

2015 ESEA DISTRICT REPORT

District: DARDANELLE SCHOOL DISTRICT
LEA: 7504000
Enrollment: 2097

Superintendent: JOHN THOMPSON
Attendance: 95.14
Poverty Rate: 72.48

Address: 209 CEDAR STREET
Address: DARDANELLE, AR 72834
Phone: (479) 229-4111

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	1224	1238	98.87	1157	1214	95.30	
Targeted Achievement Gap Group	944	958	98.54	885	928	95.37	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	27	28	96.43	25	25	100.00	
Hispanic	400	403	99.26	388	402	96.52	
White	762	771	98.83	705	742	95.01	
Economically Disadvantaged	911	923	98.70	857	896	95.65	
English Language Learners	295	297	99.33	279	292	95.55	
Students with Disabilities	164	176	93.18	127	133	95.49	

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	353	1167	30.25	22.73	
Targeted Achievement Gap Group	222	890	24.94	17.41	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	5	26	19.23	10.77	
Hispanic	94	392	23.98	18.35	
White	241	717	33.61	26.04	
Economically Disadvantaged	221	858	25.76	17.63	
English Language Learners	48	290	16.55	7.64	
Students with Disabilities	11	157	7.01	4.60	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	317	1103	28.74	13.95	
Targeted Achievement Gap Group	211	836	25.24	10.82	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	4	24	16.67	5.87	
Hispanic	89	381	23.36	12.10	
White	219	663	33.03	17.14	
Economically Disadvantaged	207	808	25.62	11.02	
English Language Learners	49	275	17.82	6.23	
Students with Disabilities	16	122	13.11	4.60	

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
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:	4
Number of enrolled students with completed EOY only:	21

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