

## 2015 ESEA SCHOOL REPORT

<b>District:</b> IZARD COUNTY CONSOLIDATED SCHO	<b>Superintendent:</b> FRED WALKER	<b>LEA:</b> 3306015
<b>School:</b> IZARD CO. CONS. HIGH SCHOOL	<b>Principal:</b> DAVID HARMON	<b>Address:</b> P.O. BOX 115
<b>Grade:</b> 9 - 12	<b>Attendance:</b> 92.62	<b>Address:</b> BROCKWELL, AR 72517
<b>Enrollment:</b> 140	<b>Poverty Rate:</b> 76.43	<b>Phone:</b> (870) 258-7788

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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### PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	70	71	98.59	62	63	98.41
Targeted Achievement Gap Group	55	56	98.21	49	50	98.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	66	67	98.51	58	59	98.31
Economically Disadvantaged	53	54	98.15	49	50	98.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	9	10	90.00	n < 10	n < 10	n < 10

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	22	64	34.38	21.47
Targeted Achievement Gap Group	14	50	28.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	21	60	35.00	26.68
Economically Disadvantaged	14	48	29.17	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	12	58	20.69	12.09
Targeted Achievement Gap Group	9	46	19.57	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	12	54	22.22	16.34
Economically Disadvantaged	9	46	19.57	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	38	40	95.00	97.43	94.00
Targeted Achievement Gap Group	17	18	94.44	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	111	116	95.69	97.43	94.00
Targeted Achievement Gap Group	66	68	97.06	100.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10		
White	38	40	95.00	97.43	
Economically Disadvantaged	17	18	94.44	100.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

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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:	2

### **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.