

## 2015 ESEA SCHOOL REPORT

**District:** DARDANELLE SCHOOL DISTRICT  
**School:** DARDANELLE HIGH SCHOOL  
**Grade:** 9 - 12  
**Enrollment:** 564

**Superintendent:** JOHN THOMPSON LEA: 7504011  
**Principal:** MARCIA LAWRENCE **Address:** 1079 NORTH ST HWY 28  
**Attendance:** 94.03 **Address:** DARDANELLE, AR 72834  
**Poverty Rate:** 63.12 **Phone:** (479) 229-4655

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

<b>PERCENT TESTED STATUS: NEEDS IMPROVEMENT</b>						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	283	291	97.25	216	267	80.90
Targeted Achievement Gap Group	210	218	96.33	151	188	80.32
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	6	7	85.71	4	4	100.00
Hispanic	79	81	97.53	67	80	83.75
White	188	193	97.41	131	164	79.88
Economically Disadvantaged	202	209	96.65	148	182	81.32
English Language Learners	53	55	96.36	37	50	74.00
Students with Disabilities	43	50	86.00	6	7	85.71

### STUDENT PERFORMANCE -- LITERACY

<b>LITERACY STATUS:</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	115	266	43.23	21.47
Targeted Achievement Gap Group	72	194	37.11	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	3	6	50.00	10.44
Hispanic	31	77	40.26	15.49
White	76	174	43.68	26.68
Economically Disadvantaged	72	187	38.50	16.35
English Language Learners	13	51	25.49	8.19
Students with Disabilities	1	41	2.44	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

<b>MATHEMATICS STATUS:</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	91	203	44.83	12.09
Targeted Achievement Gap Group	64	141	45.39	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	2	4	50.00	4.17
Hispanic	26	66	39.39	10.85
White	60	121	49.59	16.34
Economically Disadvantaged	63	138	45.65	8.85
English Language Learners	8	36	22.22	5.08
Students with Disabilities	1	6	16.67	3.23

### 2014 SCHOOL GRADUATION RATE

<b>GRADUATION RATE STATUS: NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	111	135	82.22	80.63	94.00
Targeted Achievement Gap Group	54	74	72.97	78.09	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	326	394	82.74	80.63	94.00
Targeted Achievement Gap Group	164	213	77.00	78.09	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	1	1	100.00	66.67	
Hispanic	30	40	75.00	64.10	
White	76	88	86.36	84.48	
Economically Disadvantaged	49	66	74.24	77.01	
English Language Learners	19	25	76.00	82.22	
Students with Disabilities	13	16	81.25	80.39	

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The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

### **PBA Only and EOY Only are not included in performance calculations.**

Number of enrolled students with completed PBA only:	2
Number of enrolled students with completed EOY only:	4

### **Percent Tested: Source and Use of Enrollment**

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 11/12/2015