

# 2015 ESEA SCHOOL REPORT

**District:** CEDARVILLE SCHOOL DISTRICT  
**School:** CEDARVILLE HIGH SCHOOL  
**Grade:** 9 - 12  
**Enrollment:** 299

**Superintendent:** DANNY FOREMAN  
**Principal:** RANDAL BETTS  
**Attendance:** 95.85  
**Poverty Rate:** 100.00  
**LEA:** 1702009  
**Address:** 9530 PIRATES POINT  
**Address:** CEDARVILLE, AR 72932  
**Phone:** (479) 474-7021

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT FOCUS - MET 1YR

## PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING				
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	153	153	100.00	161	161	100.00
Targeted Achievement Gap Group	153	153	100.00	161	161	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	139	139	100.00	148	148	100.00
Economically Disadvantaged	153	153	100.00	161	161	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	51	141	36.17	21.47
Targeted Achievement Gap Group	51	141	36.17	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	45	128	35.16	26.68
Economically Disadvantaged	51	141	36.17	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	26	149	17.45	12.09
Targeted Achievement Gap Group	26	149	17.45	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	23	137	16.79	16.34
Economically Disadvantaged	26	149	17.45	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	65	67	97.01	97.10	94.00
Targeted Achievement Gap Group	63	65	96.92	96.75	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	221	231	95.67	97.10	94.00
Targeted Achievement Gap Group	214	223	95.96	96.75	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	54	56	96.43	96.92	
Economically Disadvantaged	63	65	96.92	96.75	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	88.89	

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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.