

# 2015 ESEA SCHOOL REPORT

**District:** DARDANELLE SCHOOL DISTRICT      **Superintendent:** JOHN THOMPSON LEA: 7504009  
**School:** DARDANELLE INTERMEDIATE SCHOOL      **Principal:** TERRY LAUGHINGH      **Address:** 900 N 4TH  
**Grade:** 04 - 05      **Attendance:** 95.15      **Address:** DARDANELLE, AR 72834  
**Enrollment:** 307      **Poverty Rate:** 76.87      **Phone:** (479) 229-3707

**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	317	318	99.69	317	318	99.69	
Targeted Achievement Gap Group	252	253	99.60	252	253	99.60	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	8	8	100.00	8	8	100.00	
Hispanic	115	115	100.00	115	115	100.00	
White	183	183	100.00	183	183	100.00	
Economically Disadvantaged	247	247	100.00	247	247	100.00	
English Language Learners	77	77	100.00	77	77	100.00	
Students with Disabilities	36	37	97.30	36	37	97.30	

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	85	299	28.43	21.47
Targeted Achievement Gap Group	53	235	22.55	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	7	14.29	10.44
Hispanic	26	113	23.01	15.49
White	53	169	31.36	26.68
Economically Disadvantaged	53	230	23.04	16.35
English Language Learners	15	76	19.74	8.19
Students with Disabilities	3	32	9.38	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	299	17.73	12.09
Targeted Achievement Gap Group	32	235	13.62	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	7	14.29	4.17
Hispanic	16	113	14.16	10.85
White	36	169	21.30	16.34
Economically Disadvantaged	32	230	13.91	8.85
English Language Learners	8	76	10.53	5.08
Students with Disabilities	3	32	9.38	3.23

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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:	0
Number of enrolled students with completed EOY only:	10

### **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