-11	n/a	95.0	84.3	n/a	95.3	85.1
	2011-12	n/a	93.1	85.9	n/a	98.8	88.0
American Indian/Alaskan Native	2010-11	n/a	-	84.2	n/a	-	83.8
	2011-12	n/a	-	86.6	n/a	-	88.1
Asian	2010-11	n/a	n/a	n/a	n/a	n/a	n/a
	2011-12	n/a	-	95.0	n/a	n/a	n/a
Native Hawaiian/Pacific Islander	2010-11	n/a	n/a	n/a	n/a	n/a	n/a
	2011-12	n/a	-	88.0	n/a	n/a	n/a
African American	2010-11	n/a	-	78.8	n/a	-	78.8
	2011-12	n/a	-	80.9	n/a	-	82.9
Hispanic	2010-11	n/a	89.5	78.8	n/a	89.7	80.0
	2011-12	n/a	92.0	81.8	n/a	97.4	84.0

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Additional Academic Indicators					
		Four-year Graduation Rate	Four-year Graduation Rate	Four-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate
		'11 Target: 75%	'11 Target: 75%	'11 Target: 75%	'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		'12 Target: 75%	'12 Target: 75%	'12 Target: 75%	'12 Target: 80%	'12 Target: 80%	'12 Target: 80%
		Campus	District	State	Campus	District	State
Student Group	Year						
White	2010-11	n/a	100.0	91.6	n/a	100.0	92.1
	2011-12	n/a	93.9	92.0	n/a	100.0	93.6
Two or More Races	2010-11	n/a	n/a	n/a	n/a	n/a	n/a
	2011-12	n/a	-	92.1	n/a	n/a	n/a
Female	2010-11	n/a	96.8	86.5	n/a	97.1	86.8
	2011-12	n/a	100.0	88.2	n/a	100.0	89.5
Male	2010-11	n/a	93.9	82.1	n/a	93.3	83.5
	2011-12	n/a	84.6	83.7	n/a	98.0	86.5
Special Education	2010-11	n/a	87.5	74.4	n/a	*	78.1
	2011-12	n/a	100.0	76.7	n/a	100.0	80.3
Limited English Proficient	2010-11	n/a	100.0	62.8	n/a	*	67.5
	2011-12	n/a	83.3	66.8	n/a	100.0	72.0
Economically Disadvantaged	2010-11	n/a	93.6	81.9	n/a	88.9	83.7
	2011-12	n/a	88.5	83.7	n/a	100.0	87.0

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\*

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Additional Academic Indicators					
		Four-year Graduation Rate	Four-year Graduation Rate	Four-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate	Five-year Graduation Rate
		'11 Target: 75%	'11 Target: 75%	'11 Target: 75%	'11 Target: 80%	'11 Target: 80%	'11 Target: 80%
		'12 Target: 75%	'12 Target: 75%	'12 Target: 75%	'12 Target: 80%	'12 Target: 80%	'12 Target: 80%
		Campus	District	State	Campus	District	State
Student Group	Year						
Migrant	2010-11	n/a	-	75.7	n/a	-	76.4
	2011-12	n/a	-	78.7	n/a	-	82.4

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.



**Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\***

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Additional Academic Indicators		
		Attendance Rate	Attendance Rate	Attendance Rate
		Target: 90%	Target: 90%	Target: 90%
		Campus	District	State
Student Group	Year			
All Students	2010-11	96.4	n/a	95.5
	2011-12	96.2	n/a	95.7
American Indian/Alaskan Native	2010-11	-	n/a	95.0
	2011-12	-	n/a	95.2
Asian	2010-11	-	n/a	97.5
	2011-12	-	n/a	97.7
Native Hawaiian/Pacific Islander	2010-11	-	n/a	95.5
	2011-12	-	n/a	95.9
African American	2010-11	*	n/a	95.1
	2011-12	*	n/a	95.4
Hispanic	2010-11	96.9	n/a	95.3
	2011-12	96.8	n/a	95.6
White	2010-11	95.9	n/a	95.6
	2011-12	95.5	n/a	95.9
Two or More Races	2010-11	*	n/a	95.7
	2011-12	*	n/a	95.9

(Continued)

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

**Part II a. - Campus Level: Comparison Between Student Achievement and the State Academic Expectations as Measured by Adequate Yearly Progress (AYP)\***

February 1, 2013

For DUBLIN J H (072902041) DUBLIN ISD

		Additional Academic Indicators		
		Attendance Rate	Attendance Rate	Attendance Rate
		Target: 90%	Target: 90%	Target: 90%
		Campus	District	State
Student Group	Year			
Female	2010-11	96.5	n/a	95.5
	2011-12	96.0	n/a	95.7
Male	2010-11	96.3	n/a	95.5
	2011-12	96.5	n/a	95.7
Special Education	2010-11	94.6	n/a	94.0
	2011-12	94.7	n/a	94.3
Limited English Proficient	2010-11	96.2	n/a	96.3
	2011-12	97.9	n/a	96.6
Economically Disadvantaged	2010-11	96.4	n/a	95.2
	2011-12	96.1	n/a	95.4
Migrant	2010-11	*	n/a	93.9
	2011-12	*	n/a	93.9

Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.

\* Asian, Pacific Islander and Two or More Races are not available for indicators that use the former race/ethnicity definitions. See the Texas NCLB Glossary for details.

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Special formats (\*, >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA).

Questions regarding Part II a. of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).

**Part III - Campus Level: Information on Adequate Yearly Progress (AYP) and School Improvement Program (SIP) for Districts and Campuses Receiving Title I, Part A funds**

*February 1, 2013*

**For DUBLIN J H (072902041) DUBLIN ISD**

	Met AYP	SIP (for the subsequent school year)
Year		
2010-11	Missed AYP	NONE
2011-12	Missed AYP	STAGE 1 READ

*Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.*

*'n/a' indicates the district or school does not receive Title I, Part A funds.*

*Questions regarding Part III of the NCLB Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or [performance.reporting@tea.state.tx.us](mailto:performance.reporting@tea.state.tx.us).*

**Part IV a. - Campus Level: Professional Qualifications of All Public Elementary and Secondary Teachers, As Defined by the State (Teacher Degree)**

*February 1, 2013*

**For DUBLIN J H (072902041) DUBLIN ISD**

	Bachelors	Masters	Doctorate
Year			
2010-11	93.8	6.2	0.0
2011-12	91.4	8.6	0.0

*Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.*

*Percent of Teachers are rounded to the nearest one-tenth of a percent (one decimal place).*

*Percentages reported by Teacher Degree may not sum to 100% either due to rounding or because the category 'teachers with no degree' is not reported.*

*A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.*

*Questions regarding Part IV a. of the NCLB Report Card should be directed to the Division of Educator Standards & Certification, Fingerprinting. Contact us at (512) 936-9831 or [espi@tea.state.tx.us](mailto:espi@tea.state.tx.us).*

**Part IV b. - Campus Level: Percent of Public Elementary and Secondary Teachers With Emergency/Provisional Credentials**

*February 1, 2013*

**For DUBLIN J H (072902041) DUBLIN ISD**

	%
Year	
2010-11	0.00
2011-12	0.00

*Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.*

*Percent of Teachers are rounded to the nearest one-hundredth of a percent (two decimal places).*

*A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.*

*Questions regarding Part IV b. of the NCLB Report Card should be directed to the Division of Educator Standards & Certification, Fingerprinting. Contact us at (512) 936-9831 or [espi@tea.state.tx.us](mailto:espi@tea.state.tx.us).*

**For DUBLIN J H (072902041) DUBLIN ISD**

	%
Year	
2010-11	0.00
2011-12	0.00

*Portions of the NCLB Report Card (Part I, Part II, etc. or prior year information) may not appear when data are not reported.*

*Percent of Classes are rounded to the nearest one-hundredth of a percent (two decimal places).*

*A dash (-) indicates data are not reported; 'n/a' indicates that the data are not available or applicable.*

*Questions regarding Part IV c. of the NCLB Report Card should be directed to the Division of Educator Standards & Certification, Fingerprinting. Contact us at (512) 936-9831 or [espi@tea.state.tx.us](mailto:espi@tea.state.tx.us).*