

2015 ESEA SCHOOL REPORT

District: CROSS COUNTY SCHOOL DISTRICT	Superintendent: M WILSON	LEA: 1901703
School: CROSS CNTY HIGH A NEW TECH SCH	Principal: JENNIFER MCFARLA	Address: 21 CR 215
Grade: 7 - 12	Attendance: 94.94	Address: CHERRY VALLEY, AR 72324
Enrollment: 285	Poverty Rate: 71.93	Phone: (870) 588-3337

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	182	182	100.00	181	182	99.45
Targeted Achievement Gap Group	135	135	100.00	134	134	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	19	19	100.00	19	19	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	157	157	100.00	156	157	99.36
Economically Disadvantaged	131	131	100.00	130	130	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	24	24	100.00	23	23	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	170	31.18	21.47
Targeted Achievement Gap Group	31	124	25.00	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	19	5.26	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	50	145	34.48	26.68
Economically Disadvantaged	30	120	25.00	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	24	4.17	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	14	170	8.24	12.09
Targeted Achievement Gap Group	8	123	6.50	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	19	0.00	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	14	146	9.59	16.34
Economically Disadvantaged	7	119	5.88	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	2	23	8.70	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	41	46	89.13	86.79	94.00
Targeted Achievement Gap Group	31	36	86.11	86.54	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	123	152	80.92	86.79	94.00
Targeted Achievement Gap Group	85	110	77.27	86.54	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	91.25	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	34	37	91.89	86.98	
Economically Disadvantaged	30	35	85.71	86.54	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	74.55	

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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:	3
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.