

2015 ESEA SCHOOL REPORT

District: DEER/MT. JUDEA SCHOOL DISTRICT
School: DEER HIGH SCHOOL
Grade: 7 - 12
Enrollment: 101

Superintendent: RICHARD DENNIS LEA: 5106002
Principal: ELVIS MIDDLETON **Address:** P.O. BOX 56
Attendance: 94.06 **Address:** DEER, AR 72628
Poverty Rate: 64.36 **Phone:** (870) 428-5288

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	70	70	100.00	66	66	100.00	
Targeted Achievement Gap Group	46	46	100.00	44	44	100.00	
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	59	59	100.00	55	55	100.00	
Economically Disadvantaged	43	43	100.00	42	42	100.00	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	14	14	100.00	10	10	100.00	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	25	62	40.32	21.47
Targeted Achievement Gap Group	12	39	30.77	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	22	51	43.14	26.68
Economically Disadvantaged	12	36	33.33	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:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	11	59	18.64	12.09
Targeted Achievement Gap Group	5	38	13.16	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	10	48	20.83	16.34
Economically Disadvantaged	5	36	13.89	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	19	20	95.00	96.67	94.00
Targeted Achievement Gap Group	15	16	93.75	100.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	60	63	95.24	96.67	94.00
Targeted Achievement Gap Group	39	41	95.12	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	15	16	93.75	94.87	
Economically Disadvantaged	15	16	93.75	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:	4
Number of enrolled students with completed EOY only:	0

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.