Data Packet

for 2016-17 planning

Evaluation & Assessment   http://mydata.dallasisd.org

Office of Institutional Research   OIR@dallasisd.org

August 8, 2016

School Number 3

A. MACEO SMITH NEW TECH HIGH SCHOOL

Dallas
Independent
School
District

2015-16 SCHOOL SUMMARY

- Student percentages are computed as the percentage of total student enrollment.
- Additional statistics are available in ENROLLMENT and TEACHER reports.
- Race/ethnic categories are based on the newest federal standards for ethnicity and race reporting, though some categories have been combined because of small group sizes. Students reporting their ethnicity as "Hispanic" are not counted in any race category.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.

ENROLLMENT

- Statistics are based on the school's enrollment at the end of the fifth six-weeks grading period.
- "Economically disadvantaged" students are those who qualify for free or reduced-price lunch through the federal government's program, come from a family with an annual income at or below the official poverty line, or are eligible for national or state programs that provide need-based financial assistance.
- "New" students were new to the district in 2015-16. They are counted as new if not enrolled in a district campus before the last day of the 2014-15 school year.
- The "retention rate" is the percentage of students in the same grade at the end of the fifth six-weeks grading period for both 2014-15 and 2015-16.

ATTENDANCE

- Statistics are based on student attendance through the end of the sixth six-weeks grading period (the end of the school year).
- "Average daily membership" is the total number of school days students were SCHEDULED or ENROLLED divided by the number of school days in the year.
- The "average daily attendance" number (N) is the total number of school days students were IN ATTENDANCE divided by the number of school days in the year. The "average daily attendance" percentage (%) is the average attendance rate. For each student, the number of days attended is divided by the number of days enrolled. This rate is then averaged across students.
- The number (N) of "yearly transactions" is the total number of transfer and withdrawal transactions in the school year. The percentage (%) is the number of transactions divided by "average daily membership," which gives (on average) the percentage of the membership associated with a transaction.
- "Continuously enrolled" students are enrolled and in attendance for a minimum number of instructional days in at least one course at the school between the beginning of the school year and the first day of the main STAAR testing period. The minimum number varies depending on the school year's calendar, but is typically around 130 days.
- The "stability rate" is the number of continuously enrolled students divided by "average daily membership."

TEACHERS

- Teacher demographics and assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- Teacher absences counted towards the average DO NOT include vacation days (coded as VAC in personnel database).
- Retention rate for a school year is computed with numerator "# of teachers assigned to the school both that year and the year prior" and denominator "# of teachers assigned to the school for the prior year." That is, the retention rate is the percentage of the prior year's teachers who continued at the school.

STAAR, STAAR L, and STAAR A

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- Student group assignments are from the district's Public Education Information Management System (PEIMS) submission to the TEA.
- STAAR statistics are based on results from standard STAAR only. STAAR L and STAAR A statistics are computed and reported separately.
- "Percentage Satisfactory" is the percentage of students achieving Level 2 (Satisfactory, at the current phase-in standard) or Level 3 (Advanced).
- Statistics by reporting category are averages for all students (across student groups and genders).
- An "average percentage correct" is computed as follows: for each student, divide the number of items correctly answered by the total number of items in the test section, then average the resulting percentages across all students. For short answers on EOC English tests, an "average rating" is presented; STAAR EOC short answers are rated on a scale of 0 to 3. For written compositions on writing tests, "average score points" is presented. Additional details provided in report footnotes.
- EOC statistics are based on first administration scores from fall and spring administrations.

TELPAS

- Students are counted as having tested if any one of the four domains is rated. Because a TELPAS composite rating is not assigned to a student unless all four domains are rated, the number of TELPAS composite ratings may be smaller than the number tested.
- If a student's composite rating did not increase at least one level from 2015 to 2016, the TEA did not report the 2015 composite rating.
- If a student is rated as advanced high in 2016, the TEA does not differentiate between the advanced and advanced high levels from 2015.

COLLEGE READINESS

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- A redesigned SAT was introduced in March 2016. Students' scores from old administrations were converted to equivalent section scores on the new SAT to compute statistics for 2016 Grade 12 students. A redesigned PSAT was introduced in Fall 2015. Prior-year SAT and PSAT statistics are not comparable to current-year statistics and are not reported. For information on the new tests, see https://www.collegeboard.org.
- For SAT and ACT, "Percent Tested" is computed with "Number Tested" as numerator and, as demoninator, Grade 12 "Enrollment" as reported in Enrollment (1) and Enrollment (2) reports. For PSAT, the denominator for "Percent Tested" is grade-level enrollment as reported in Enrollment reports.
- New PSAT scores range from 200 to 800. PSAT is administered once each year in the fall. District students taking PSAT are tested at their schools. Statistics for a grade level are based on all students in that grade level in the fall with a PSAT score for that year.
- PSAT/NMSQT college and career readiness benchmarks"represent a 75 percent likelihood of achieving at least a C grade in a first-semester, credit-bearing college course in a related subject" (TCB). The College Board has determined PSAT benchmark scores separately for each grade and section, Evidence-Based Reading and Writing and Mathematics. Grade 9: 410 and 450. Grade 10: 430 and 480. Grade 11: 460 and 510. (These benchmarks are applicable only to scores earned on the new PSAT, first administered in the fall of 2015.)
- AP scores range from 1 to 5. A 3 is a "qualifying score".

Assessments of Course Performance (ACP)

- Cells marked with an asterisk (*) indicate five or fewer students were tested. Blank cells indicate no students were tested.
- ACPs are semester exams administered in grades K-12. Not all courses have ACPs. In MIDDLE and HIGH school, ACP scores account for a portion of students' semester grades (10% and 15%). "Average course mark (no ACP)" is computed from semester grades before factoring in ACP scores. In ELEMENTARY school, ACP results account for 5% of students' semester grades for core courses; course-grade statistics are not reported here for elementary grades.
- Raw scores on the ACPs (percentage of items correct) are scaled each year to maintain similar annual passing rates for the district.
- A scale score of at least 70% is required to pass an ACP. For grade levels with numeric grading, a course mark of at least 70% is required to pass a course.
- Statistics are computed separately for Semester 1 and Semester 2 tests; time of administration during the school year is not relevant. Results from tests written for different school years are not combined.

STUDENT ENROLLMENT

Grade	Enrollment
9	112
10	102
11	113
12	97
ALL	424

STUDENT AND TEACHER RACE/ETHNICITY

Ethnicity/Race	Students		Teachers	
	Number	Percent	Number	Percent
Black/African American	111	26.2	8	30.8
American Indian/Alaska Native	0	0.0	*	*
Asian/Hawaiian/Pacific Islander	2	0.5	*	*
Hispanic	295	69.6	6	23.1
White	13	3.1	9	34.6
Multiple	2	0.5	1	3.8
Other* (teachers only)	—	—	2	7.7
Not reported (students only)	0	0.0	—	—

*For teachers, "Other" category includes American Indican/Alaska Native and Asian/Hawaiian/Pacific Islander.

SELECT STUDENT GROUP ENROLLMENT

Group	Number	Percent
At-Risk	209	49.3
Economically disadvantaged	385	90.8
Limited English proficient (LEP)	76	17.9
Special education	14	3.3
Talented and Gifted (TAG)	110	25.9

Grade	Year	Enrollment	African American		American Indian		Asian		Hispanic		White		Multiple category	
			N	%	N	%	N	%	N	%	N	%	N	%
9	2014	128	37	28.9	0	0.0	1	0.8	86	67.2	2	1.6	2	1.6
	2015	113	32	28.3	0	0.0	0	0.0	80	70.8	1	0.9	0	0.0
	2016	112	28	25.0	0	0.0	0	0.0	80	71.4	4	3.6	0	0.0
10	2014	113	33	29.2	0	0.0	1	0.9	72	63.7	6	5.3	0	0.0
	2015	115	32	27.8	0	0.0	1	0.9	78	67.8	2	1.7	2	1.7
	2016	102	28	27.5	0	0.0	0	0.0	73	71.6	1	1.0	0	0.0
11	2014	100	26	26.0	2	2.0	0	0.0	66	66.0	5	5.0	1	1.0
	2015	101	27	26.7	0	0.0	1	1.0	65	64.4	7	6.9	0	0.0
	2016	113	31	27.4	0	0.0	1	0.9	77	68.1	2	1.8	2	1.8
12	2014													
	2015	100	26	26.0	2	2.0	0	0.0	66	66.0	5	5.0	1	1.0
	2016	97	24	24.7	0	0.0	1	1.0	65	67.0	6	6.2	0	0.0
9-12	2014	341	96	28.2	2	0.6	2	0.6	224	65.7	13	3.8	3	0.9
	2015	429	117	27.3	2	0.5	2	0.5	289	67.4	15	3.5	3	0.7
	2016	424	111	26.2	0	0.0	2	0.5	295	69.6	13	3.1	2	0.5

Grade	Year	Enrollment	Economically Disadvantaged		LEP		Special Education		At Risk		TAG		New (to District)		Gender		Retention Rate (%)
			N	%	N	%	N	%	N	%	N	%	N	%	% Male	% Female	
9	2014	128	111	86.7	22	17.2	5	3.9	62	48.4	32	25.0	24	18.8	47.7	52.3	0.8
	2015	113	103	91.2	23	20.4	3	2.7	59	52.2	27	23.9	17	15.0	42.5	57.5	0.9
	2016	112	100	89.3	35	31.3	6	5.4	68	60.7	27	24.1	21	18.8	45.5	54.5	0.0
10	2014	113	97	85.8	11	9.7	0	0.0	55	48.7	29	25.7	0	0.0	55.8	44.2	0.0
	2015	115	105	91.3	19	16.5	5	4.3	62	53.9	29	25.2	1	0.9	46.1	53.9	0.0
	2016	102	94	92.2	18	17.6	3	2.9	52	51.0	25	24.5	0	0.0	41.2	58.8	0.0
11	2014	100	81	81.0	10	10.0	6	6.0	45	45.0	17	17.0	0	0.0	53.0	47.0	0.0
	2015	101	90	89.1	9	8.9	0	0.0	51	50.5	27	26.7	0	0.0	60.4	39.6	0.0
	2016	113	104	92.0	16	14.2	5	4.4	58	51.3	30	26.5	0	0.0	46.9	53.1	0.0
12	2014																
	2015	100	88	88.0	8	8.0	6	6.0	50	50.0	17	17.0	0	0.0	52.0	48.0	0.0
	2016	97	87	89.7	7	7.2	0	0.0	31	32.0	28	28.9	0	0.0	59.8	40.2	0.0
9-12	2014	341	289	84.8	43	12.6	11	3.2	162	47.5	78	22.9	24	7.0	51.9	48.1	0.3
	2015	429	386	90.0	59	13.8	14	3.3	222	51.7	100	23.3	18	4.2	49.9	50.1	0.2
	2016	424	385	90.8	76	17.9	14	3.3	209	49.3	110	25.9	21	5.0	48.1	51.9	0.0

Grade	Year	Average Daily Membership		Average Daily Attendance				Yearly Transactions			Continuously Enrolled		Stability Rate	
		N	District	N	%	District N	District %	N	%	District %	N	District	%	District
9	2014	130	10,855	126	97.3	10,244	94.4	2	1.5	25.4	130	9,137	100.0	84.2
	2015	114	11,577	112	98.0	10,921	94.3	0	0.0	24.5	112	9,789	97.9	84.6
	2016	112	11,813	109	97.4	11,053	93.6	0	0.0	26.2	110	9,913	98.4	83.9
10	2014	116	9,895	112	97.1	9,365	94.6	0	0.0	17.5	113	8,683	97.5	87.7
	2015	116	9,928	114	98.1	9,383	94.5	1	0.9	18.1	116	8,616	99.8	86.8
	2016	104	10,202	101	97.2	9,595	94.1	0	0.0	19.4	104	8,845	99.9	86.7
11	2014	99	8,457	96	96.9	8,002	94.6	7	7.1	14.7	96	7,577	96.8	89.6
	2015	102	8,742	100	97.7	8,258	94.5	0	0.0	14.6	101	7,728	98.9	88.4
	2016	112	8,384	109	97.4	7,906	94.3	0	0.0	16.9	113	7,400	100.0	88.3
12	2014		8,059			7,576	94.0			6.0		7,152		88.7
	2015	101	8,362	97	96.3	7,893	94.4	2	2.0	14.2	95	7,395	94.5	88.4
	2016	97	8,426	94	97.0	7,965	94.5	1	1.0	10.5	98	7,523	100.0	89.3
9-12	2014	345	37,266	335	97.1	35,187	94.4	9	2.6	16.7	339	32,549	98.3	87.3
	2015	433	38,609	423	97.6	36,456	94.4	3	0.7	18.4	424	33,528	97.9	86.8
	2016	425	38,826	414	97.3	36,519	94.1	1	0.2	19.0	425	33,681	100.0	86.7

Teachers: 26

DISTRIBUTIONS

Ethnicity/Race	Number	Percentage
African American	8	30.8
Hispanic	6	23.1
White	9	34.6
Multiple	1	3.8
Other	2	7.7

Gender	Number	Percentage
Female	13	50.0
Male	13	50.0

ATTENDANCE / RETENTION

	Average Absences	Retention Rate
2013-14	7.9	59.1
2014-15	6.5	71.4
2015-16	7.4	60.7

YEARS EXPERIENCE

Years	Number	Percentage
Beginning (0)	6	23.1
1	5	19.2
2	2	7.7
3	0	0.0
4	0	0.0
5	1	3.8
1-3	7	26.9
More than 3	13	50.0
1 - 5	8	30.8
6 - 10	6	23.1
11 - 20	6	23.1
More than 20	0	0.0

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2014**	*	61.9	74.4	69.8	*	36.0	50.0		66.2	72.5	69.4	55.6
	2015	*	69.7	75.3	75.0	*	60.9	56.7		70.0	76.9	73.9	58.8
	2016	*	76.9	69.6	72.5	*	54.3	55.4		64.7	78.0	71.8	60.1
Tests Taken	**2014**	3	42	86	116	4	25	68		65	69	134	10,751
	2015	1	33	81	84	3	23	60		50	65	115	10,840
	2016	4	26	79	91	4	35	65		51	59	110	10,278
ENGLISH II	**2014**	100.0	73.5	91.9	83.7		81.8	72.2		87.7	86.3	87.1	60.8
	2015	*	48.5	78.7	67.7	*	47.4	47.5		70.6	66.1	68.1	60.5
	2016	*	67.9	78.4	74.7	*	58.8	58.5		72.7	78.0	75.7	59.9
Tests Taken	**2014**	6	34	74	92		11	54		65	51	116	9,187
	2015	2	33	75	99	3	19	61		51	62	113	9,225
	2016	1	28	74	83	2	17	53		44	59	103	9,196

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	**2014**	*	16	22	35	*	16	34		22	19	41	4,776
	2015	*	10	20	21	*	9	26		15	15	30	4,464
	2016	*	6	24	25	*	16	29		18	13	31	4,102
Tests Taken	**2014**	3	42	86	116	4	25	68		65	69	134	10,751
	2015	1	33	81	84	3	23	60		50	65	115	10,840
	2016	4	26	79	91	4	35	65		51	59	110	10,278
ENGLISH II	**2014**	0	9	6	15		2	15		8	7	15	3,605
	2015	*	17	16	32	*	10	32		15	21	36	3,643
	2016	*	9	16	21	*	7	22		12	13	25	3,691
Tests Taken	**2014**	6	34	74	92		11	54		65	51	116	9,187
	2015	2	33	75	99	3	19	61		51	62	113	9,225
	2016	1	28	74	83	2	17	53		44	59	103	9,196

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ENGLISH I	2014	*	2.4	2.3	3.4	*	0.0	0.0		1.5	5.8	3.7	4.0
	2015	*	6.1	3.7	6.0	*	4.3	1.7		4.0	6.2	5.2	5.1
	2016	*	3.8	3.8	2.2	*	0.0	1.5		2.0	5.1	3.6	5.4
Tests Taken	2014	3	42	86	116	4	25	68		65	69	134	10,751
	2015	1	33	81	84	3	23	60		50	65	115	10,840
	2016	4	26	79	91	4	35	65		51	59	110	10,278
ENGLISH II	2014	16.7	0.0	1.4	2.2		0.0	1.9		3.1	0.0	1.7	3.2
	2015	*	0.0	0.0	0.0	*	0.0	0.0		0.0	1.6	0.9	2.6
	2016	*	3.6	0.0	1.2	*	0.0	0.0		2.3	1.7	1.9	4.6
Tests Taken	2014	6	34	74	92		11	54		65	51	116	9,187
	2015	2	33	75	99	3	19	61		51	62	113	9,225
	2016	1	28	74	83	2	17	53		44	59	103	9,196

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ENGLISH I	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Expository Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2014	75.2	1.4	1.4	65.5	67.6	4.3	71.6	58.5
2015	70.0	1.7	1.4	72.6	73.2	4.4	73.9	68.9
2016	67.4	1.5	1.4	55.5	67.3	4.0	71.9	68.5

ENGLISH II	1. Understanding, Analysis Across Genres (Reading)	1. Average Rating Short Answer #1[1]	1. Average Rating Short Answer #2[1]	2. Understanding, Analysis of Literary Texts (Reading)	3. Understanding, Analysis of Informational Texts (Reading)	4. Persuasive Composition[2]	5. Revision (Writing)	6. Editing (Writing)
2014	83.8	1.4	1.6	60.1	76.6	4.9	72.6	79.0
2015	82.7	1.4	1.1	72.3	78.4	4.4	68.5	68.8
2016	77.3	1.3	1.4	78.9	72.9	4.1	76.5	68.4

[1]Short answer rating scale: 0=Insufficient; 1=Partially Sufficient; 2=Sufficient; 3=Exemplary
[2]Average score points (0-8). A composition is rated twice on a scale of 1 to 4, and the ratings are summed to determine score points for the composition. Score point scale: 0=Nonscorable; 2=Very Limited; 3=between Very Limited and Basic; 4=Basic; 5=between Basic and Satisfactory; 6=Satisfactory; 7=between Satisfactory and Accomplished; 8=Accomplished

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PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2014**	*	72.7	87.3	83.7	*	70.0	73.7		78.7	87.0	83.2	78.0
	2015		88.9	93.6	92.6	*	86.7	86.8		96.0	90.0	92.3	80.0
	2016	*	66.7	63.6	61.9	*	61.5	53.8		67.7	61.4	64.0	82.2
Tests Taken	**2014**	3	33	63	86	3	20	38		47	54	101	9,525
	2015		18	47	54	2	15	38		25	40	65	9,730
	2016	1	18	55	63	3	26	52		31	44	75	9,486

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2014**	*	9	8	14	*	6	15		10	7	17	2,100
	2015		2	3	4	*	2	5		1	4	5	1,947
	2016	*	6	20	24	*	10	24		10	17	27	1,690
Tests Taken	**2014**	3	33	63	86	3	20	38		47	54	101	9,525
	2015		18	47	54	2	15	38		25	40	65	9,730
	2016	1	18	55	63	3	26	52		31	44	75	9,486

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
ALGEBRA I	**2014**	*	0.0	7.9	4.7	*	0.0	0.0		4.3	5.6	5.0	9.9
	2015		0.0	6.4	5.6	*	0.0	0.0		4.0	5.0	4.6	15.4
	2016	*	0.0	1.8	0.0	*	0.0	0.0		3.2	0.0	1.3	21.7
Tests Taken	**2014**	3	33	63	86	3	20	57		47	54	101	9,525
	2015		18	47	54	2	15	38		25	40	65	9,730
	2016	1	18	55	63	3	26	52		31	44	75	9,486

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

ALGEBRA I	1. Number and Algebraic Methods	2. Describing and Graphing Linear Functions, Equations,	3. Writing and Solving Linear Functions, Equations,	4. Quadratic Functions and Equations	5. Exponential Functions and Equations
2014	45.9	46.2	54.8	54.1	47.0
2015	58.8	58.6	55.2	54.0	45.8
2016	39.3	47.1	40.2	53.7	45.3

PERCENTAGE SATISFACTORY (Levels 2 and 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2014**	*	97.3	98.8	99.1	*	100.0	96.6		100.0	97.0	98.4	89.8
	2015	*	100.0	98.8	100.0	*	95.7	98.3		100.0	98.5	99.1	92.0
	2016	*	96.2	96.2	95.6	*	94.3	95.4		94.1	98.3	96.4	89.8
Tests Taken	**2014**	2	37	83	108	3	20	58		59	66	125	9,672
	2015	1	32	80	82	3	23	59		48	65	113	9,415
	2016	4	26	79	91	4	35	65		51	59	110	8,859

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2014**	*	1	1	1	*	0	2		0	2	2	987
	2015	*	0	1	0	*	1	1		0	1	1	751
	2016	*	1	3	4	*	2	3		3	1	4	905
Tests Taken	**2014**	2	37	83	108	3	20	58		59	66	125	9,672
	2015	1	32	80	82	3	23	59		48	65	113	9,415
	2016	4	26	79	91	4	35	65		51	59	110	8,859

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
BIOLOGY	**2014**	*	13.5	14.5	13.0	*	0.0	6.9		20.3	10.6	15.2	7.5
	2015	*	12.5	22.5	20.7	*	30.4	18.6		27.1	15.4	20.4	11.9
	2016	*	7.7	6.3	5.5	*	0.0	0.0		11.8	3.4	7.3	14.4
Tests Taken	**2014**	2	37	83	108	3	20	58		59	66	125	9,672
	2015	1	32	80	82	3	23	59		48	65	113	9,415
	2016	4	26	79	91	4	35	65		51	59	110	8,859

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

BIOLOGY	1. Cell Structure and Function	2. Mechanisms of Genetics	3. Biological Evolution and Classification	4. Biological Processes and Systems	5. Interdependence within Environmental Systems
2014	65.7	66.3	71.3	74.2	57.3
2015	71.9	71.0	68.8	59.5	73.5
2016	63.3	58.3	66.5	56.7	66.5

PERCENTAGE SATISFACTORY (Levels 2 or 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	2014	*	96.2	93.8	94.7	*	100.0	88.6		94.1	95.8	94.9	92.0
	2015	100.0	100.0	100.0	100.0		100.0	100.0		100.0	100.0	100.0	92.0
	2016	*	96.8	98.6	97.9	*	93.3	96.4		100.0	96.6	98.2	94.7
Tests Taken	2014	5	26	65	75	4	10	44		51	48	99	7,801
	2015	7	27	66	87		9	51		62	40	102	8,237
	2016	2	31	74	95	3	15	56		51	59	110	8,779

NUMBER UNSATISFACTORY (Level 1)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2014**	*	1	4	4	*	0	5		3	2	5	625
	2015	0	0	0	0		0	0		0	0	0	663
	2016	*	1	1	2	*	1	2		0	2	2	467
Tests Taken	**2014**	5	26	65	75	4	10	44		51	48	99	7,801
	2015	7	27	66	87		9	51		62	40	102	8,237
	2016	2	31	74	95	3	15	56		51	59	110	8,779

State of Texas Assessment of Academic Readiness End-Of-Course: SOCIAL STUDIES

PERCENTAGE ADVANCED (Level 3)

Test	Year	White	African Amer	Hispanic	Econ Disadv	Special Educ	LEP	At Risk	Migrant	Male	Female	All	District
U.S. HISTORY	**2014**	*	15.4	9.2	12.0	*	0.0	6.8		17.6	4.2	11.1	10.3
	2015	85.7	33.3	40.9	40.2		66.7	27.5		58.1	20.0	43.1	20.5
	2016	*	35.5	36.5	35.8	*	20.0	12.5		31.4	42.4	37.3	28.1
Tests Taken	**2014**	5	26	65	75	4	10	44		51	48	99	7,801
	2015	7	27	66	87			9	51		62	40	102	8,237
	2016	2	31	74	95	3	15	56		51	59	110	8,779

A. MACEO SMITH NEW TECH HIGH SCHOOL (3)

AVERAGE PERCENTAGE OF ITEMS CORRECT BY REPORTING CATEGORY

U.S. HISTORY		1. History	2. Geography and Culture	3. Government and Citizenship	4. Economics, Science, Technology, and Society
	2014	55.7	71.7	65.9	72.0
	2015	77.5	70.1	65.6	76.6
	2016	74.5	75.3	72.7	76.4

PERCENTAGE PROFICIENCY LEVELS

Grade	Number Tested	Level 1 in 2016		Level 2 in 2016		Level 3 in 2016		Level 4 in 2016		Level 5 in 2016		Level 6 in 2016	
		Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage	Number	Percentage
9	16			6	37.5	7	43.8					*	*
10	2			*	*	*	*						
11	2					*	*						
12	1											*	*
ALL	21			7	33.3	10	47.6					*	*

PERFORMANCE IN 2016

Grade 2015-16 (N Rated)	Domain: / 2016 Level	Listening N	Listening %	Speaking N	Speaking %	Writing N	Writing %	Reading N	Reading %	Composite N	Composite %
9 (35)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	1	2.9	1	2.9	2	5.9	6	17.1	2	5.9
	Advanced	9	25.7	9	25.7	15	44.1	16	45.7	13	38.2
	Advanced High	25	71.4	25	71.4	17	50.0	13	37.1	19	55.9
10 (18)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	8	44.4	6	33.3	8	44.4	1	5.6	1	5.6
	Advanced	4	22.2	6	33.3	7	38.9	7	38.9	10	55.6
	Advanced High	6	33.3	6	33.3	3	16.7	10	55.6	7	38.9
11 (16)	Beginning	0	0.0	0	0.0	0	0.0	1	6.3	0	0.0
	Intermediate	0	0.0	0	0.0	1	6.3	2	12.5	1	6.3
	Advanced	0	0.0	0	0.0	2	12.5	8	50.0	4	25.0
	Advanced High	16	100.0	16	100.0	13	81.3	5	31.3	11	68.8
12 (6)	Beginning	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Intermediate	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Advanced	2	33.3	4	66.7	1	16.7	5	83.3	4	66.7
	Advanced High	4	66.7	2	33.3	5	83.3	1	16.7	2	33.3
ALL (75)	Beginning	0	0.0	0	0.0	0	0.0	1	1.3	0	0.0
	Intermediate	9	12.0	7	9.3	11	14.9	9	12.0	4	5.4
	Advanced	15	20.0	19	25.3	25	33.8	36	48.0	31	41.9
	Advanced High	51	68.0	49	65.3	38	51.4	29	38.7	39	52.7

PROGRESSION FROM 2015 TO 2016

Number Rated Both Years N (% Progressed)	2016 Level	2015 Level Beg	Int	Adv	Adv High
29 / **17 (58.6%)**	Beginning		0		
	Intermediate	0		2	
	Advanced	0	3		10
	Advanced High	0	0		14
18 / **8 (44.4%)**	Beginning		0		
	Intermediate	0		1	
	Advanced	0	1		9
	Advanced High	0	0		7
16 / **12 (75.0%)**	Beginning		0		
	Intermediate	0		1	
	Advanced	0	1		3
	Advanced High	0	0		11
6 / **2 (33.3%)**	Beginning		0		
	Intermediate	0		0	
	Advanced	0	0		4
	Advanced High	0	0		2
69 / **39 (56.5%)**	Beginning		0		
	Intermediate	0		4	
	Advanced	0	5		26
	Advanced High	0	0		34

☐ Indicates students who progressed at least one level from 2015 to 2016.

Grade	Subtest	Year	All			African American			Hispanic			White			Other			District		
			N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*	N	Mean	% at BMRK*
9	Reading & Writing	2013*																		
		2014*																		
		2015	59	389	37.3	12	376	16.7	44	396	45.5	3	*	*	0			1,540	462	70.1
	Mathematics	2013*																		
		2014*																		
		2015	59	396	15.3	12	380	8.3	44	398	15.9	3	*	*	0			1,540	456	54.3
10	Reading & Writing	2013*																		
		2014*																		
		2015	105	425	43.8	29	431	44.8	75	419	42.7	1	*	*	0			8,972	414	38.6
	Mathematics	2013*																		
		2014*																		
		2015	105	418	19.0	29	417	17.2	75	415	18.7	1	*	*	0			8,972	424	22.2
11	Reading & Writing	2013*																		
		2014*																		
		2015	52	451	46.2	10	441	50.0	40	450	45.0	1	*	*	0			2,313	491	61.3
	Mathematics	2013*																		
		2014*																		
		2015	52	462	28.8	10	452	30.0	40	461	25.0	1	*	*	0			2,313	492	39.5

*See the NOTES report for information about the new PSAT as well as college readiness benchmarks set by The College Board for PSAT

Exams Taken		Average Score		Exams Passed		
N	Dist	Score	Dist	N	%	Dist

ALL EXAMS

| **565** | 20,370 | **1.3** | 2.0 | **39** | **6.9** | 27.0 |

Economics: Macroeconomics

| **31** | 981 | **1.0** | 1.6 | **0** | **0.0** | 16.7 |

Government & Politics: United States

| **94** | 1,419 | **1.1** | 1.4 | **3** | **3.2** | 11.3 |

United States History

| **106** | 2,796 | **1.2** | 1.6 | **5** | **4.7** | 17.9 |

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

Biology

| **60** | 860 | **1.4** | 2.0 | **2** | **3.3** | 25.8 |

English Language & Composition

| **104** | 2,947 | **1.3** | 1.9 | **3** | **2.9** | 20.5 |

Spanish Language & Culture

| **21** | 864 | **3.9** | 3.8 | **20** | **95.2** | 91.6 |

World History

| **15** | 1,127 | **1.5** | 1.9 | **1** | **6.7** | 21.8 |

Exams Taken		Mean Score		Passed		
School	Dist	School	Dist	N	%	Dist

Calculus AB

| **36** | 1,044 | **1.1** | 2.5 | **1** | **2.8** | 43.4 |

English Literature & Composition

| **97** | 2,145 | **1.3** | 1.8 | **3** | **3.1** | 16.6 |

Studio Art: 2-D Design

| **1** | 141 | * | 3.0 | * | * | 63.1 |

A. MACEO SMITH NEW TECH HIGH SCHOOL (3)   **30**

SEMESTER 1 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I

79	33.3	60.0	75.5	78.3	16.5	83.5	44.7	80.8

ALGEBRA II

47	48.1	63.8	78.3	80.8	25.5	89.4	52.6	83.2

ALGEBRA II PRE-AP

74	39.2	63.5	78.9	81.6	25.7	85.1	66.2	90.2

BIOLOGY PRE-AP

113	49.9	64.2	77.0	79.2	30.1	88.5	77.1	93.0

CHEMISTRY

3	*	*	*	*	*	*	48.9	*

CHEMISTRY PRE-AP

102	48.8	64.3	81.7	84.8	32.4	96.1	78.8	95.3

ENGLISH I

8	59.4	69.5	78.6	80.2	50.0	87.5	59.7	82.8

ENGLISH I PRE-AP

105	64.9	68.1	80.8	83.0	55.2	87.6	76.8	93.7

ENGLISH II

7	63.3	77.0	82.9	83.9	85.7	85.7	63.7	84.3

ENGLISH II PRE-AP

99	58.9	69.9	82.5	84.8	52.5	90.7	73.6	94.2

GEOMETRY

65	42.9	70.0	81.3	83.3	58.5	92.3	58.4	86.8

SEMESTER 2 TESTS

	Averages				% Passing		District % Passing	
Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

ALGEBRA I

ALGEBRA II

48	49.0	73.6	82.0	83.5	66.7	91.7		

ALGEBRA II PRE-AP

73	46.1	70.0	80.3	82.1	46.6	86.3		

BIOLOGY PRE-AP

CHEMISTRY

2	*	*	*	*	*	*		

CHEMISTRY PRE-AP

99	50.3	62.7	77.7	80.4	25.3	84.8		

ENGLISH I

8	56.9	69.9	78.1	79.5	50.0	87.5		

ENGLISH I PRE-AP

102	64.9	68.1	79.9	82.0	50.0	89.2		

ENGLISH II

6	72.6	80.0	84.8	85.7	100.0	100.0		

ENGLISH II PRE-AP

95	60.7	69.8	82.9	85.2	54.7	97.9		

GEOMETRY

62	42.5	70.3	79.1	80.7	54.8	83.9		

A. MACEO SMITH NEW TECH HIGH SCHOOL (3)   **31**

SEMESTER 1 TESTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
		Averages			% Passing		District % Passing	
GEOMETRY PRE-AP								
35	35.3	65.4	83.9	87.3	25.7	97.1	66.9	91.9
HS HEALTH EDUCATION								
63	75.8	82.7	77.6	76.7	90.5	85.7	80.4	92.9
PHYSICS								
3	*	*	*	*	*	*	49.9	*
PHYSICS PRE-AP								
107	50.0	62.5	84.8	88.7	28.0	97.2	69.9	95.9
PRE-CALCULUS								
45	36.8	63.5	81.0	84.1	22.2	97.7	50.3	90.8
PRE-CALCULUS PRE-AP								
37	35.9	65.7	85.4	88.9	29.7	97.3	67.1	94.9
SPANISH I								
92	68.9	79.3	82.0	82.5	72.8	91.3	77.6	91.2
SPANISH II								
119	56.4	65.5	88.6	92.6	47.1	100.0	73.1	92.2
STUDIO ART I								
112	73.1	83.9	77.8	76.7	95.5	80.4	73.8	94.2
WORLD GEOGRAPHY PRE-AP								
113	61.2	70.9	81.1	82.8	57.5	89.4	80.3	96.2
WORLD HISTORY								
3	*	*	*	*	*	*	56.1	*

SEMESTER 2 TESTS

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
		Averages			% Passing		District % Passing	
GEOMETRY PRE-AP								
34	43.7	66.2	80.5	83.1	38.2	88.2		
HS HEALTH EDUCATION								
49	74.5	81.8	76.5	75.6	91.8	75.5		
PHYSICS								
3	*	*	*	*	*	*		
PHYSICS PRE-AP								
107	36.3	64.6	80.7	83.5	24.3	93.5		
PRE-CALCULUS								
2	*	*	*	*	*	*		
PRE-CALCULUS PRE-AP								
27	30.6	51.6	85.4	91.4	7.4	100.0		
SPANISH I								
90	74.7	83.1	79.5	78.8	74.4	88.9		
SPANISH II								
100	66.0	77.3	81.0	81.7	62.0	92.0		
STUDIO ART I								
107	84.3	86.6	78.5	77.0	94.4	81.3		
WORLD GEOGRAPHY PRE-AP								
109	58.7	70.5	80.3	82.0	55.0	88.1		
WORLD HISTORY								
2	*	*	*	*	*	*		

A. MACEO SMITH NEW TECH HIGH SCHOOL (3)   **32**

SEMESTER 1 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

WORLD HISTORY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
103	61.7	72.6	83.0	84.9	68.0	91.3	81.8	96.7

SEMESTER 2 TESTS

| Number Tested | Averages | | | | % Passing | | District % Passing | |
	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course

WORLD HISTORY PRE-AP

Number Tested	% Items Correct	Scale Score	Course Mark	Course Mark (no ACP)	ACP	Course	ACP	Course
99	62.0	66.5	83.8	86.8	40.4	99.0		