Texas Education Agency
2016-17 School Report Card
SCHOOL OF HEALTH PROFESSIONS (057905036)

District Name: DALLAS ISD
Campus Type: High School
Total Students: 549
Grade Span: 09 - 12

2017 Performance Index
State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 or Index 2 and Index 3 and Index 4.

2017 Accountability Rating
Met Standard
For 2017 state accountability, campuses are rated as Met Standard, Improvement Required, or Not Rated. The rating, Met Alternative Standard, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations
<table>
<thead>
<tr>
<th>ELA/Reading</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Top 25% Closing Perform Gaps</td>
<td>Postsecondary Readiness</td>
</tr>
</tbody>
</table>

School and Student Information
This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

<table>
<thead>
<tr>
<th>Campus</th>
<th>District</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Rate (2015-16)</td>
<td>97.7%</td>
<td>95.6%</td>
</tr>
</tbody>
</table>

Enrollment by Race/Ethnicity
- African American: 18.9% (District: 22.5%, State: 12.6%)
- Hispanic: 74.0% (District: 70.0%, State: 52.4%)
- White: 2.9% (District: 5.1%, State: 28.1%)
- American Indian: 0.4% (District: 0.3%, State: 0.4%)
- Asian: 2.9% (District: 1.4%, State: 4.2%)
- Pacific Islander: 0.4% (District: 0.1%, State: 0.1%)
- Two or More Races: 0.5% (District: 0.6%, State: 2.2%)

Enrollment by Student Group
- Economically Disadvantaged: 86.9% (District: 87.8%, State: 59.0%)
- English Language Learners: 3.6% (District: 43.9%, State: 18.9%)
- Special Education: 0.2% (District: 7.5%, State: 8.8%)

Mobility Rate (2015-16) | 2.3% (District: 20.4%, State: 16.2%)

School Financial Information (2015-16)
Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

Expenditures per Student
- Total Operating Expenditures: $8,179 (District: $10,478, State: $9,373)
- Instruction: $6,496 (District: $5,632, State: $5,317)
- Instructional Leadership: $163 (District: $218, State: $143)
- School Leadership: $601 (District: $611, State: $544)

For more information about this campus, please see the Texas Academic Performance Report at https://rptsrv1.tea.texas.gov/perfreport/tapr/2017/index.html.
### STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>75% 67% 100%</td>
<td>72% 63%</td>
<td>79% 72% 100%</td>
<td>79% 72%</td>
<td>77% 73% 100%</td>
</tr>
<tr>
<td>2016</td>
<td>75% 66% 100%</td>
<td>72% 63%</td>
<td>79% 72% 100%</td>
<td>79% 72%</td>
<td>77% 73% 100%</td>
</tr>
</tbody>
</table>

### STAAR Percent at Meets Grade Level (Sum of All Grades Tested)

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>48% 38% 95% 95% 95% 100%</td>
<td>48% 38% 97% 98% 96% * 100%</td>
<td>48% 39% 77% * 80%</td>
<td>52% 41% 100% 100% 100%</td>
<td>51% 44% 92% 91% 91% 100%</td>
</tr>
<tr>
<td>2016</td>
<td>45% 34% 94% 96% 92% 100%</td>
<td>46% 34% 94% 96% 93% 100%</td>
<td>43% 32% 84% * 85%</td>
<td>47% 36% 99% 96% 99% * *</td>
<td>47% 43% 95% 100% 93%</td>
</tr>
</tbody>
</table>

### STAAR Percent at Masters Grade Level (Sum of All Grades Tested)

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>20% 15% 39% 38% 38% 50%</td>
<td>19% 13% 22% 13% 22%</td>
<td>17% 11% 19% 21% 17%</td>
<td>19% 14% 29% 30%</td>
<td>19% 12% 60% 61% 58%</td>
</tr>
<tr>
<td>2016</td>
<td>18% 12% 33% 28% 32% 50%</td>
<td>19% 13% 22% 13% 22%</td>
<td>17% 11% 19% 21% 17%</td>
<td>19% 14% 29% 30%</td>
<td>16% 10% 42% 30% 43%</td>
</tr>
</tbody>
</table>

### STAAR Percent Met or Exceeded Progress

<table>
<thead>
<tr>
<th></th>
<th>All Subjects</th>
<th>Reading</th>
<th>Mathematics</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>61% 61% 61%</td>
<td>59% 59%</td>
<td>60% 60%</td>
<td>64% 63%</td>
<td>63% 61% 68%</td>
</tr>
<tr>
<td>2016</td>
<td>62% 61% 58%</td>
<td>59% 59%</td>
<td>60% 60%</td>
<td>63% 61%</td>
<td>63% 61% 68%</td>
</tr>
</tbody>
</table>

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* '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

* '*' Indicates results are masked due to small numbers to protect student confidentiality.

* 'n/a' Indicates data reporting is not applicable for this group.
<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>District</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STAAR Percent Exceeded Progress</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Subjects</td>
<td>2017</td>
<td>19%</td>
<td>20%</td>
<td>4%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>17%</td>
<td>18%</td>
<td>4%</td>
<td>*</td>
<td>4%</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Reading</td>
<td>2017</td>
<td>17%</td>
<td>18%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>16%</td>
<td>18%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>*</td>
<td>-</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2017</td>
<td>20%</td>
<td>23%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>17%</td>
<td>19%</td>
<td>14%</td>
<td>*</td>
<td>15%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

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**Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
## Annual Dropout Rate (Gr 9-12)

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>*</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>2.0%</td>
<td>2.2%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>*</td>
<td>0.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0.0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>2.1%</td>
<td>2.3%</td>
<td>0.2%</td>
<td>0.0%</td>
<td>3.0%</td>
<td>*</td>
<td>0.0%</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>0.2%</td>
</tr>
</tbody>
</table>

## 4-Year Longitudinal Rate (Gr 9-12)

**Class of 2016**

- Graduated: 89.1% 87.9% 100.0% 100.0% 100.0% *
- Received GED: 0.5% 0.1% 0.0% 0.0% 0.0% *
- Continued HS: 4.2% 4.4% 0.0% 0.0% 0.0% *
- Dropped Out: 6.2% 7.6% 0.0% 0.0% 0.0% *
- Graduates and GED: 89.6% 88.0% 100.0% 100.0% 100.0% *
- Grads, GED, & Cont: 93.8% 92.4% 100.0% 100.0% 100.0% *

**Class of 2015**

- Graduated: 89.0% 87.9% 99.2% 100.0% 100.0% *
- Received GED: 0.6% 0.1% 0.0% 0.0% 0.0% *
- Continued HS: 4.1% 4.0% 0.0% 0.0% 0.0% *
- Dropped Out: 6.3% 8.0% 0.8% 0.0% 0.0% *
- Graduates and GED: 89.6% 88.0% 100.0% 100.0% 100.0% *
- Grads, GED, & Cont: 93.7% 92.0% 99.2% 100.0% 100.0% *

## 5-Year Extended Longitudinal Rate (Gr 9-12)

**Class of 2015**

- Graduated: 91.3% 90.7% 99.2% 100.0% 100.0% *
- Received GED: 0.8% 0.2% 0.0% 0.0% 0.0% *
- Continued HS: 1.2% 0.9% 0.0% 0.0% 0.0% *
- Dropped Out: 3.7% 8.2% 0.8% 1.2% 0.0% *
- Graduates and GED: 92.1% 90.9% 99.2% 100.0% 99.2% *
- Grads, GED, & Cont: 93.3% 91.8% 99.2% 100.0% 99.2% *

**Class of 2014**

- Graduated: 90.4% 90.0% 100.0% 100.0% 100.0% *
- Received GED: 1.0% 0.2% 0.0% 0.0% 0.0% *
- Continued HS: 1.3% 0.8% 0.0% 0.0% 0.0% *
- Dropped Out: 2.2% 8.9% 0.0% 0.0% 0.0% *
- Graduates and GED: 91.5% 90.2% 100.0% 100.0% 100.0% *
- Grads, GED, & Cont: 92.8% 91.1% 100.0% 100.0% 100.0% *

## RHSP/DAP Graduates (Longitudinal Rate)

**Class of 2016**

- 87.4% 92.6% 100.0% 100.0% 100.0% *
- 86.1% 90.9% 100.0% 100.0% 100.0% *

**Class of 2015**

- 85.1% 92.3% 100.0% 100.0% 100.0% *
- 84.1% 90.5% 100.0% 100.0% 100.0% *

## SAT/ACT Results

**Tested**

<table>
<thead>
<tr>
<th>Year</th>
<th>State</th>
<th>District</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>*</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>71.6%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>*</td>
<td>100.0%</td>
<td></td>
<td>*</td>
<td>*</td>
<td>100.0%</td>
</tr>
<tr>
<td>2015</td>
<td>68.3%</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>*</td>
<td>100.0%</td>
<td></td>
<td>*</td>
<td>*</td>
<td>?</td>
</tr>
</tbody>
</table>

**Average SAT Score**

- Class of 2016: 1375 1180 1478 1448 1487 *
- Class of 2015: 1394 1186 1466 1403 1475 *

**Average ACT Score**

- Class of 2016: 20.3 16.3 21.2 20.5 21.5 *
- Class of 2015: 20.6 16.1 21.0 20.5 21.0 *

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