

2015 ESEA SCHOOL REPORT

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|---|--------------------------------------|--------------------------------------|
| District: CEDARVILLE SCHOOL DISTRICT | Superintendent: DANNY FOREMAN | LEA: 1702008 |
| School: CEDARVILLE ELEMENTARY SCHOOL | Principal: CATHY WINN | Address: 9335 ARMER LANE |
| Grade: K - 4 | Attendance: 94.36 | Address: CEDARVILLE, AR 72932 |
| Enrollment: 307 | Poverty Rate: 100.00 | Phone: (479) 474-5073 |

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|-------------------------------|-------------------------------|
| 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 | 120 | 120 | 100.00 | 120 | 120 | 100.00 |
| Targeted Achievement Gap Group | 120 | 120 | 100.00 | 120 | 120 | 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 | 98 | 98 | 100.00 | 98 | 98 | 100.00 |
| Economically Disadvantaged | 120 | 120 | 100.00 | 120 | 120 | 100.00 |
| English Language Learners | n < 10 | n < 10 | n < 10 | n < 10 | n < 10 | n < 10 |
| Students with Disabilities | 22 | 22 | 100.00 | 22 | 22 | 100.00 |

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

| ELA STATUS: | | | | |
|--------------------------------|------------|----------|------------|----------|
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2015 AMO |
| All Students | 26 | 117 | 22.22 | 21.47 |
| Targeted Achievement Gap Group | 26 | 117 | 22.22 | 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 | 96 | 21.88 | 26.68 |
| Economically Disadvantaged | 26 | 117 | 22.22 | 16.35 |
| English Language Learners | n < 10 | n < 10 | n < 10 | 8.19 |
| Students with Disabilities | 1 | 22 | 4.55 | 3.23 |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: | | | | |
|--------------------------------|------------|----------|------------|----------|
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2015 AMO |
| All Students | 23 | 117 | 19.66 | 12.09 |
| Targeted Achievement Gap Group | 23 | 117 | 19.66 | 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 | 20 | 96 | 20.83 | 16.34 |
| Economically Disadvantaged | 23 | 117 | 19.66 | 8.85 |
| English Language Learners | n < 10 | n < 10 | n < 10 | 5.08 |
| Students with Disabilities | 1 | 22 | 4.55 | 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: 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.