

2015 ESEA SCHOOL REPORT

District: LAFAYETTE COUNTY SCHOOL DISTRICT **Superintendent:** ROBERT EDWARDS **LEA:** 3704013
School: LAFAYETTE COUNTY HIGH SCHOOL **Principal:** OPAL ANDERSON **Address:** P.O. BOX 950
Grade: 7 - 12 **Attendance:** 96.00 **Address:** LEWISVILLE, AR 71845
Enrollment: 302 **Poverty Rate:** 82.12 **Phone:** (870) 533-4464

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	201	202	99.50	184	185	99.46
Targeted Achievement Gap Group	166	167	99.40	154	154	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	127	128	99.22	115	115	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	64	64	100.00	60	61	98.36
Economically Disadvantaged	165	166	99.40	153	153	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	14	92.86	13	13	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	46	190	24.21	21.47
Targeted Achievement Gap Group	28	157	17.83	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	21	126	16.67	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	24	58	41.38	26.68
Economically Disadvantaged	28	156	17.95	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	0	12	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	26	174	14.94	12.09
Targeted Achievement Gap Group	18	146	12.33	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	12	114	10.53	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	14	55	25.45	16.34
Economically Disadvantaged	18	145	12.41	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	12	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	37	46	80.43	87.01	94.00
Targeted Achievement Gap Group	31	40	77.50	86.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	141	163	86.50	87.01	94.00
Targeted Achievement Gap Group	114	133	85.71	86.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	20	27	74.07	84.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	15	17	88.24	92.31	
Economically Disadvantaged	30	39	76.92	86.17	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	87.88	

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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:	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.