



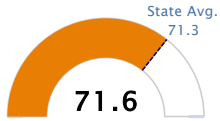
2019 ESSA School Index: Overview

5703009 - Louise Durham Elem. School

5703000 - Mena School District

[ESSA Overview](#)

Overall ESSA Index Score



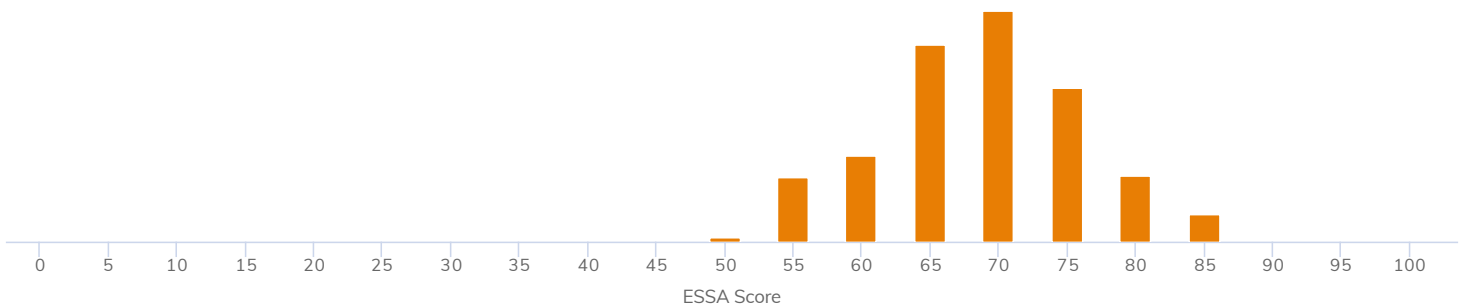
Grade Range

K-2

Grade Span

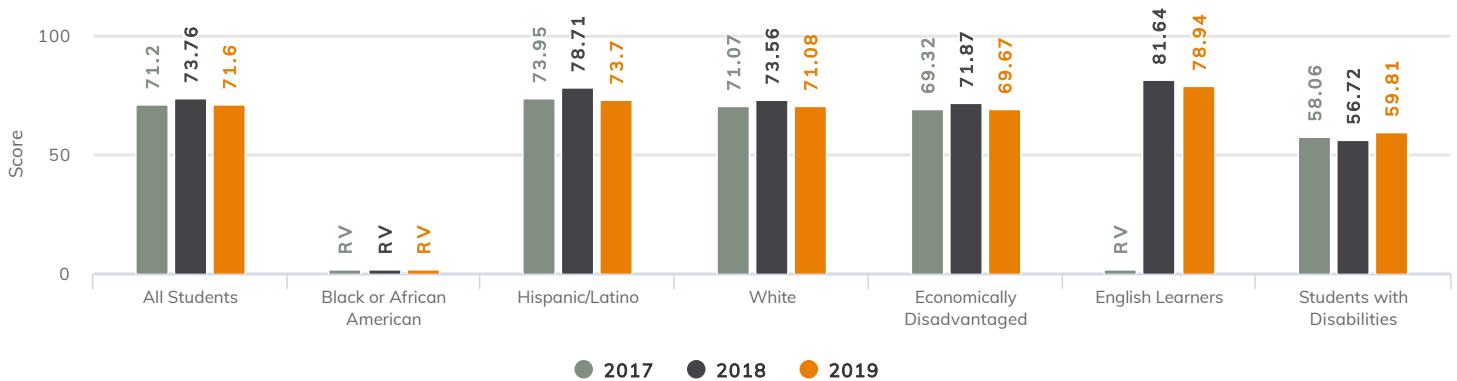
1 - Elementary Level

State Distribution of Overall School ESSA Index Scores



The score 71.6 falls in the 70-75 bar of the state distribution of the overall ESSA index score for the Elementary Level grade span.

Three Year School ESSA Index Scores By Subgroup

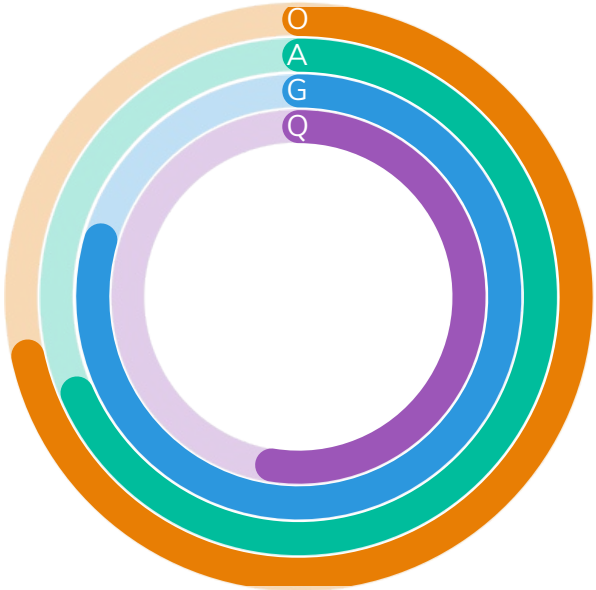


Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	71.2	73.76	71.6
Black or African American	RV	RV	RV
Hispanic/Latino	73.95	78.71	73.7
White	71.07	73.56	71.08
Economically Disadvantaged	69.32	71.87	69.67
English Learners	RV	81.64	78.94
Students with Disabilities	58.06	56.72	59.81



ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	71.6
Weighted Achievement Score	68.51
Value-Added Growth Score	79.48
School Quality and Student Success Score	52.56



Range of Possible Scores for Each Indicator

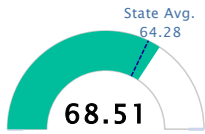
- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).
- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.
- 4-Year and 5-Year Graduation Rates range from 0 to 100 with 0 indicating none of the students expected to graduate in the 4-year or 5-year time frame graduated as expected. Scores of 100 indicate all students expected to graduate in the 4-year or 5-year time frame graduated as expected.
- School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.



2019 ESSA School Index: Weighted Achievement

5703009 - Louise Durham Elem. School 5703000 - Mena School District

Weighted Achievement Score



[Understanding Weighted Achievement](#)

Grade Range

K-2

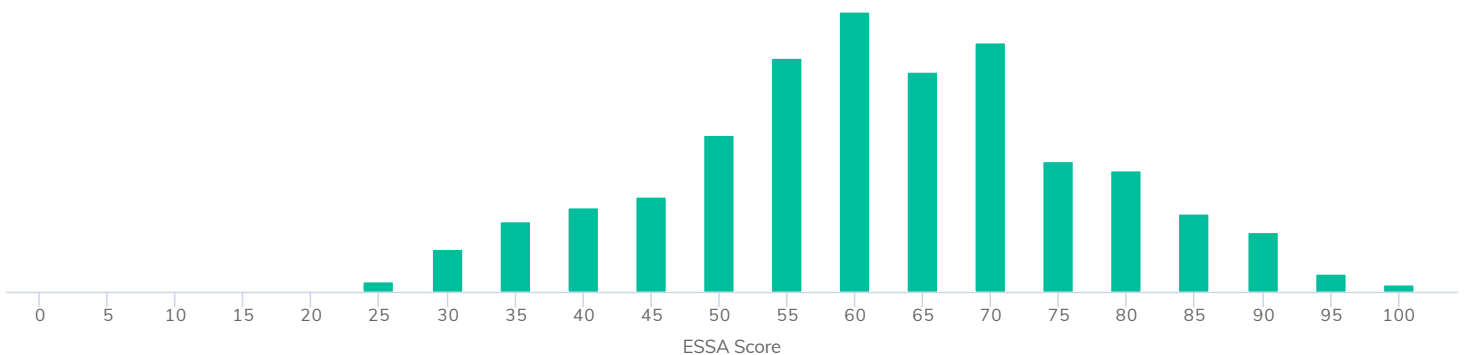
Grade Span

1 - Elementary Level



Weighted Achievement scores reflect the extent to which students are demonstrating higher levels of achievement. When more students are achieving at higher levels, more points are earned. Over time, schools can increase their weighted achievement scores by moving more students from lower to higher achievement levels.

Distribution of School-Level Weighted Achievement Scores



The score 68.51 falls in the 65-70 bar of the state distribution of the weighted achievement score for the Elementary Level grade span.



2019 Weighted Achievement Score Details for All Students

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	100	26	0	126
Close (0.5)	90	123	106.5	213
Ready (1.0)	90	169	259	259
Exceeds (1.0 or 1.25*)	86	48	136	134
Totals			501.5	732

Weighted Performance Points Earned = $(501.5 / 732) * 100 = 68.51$

*Note: If the number of students exceeding grade level-proficiency is not greater than the number of students in the lowest achievement level then schools earn a single point for these students. If the number of students exceeding grade level-proficiency is greater than the number of students in the lowest achievement level then schools earn 1.25 points per student for the number of students greater than the number in the lowest achievement level.



Adjusting the Weighted Achievement Denominator for Percent Tested

To calculate percent tested, all students are included: full academic year and highly mobile students. Percent tested is included in the ESSA School Index calculation when schools test less than 95 percent of the students or test less than 95 percent of a subgroup of students.

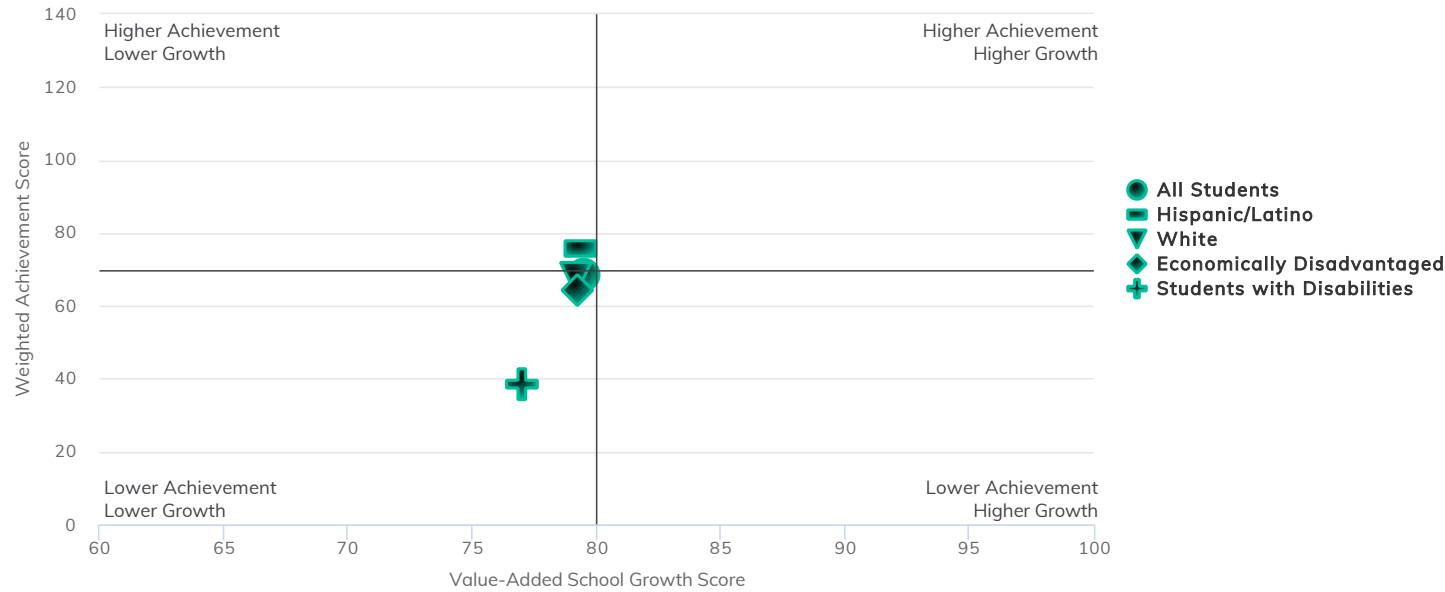
If the percent tested is greater than or equal to 95 percent, then the Final Weighted Achievement Denominator equals the number of full academic year students tested.

If the percent tested is less than 95 percent, then the *Final Weighted Achievement Denominator* is adjusted to include 95 percent of the students expected to test for that subject and group (ESEA Section 1111 (c)(4)(E)(ii)). An adjusted denominator is computed for each subject/subgroup to which it applies. This adjusted denominator is the number that is equal to 95 percent of the number of students expected to test for that subject/subgroup. The adjusted denominator is rounded down to the nearest whole number (whole student). If the number of students tested is greater than the result from multiplying the number of students expected to test by 0.95 rounded down to the nearest whole number, the greater value of the number of students tested is the denominator for the subject/subgroup to which it applies. The denominators for each subject (adjusted or unadjusted depending on percent tested) are added together to get the *Final Weighted Achievement Denominator*.

Final Weighted Achievement Denominator Used	ELA	Math
Percent Tested: Mobile + Nonmobile	98.76	98.76
Number Tested: Mobile + Nonmobile	397	397
Number Expected to Test: Mobile + Nonmobile	402	402
Adjusted N = 0.95 * Number Expected to Test	381	381
Was Denominator Adjusted for Less Than 95% Tested?	No	No
Number of Nonmobile Students with Tests (Used when 95% or more tested)	366	366

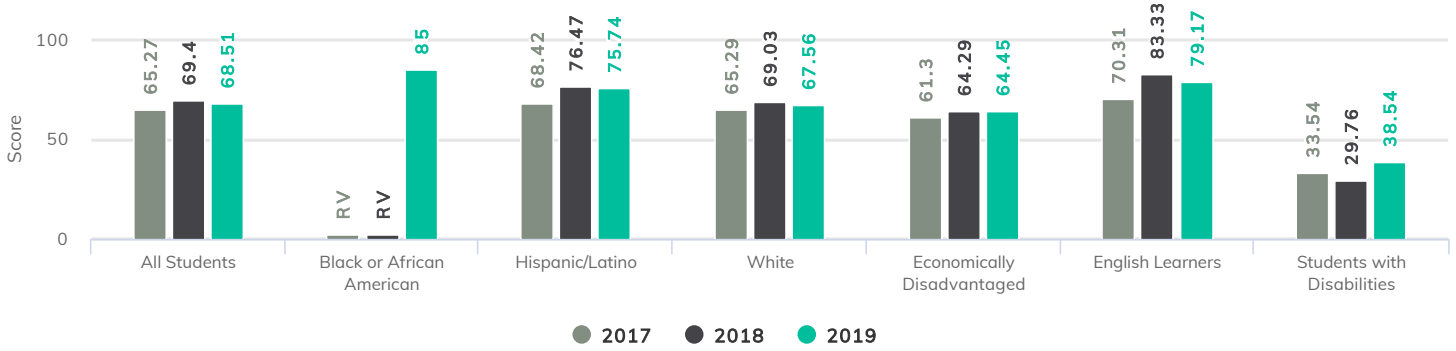


School Value-added Growth Score Plotted with Weighted Achievement for Subgroups





Three Year Weighted Achievement By Subgroup



Population	2017 Weighted Achievement Score	2018 Weighted Achievement Score	2019 Weighted Achievement Score
All Students	65.27	69.4	68.51
Black or African American	RV	RV	85
Hispanic/Latino	68.42	76.47	75.74
White	65.29	69.03	67.56
Economically Disadvantaged	61.3	64.29	64.45
English Learners	70.31	83.33	79.17
Students with Disabilities	33.54	29.76	38.54



2019 Number of Full Academic Year Students in Each Achievement Level by Subgroup

	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	Math Level 1	Math Level 2	Math Level 3	Math Level 4
All Students	100	90	90	86	26	123	169	48
Black or African American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic/Latino	N<10	N<10	N<10	N<10	N<10	N<10	12	N<10
White	91	79	80	76	26	111	146	43
Economically Disadvantaged	80	69	68	46	23	99	119	22
English Learners	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Students with Disabilities	30	N<10	N<10	N<10	16	19	11	N<10

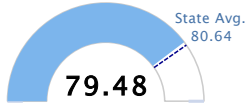
Note: Level 1 = In Need of Support; Level 2 = Close; Level 3 = Ready; Level 4 = Exceeds



2019 ESSA School Index: School Value-Added Growth

5703009 - Louise Durham Elem. School
5703000 - Mena School District

Value-Added Growth Score



[Understanding School Value-Added Growth](#)

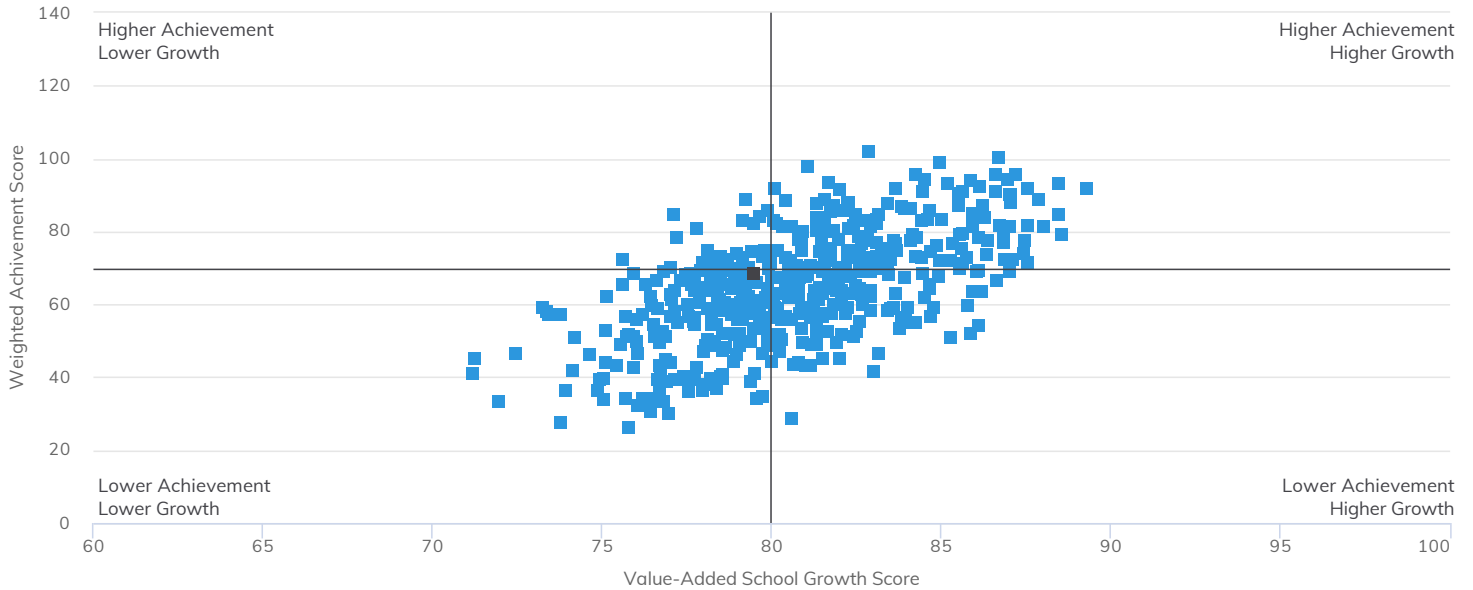
Grade Range

K-2

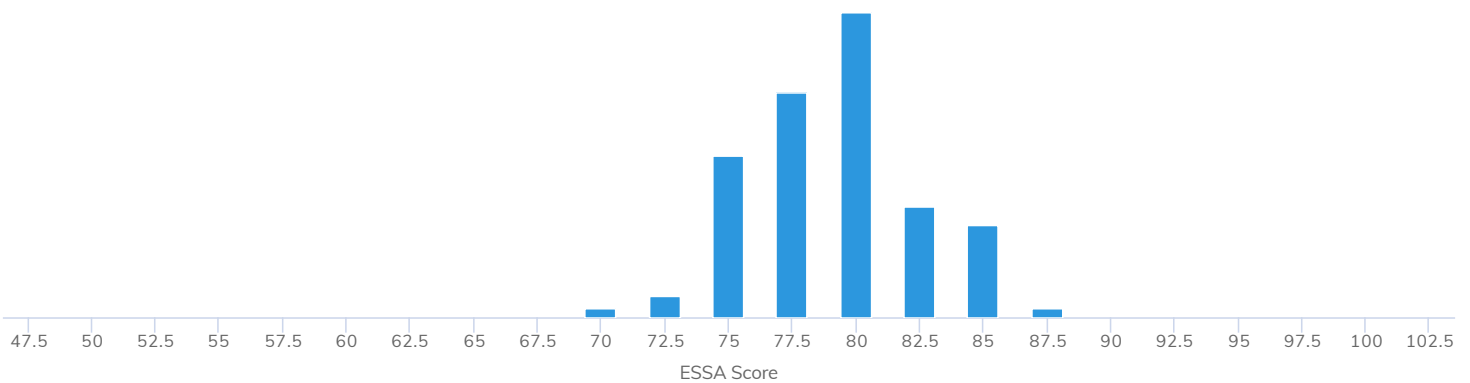
Grade Span

1 - Elementary Level

School Value-Added Growth Score Plotted with Weighted Achievement Scores



Distribution of School-Level Value-Added Growth Scores



School Content Value-Added Growth (VAS) and ELP Growth

	ELA Value-Added Score	Math Value-Added Score	Content Growth Score	ELP Growth Score	School Overall Value-Added Growth Score
Score	78.99	79.99	79.49	78.18	79.48
Number of Students	345	345	345	2	347



Counts for Content Area Growth (Math + ELA)

Subgroup	# ELA Growth	# Math Growth	Total Number of Students Combined Growth*
All Students	345	345	345
Black or African American	N<10	N<10	N<10
Hispanic/Latino	17	17	17
White	308	308	308
Economically Disadvantaged	244	244	244
English Learners	N<10	N<10	N<10
Students with Disabilities	36	36	36

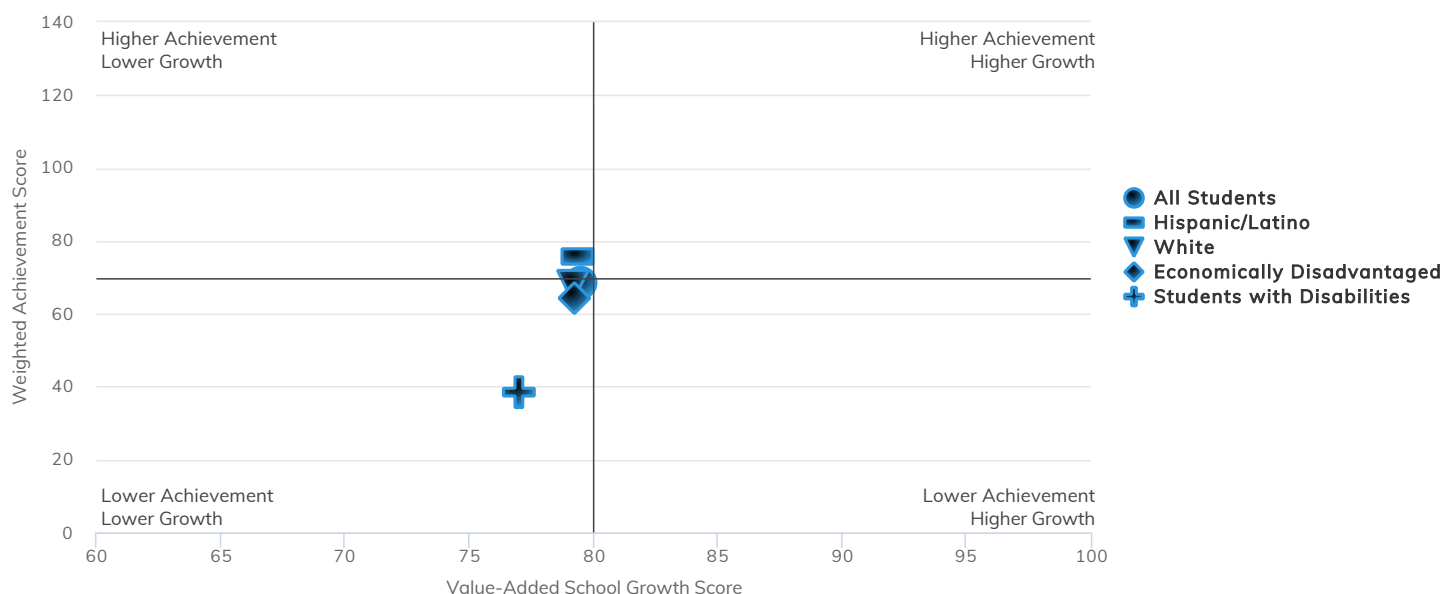
* Each student is counted once for content growth. Some students have both Math and ELA. Some students have only one subject; therefore, the total number is not always the sum of #ELA Growth and #Math Growth.

Counts for ELP Growth

Subgroup	# ELP Growth
All Students	2
Black or African American	N<10
Hispanic/Latino	N<10
White	N<10
Economically Disadvantaged	N<10
English Learners	N<10
Students with Disabilities	N<10



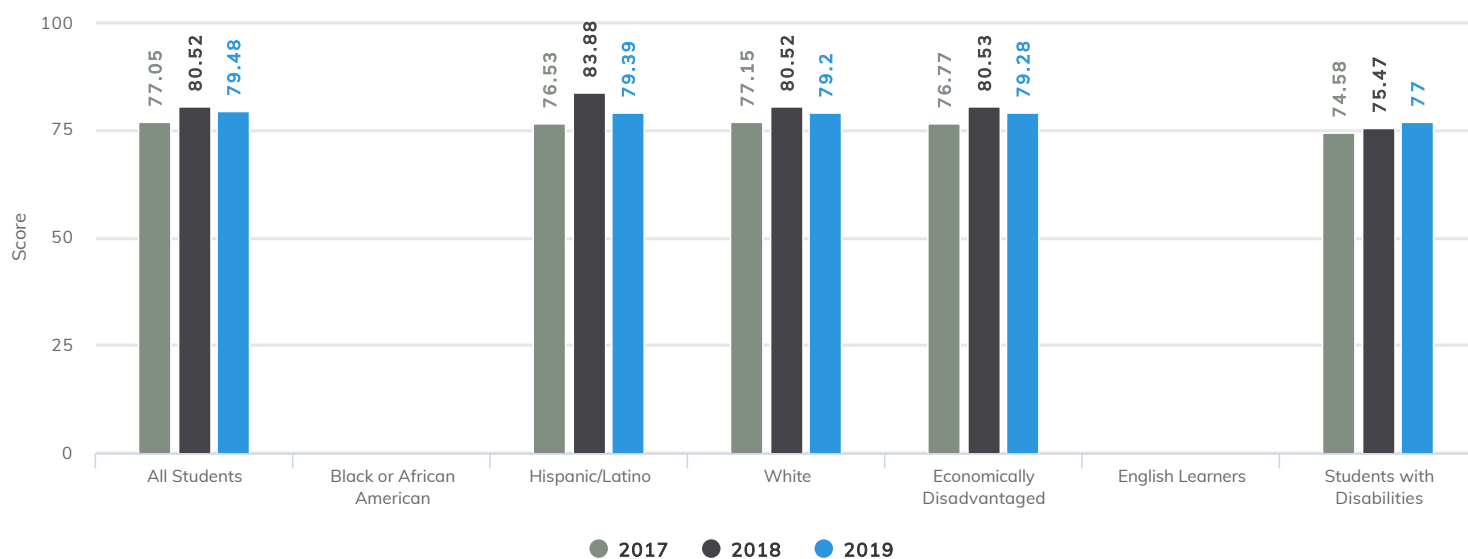
School Value-added Growth Score Plotted with Weighted Achievement for Subgroups



School Value-added Growth Score for Subgroups

Subgroup	Value-added Growth Score	Number of Students
All Students	79.48	347
Black or African American	RV	N<10
Hispanic/Latino	79.39	18
White	79.2	308
Economically Disadvantaged	79.28	246
English Learners	RV	N<10
Students with Disabilities	77	36

School Value-added Growth Score by Subgroup for 2017 - 2019



Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
All Students	77.05	80.52	79.48



Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
Black or African American	RV	RV	RV
Hispanic/Latino	76.53	83.88	79.39
White	77.15	80.52	79.2
Economically Disadvantaged	76.77	80.53	79.28
English Learners	RV	RV	RV
Students with Disabilities	74.58	75.47	77

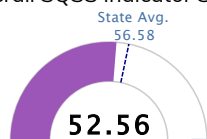


2019 ESSA School Index: School Quality and Student Success (SQSS)

5703009 - Louise Durham Elem. School

5703000 - Mena School District

Overall SQSS Indicator Score



[Understanding the SQSS Indicator](#)

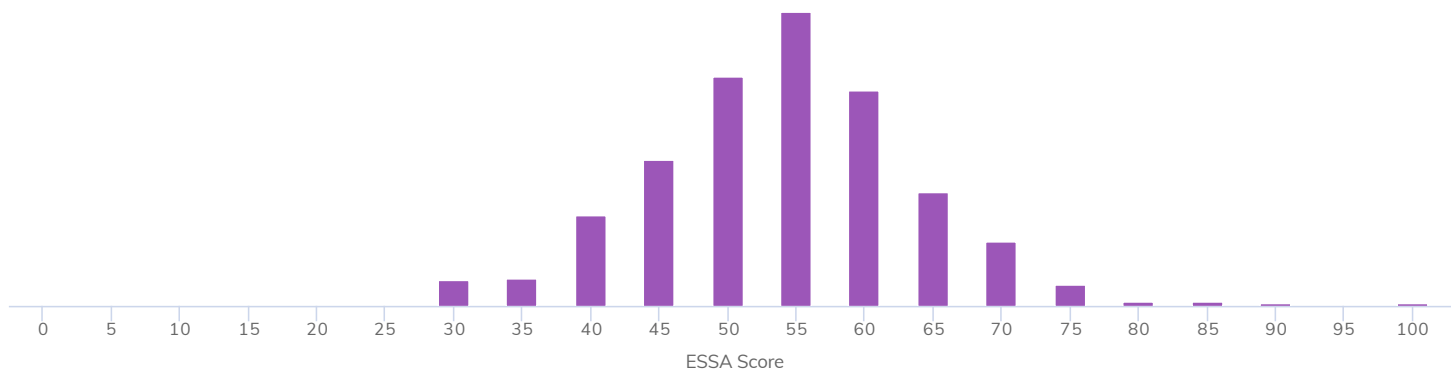
Grade Range

K-2

Grade Span

1 - Elementary Level

State Distribution of School-Level Overall SQSS Scores



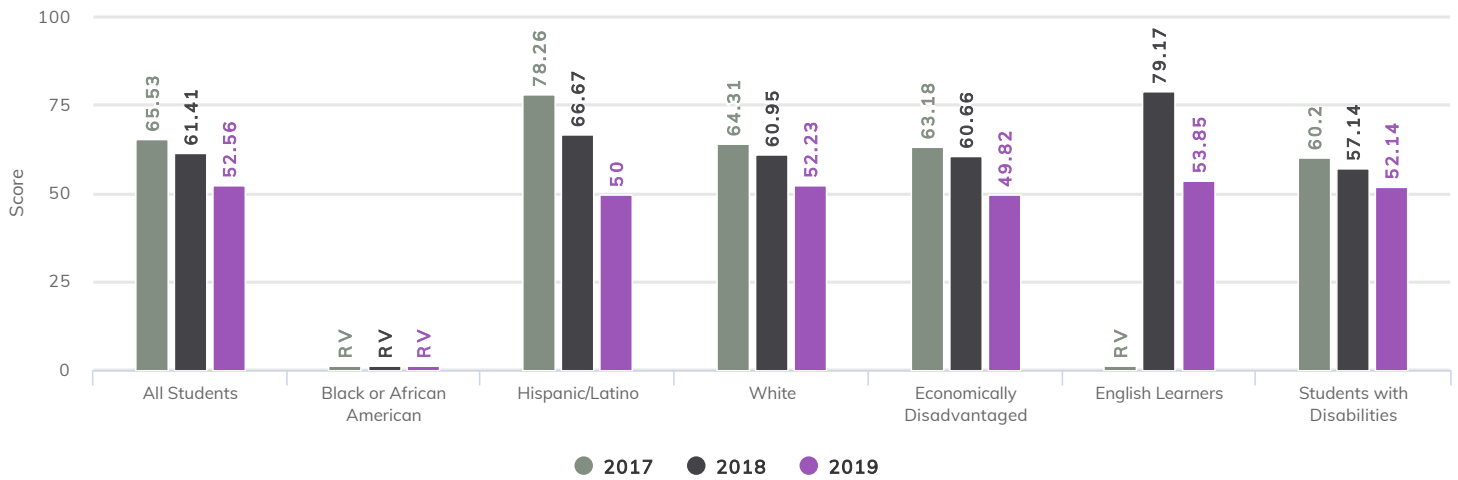
The School Quality and Student Success (SQSS) indicator combines measures of engagement, access, readiness, completion, and success criteria. Each measure focuses on the extent to which students are meeting important educational milestones (such as reading proficiently), important readiness criteria (minimum ACT score of 19 for Arkansas Academic Challenge Scholarship), and important postsecondary success indicators (attainment of AP, IB, concurrent credits).

Overall SQSS Points Table

Total Students	Total # Points Possible	Total # Points Earned
390	390	205
Score: $(205 / 390) * 100 = 52.56$		



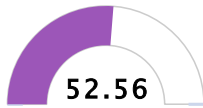
SQSS Overall Indicator Score by Subgroup



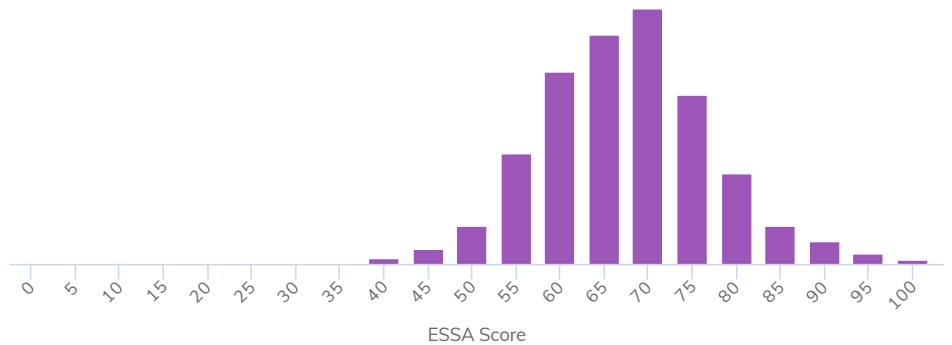
Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	65.53	61.41	52.56
Black or African American	RV	RV	RV
Hispanic/Latino	78.26	66.67	50
White	64.31	60.95	52.23
Economically Disadvantaged	63.18	60.66	49.82
English Learners	RV	79.17	53.85
Students with Disabilities	60.2	57.14	52.14



Student Engagement Score



State Distribution of School-Level Student Engagement

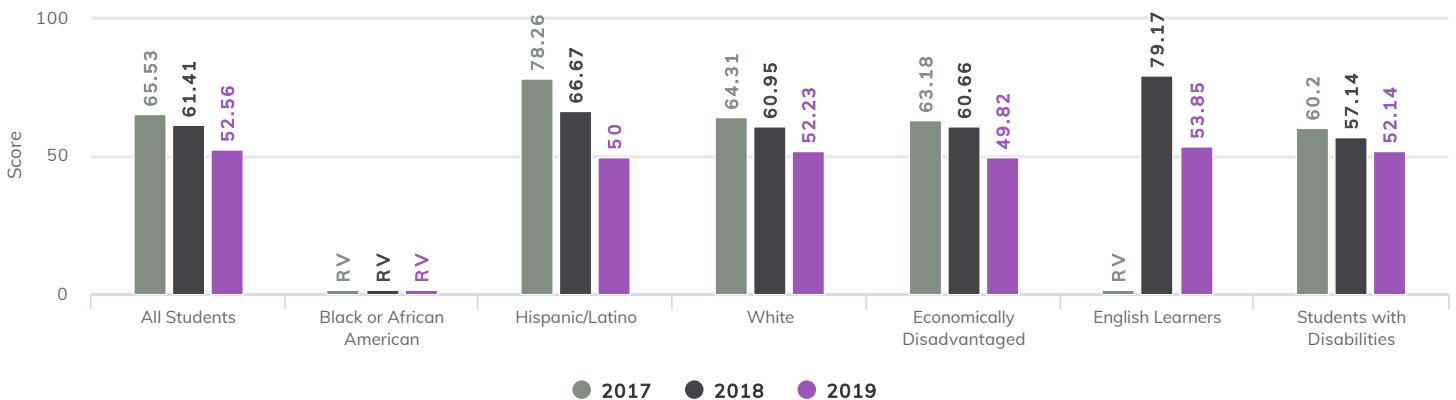


Student Engagement Points Table

Score: $(205 / 390) * 100 = 52.56$

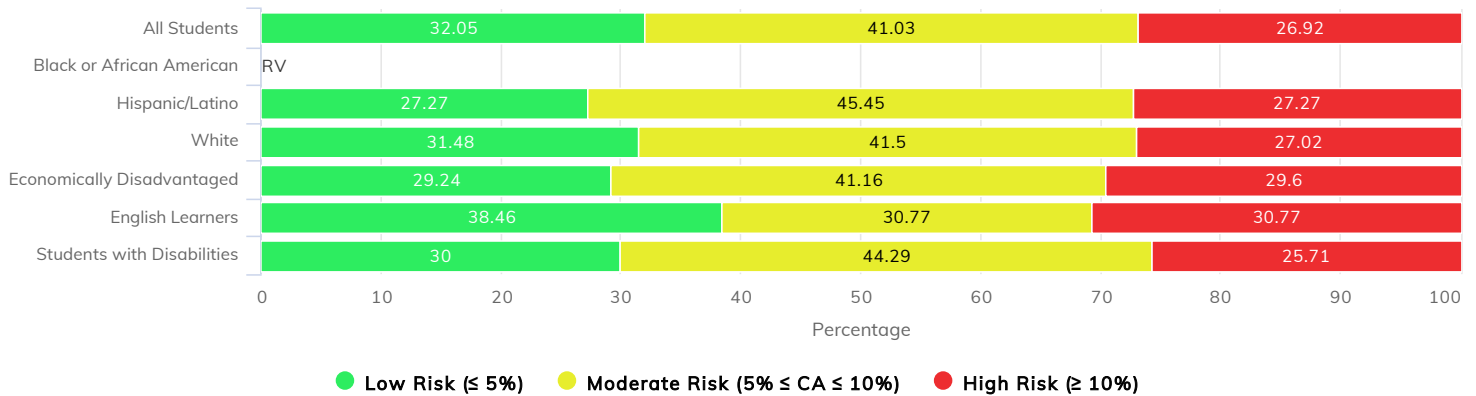
Total Students	390
Total # Points Possible	390
Total # Points Earned	205
Points Per Student	
Student at low risk (absent less than 5% of time enrolled)	1.0 Point
Student at moderate risk (absent 5% to less than 10% of days enrolled)	0.5 Points
Student at high risk (absent 10% or more of days enrolled)	0.0 Points

Percent of Points Earned for Student Engagement





Percent of Students in Each Chronic Absence Risk Level



Population	Low Risk	Moderate Risk	High Risk
All Students	32.05	41.03	26.92
Black or African American	RV	RV	RV
Hispanic/Latino	27.27	45.45	27.27
White	31.48	41.5	27.02
Economically Disadvantaged	29.24	41.16	29.6
English Learners	38.46	30.77	30.77
Students with Disabilities	30	44.29	25.71