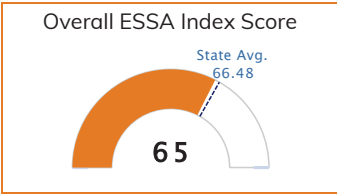




2019 ESSA School Index: Overview

6301703 - Miner Academy
6301000 - Bauxite School District

[ESSA Overview](#)



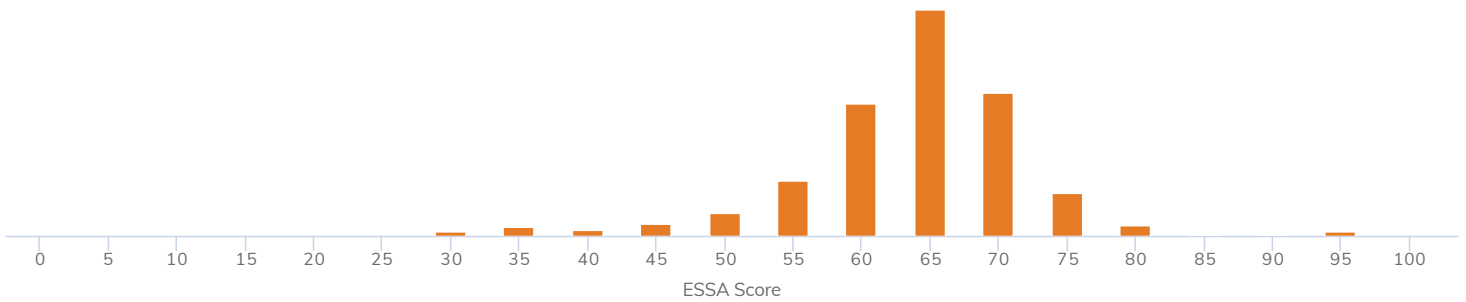
Grade Range

6-12

Grade Span

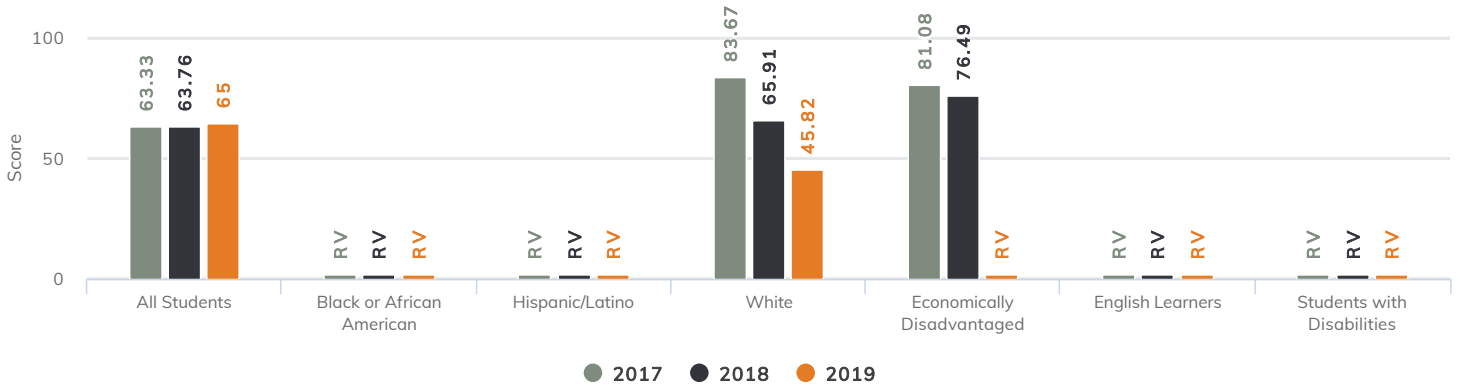
3 - High School Level

State Distribution of Overall School ESSA Index Scores



The score 65 falls in the 65-65 bar of the state distribution of the overall ESSA index score for the High School Level grade span.

Three Year School ESSA Index Scores By Subgroup

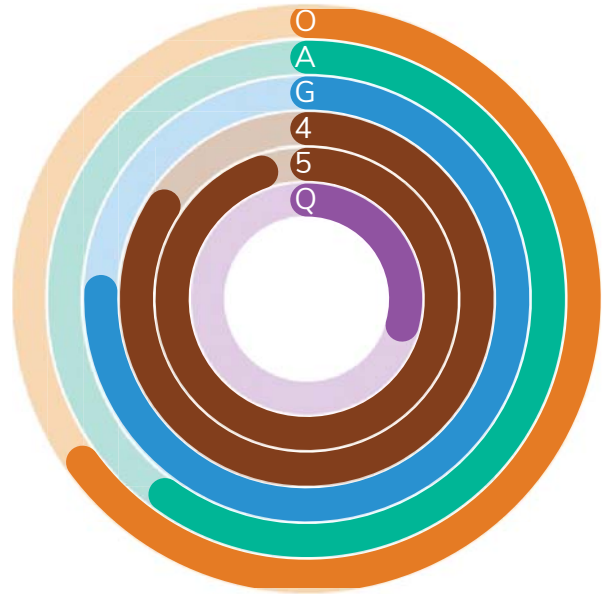


Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	63.33	63.76	65
Black or African American	RV	RV	RV
Hispanic/Latino	RV	RV	RV
White	83.67	65.91	45.82
Economically Disadvantaged	81.08	76.49	RV
English Learners	RV	RV	RV
Students with Disabilities	RV	RV	RV



ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	65
Weighted Achievement Score	60
Value-Added Growth Score	75.59
4-Year Graduation Rate	84.21
5-Year Graduation Rate	94.59
School Quality and Student Success Score	29.29



Range of Possible Scores for Each Indicator

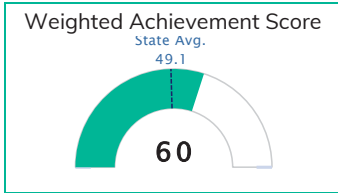
- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).
- Value-Added Growth scores typically range from 55 to 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

6301703 - Miner Academy
6301000 - Bauxite School District

[Understanding Weighted Achievement](#)

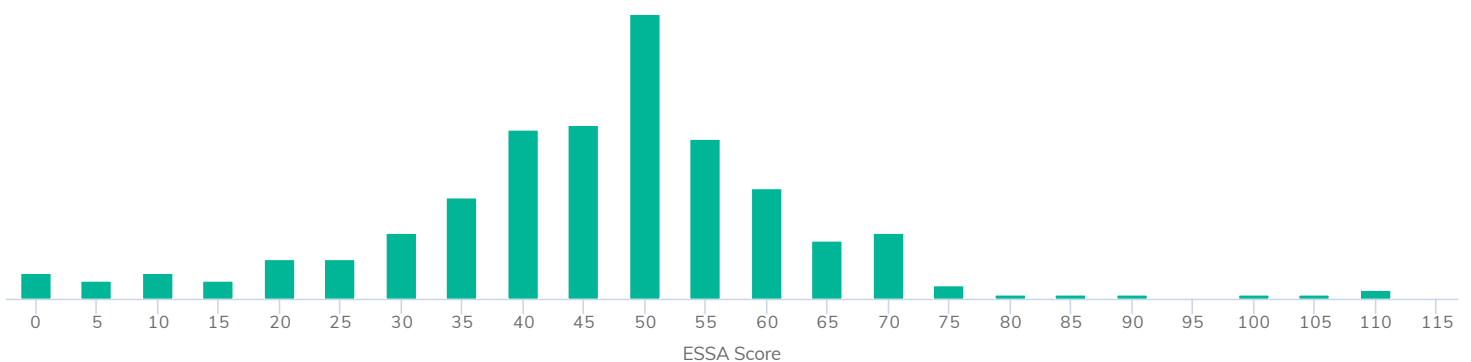


Grade Range	6-12
Grade Span	3 - High School Level



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 60 falls in the 60-60 bar of the state distribution of the weighted achievement score for the High School 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)	N<10	N<10	0	N<10
Close (0.5)	N<10	N<10	0	N<10
Ready (1.0)	N<10	N<10	0	N<10
Exceeds (1.0 or 1.25*)	N<10	N<10	0	N<10
Totals			0	N<10

Weighted Performance Points Earned = (0 / N<10) * 100 = 60

*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	100	100
Number Tested: Mobile + Nonmobile	12	12
Number Expected to Test: Mobile + Nonmobile	12	12
Adjusted N = 0.95 * Number Expected to Test	11	11
Was Denominator Adjusted for Less Than 95% Tested?	No	No
Number of Nonmobile Students with Tests (Used when 95% or more tested)	0	0



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

Higher Achievement
Lower Growth

Higher Achievement
Higher Growth

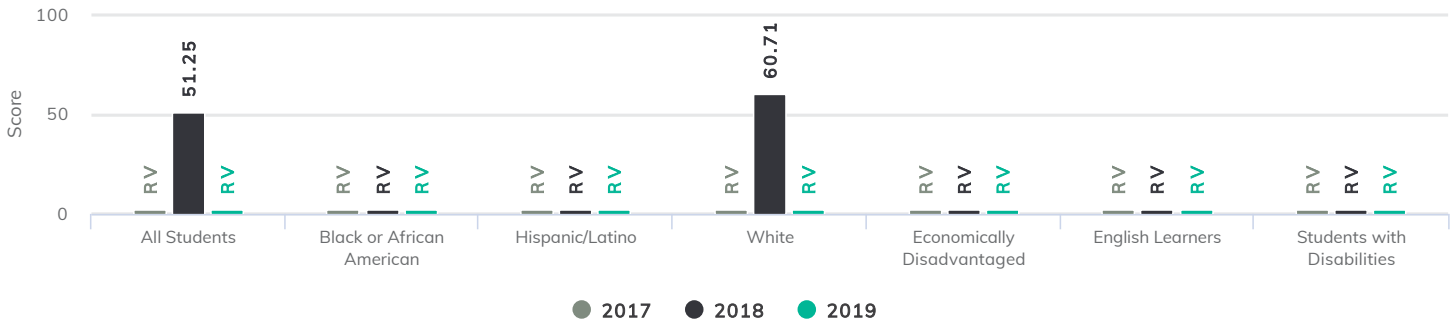
No data to display

Lower Achievement
Lower Growth

Lower Achievement
Higher Growth



Three Year Weighted Achievement By Subgroup



Population	2017 Weighted Achievement Score	2018 Weighted Achievement Score	2019 Weighted Achievement Score
All Students	RV	51.25	RV
Black or African American	RV	RV	RV
Hispanic/Latino	RV	RV	RV
White	RV	60.71	RV
Economically Disadvantaged	RV	RV	RV
English Learners	RV	RV	RV
Students with Disabilities	RV	RV	RV



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	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
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	N<10	N<10
White	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Economically Disadvantaged	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
English Learners	N<10	N<10	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	N<10	N<10

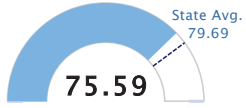
Note: Level 1 = In Need of Support; Level 2 = Close; Level 3 = Ready; Level 4 = Exceeds



2019 ESSA School Index: School Value-Added Growth

6301703 - Miner Academy
6301000 - Bauxite School District

Value-Added Growth Score



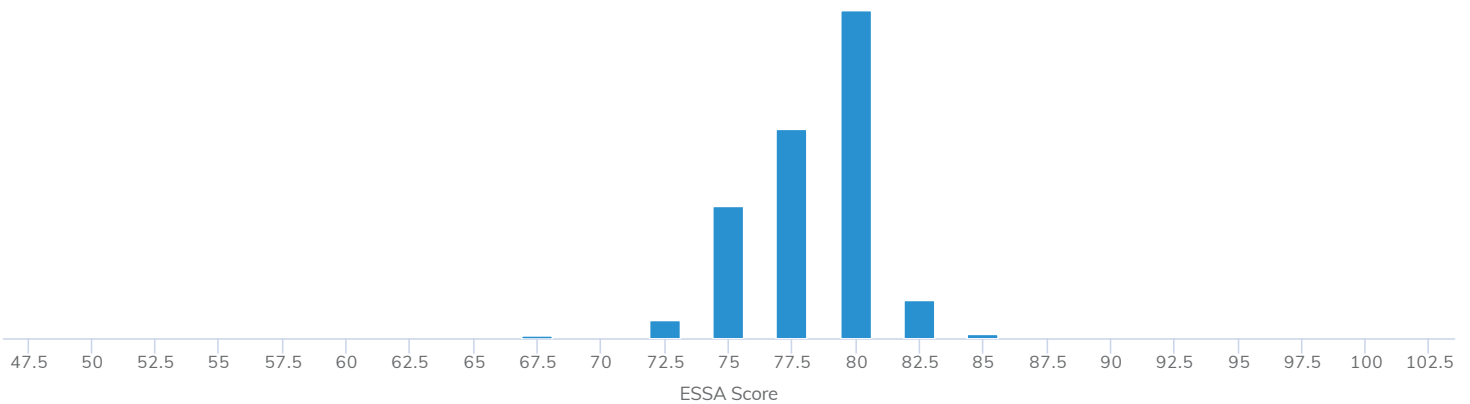
[Understanding School Value-Added Growth](#)

Grade Range	6-12
Grade Span	3 - High School 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	81.15	81.29	81.22		75.59
Number of Students	1	1	1		N<10



Counts for Content Area Growth (Math + ELA)

Subgroup	# ELA Growth	# Math Growth	Total Number of Students Combined Growth*
All Students	1	1	1
Black or African American	N<10	N<10	N<10
Hispanic/Latino	N<10	N<10	N<10
White	N<10	N<10	N<10
Economically Disadvantaged	N<10	N<10	N<10
English Learners	N<10	N<10	N<10
Students with Disabilities	N<10	N<10	N<10

* 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	
Black or African American	
Hispanic/Latino	
White	
Economically Disadvantaged	
English Learners	
Students with Disabilities	



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

Higher Achievement
Lower Growth

Higher Achievement
Higher Growth

No data to display

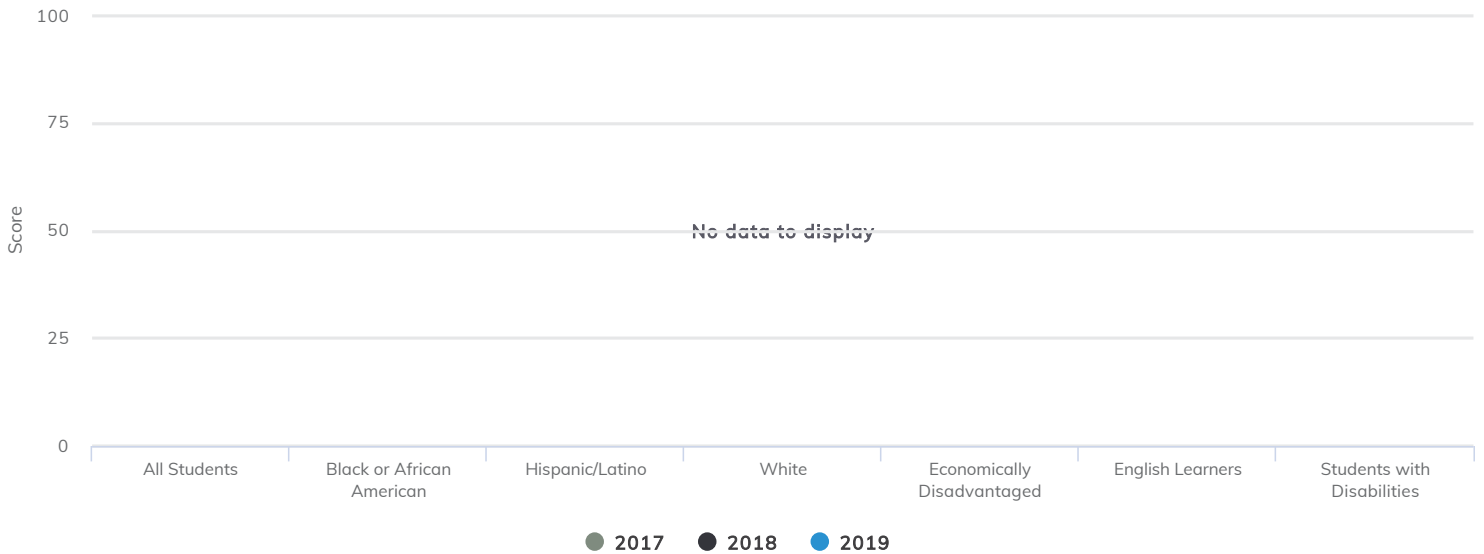
Lower Achievement
Lower Growth

Lower Achievement
Higher Growth

School Value-added Growth Score for Subgroups

Subgroup	Value-added Growth Score	Number of Students
All Students	RV	N<10
Black or African American	RV	N<10
Hispanic/Latino	RV	N<10
White	RV	N<10
Economically Disadvantaged	RV	N<10
English Learners	RV	N<10
Students with Disabilities	RV	N<10

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	RV	RV	RV



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	RV	RV	RV
White	RV	RV	RV
Economically Disadvantaged	RV	RV	RV
English Learners	RV	RV	RV
Students with Disabilities	RV	RV	RV

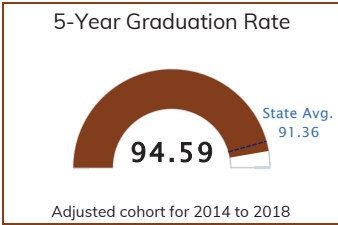
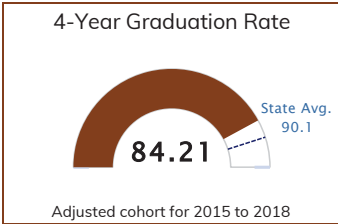


2019 ESSA School Index: Adjusted Cohort Graduation Rates

6301703 - Miner Academy

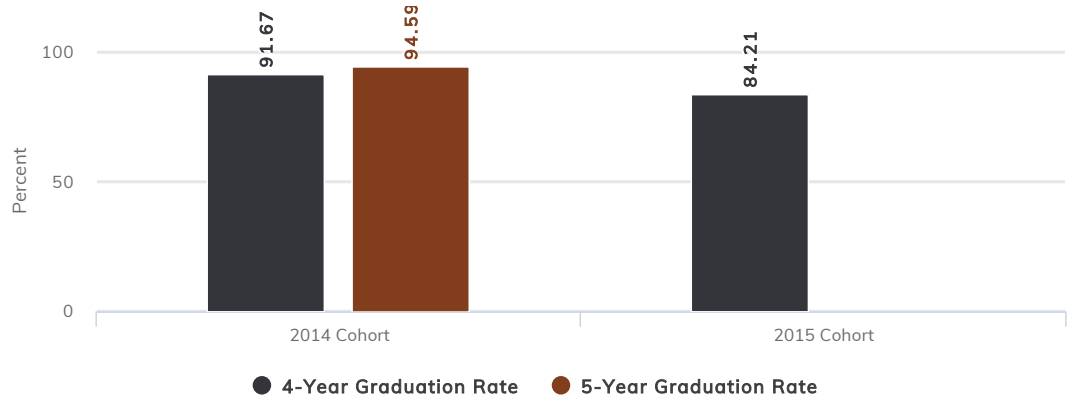
6301000 - Bauxite School District

[Understanding Graduation Rates](#)



Grade Range	6-12
Grade Span	3 - High School Level

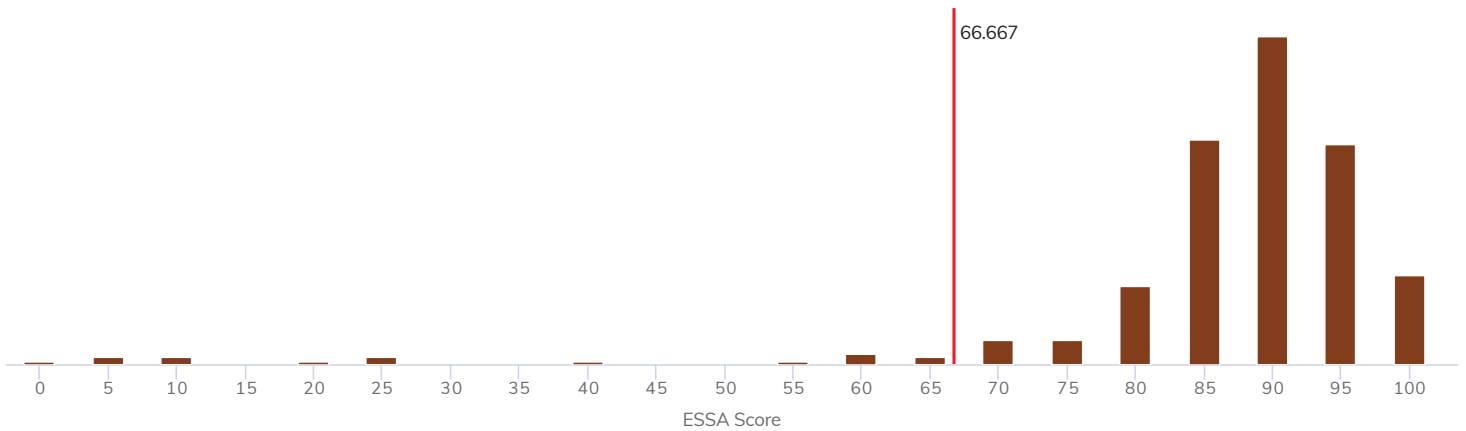
2018 4-Year and 5-Year Adjusted Cohort Graduation Rates



	4-Year Graduation Rate	5-Year Graduation Rate
2014 Cohort	91.67	94.59
2015 Cohort	84.21	-

Graduation Rates used in the ESSA School Index are lagged one year.

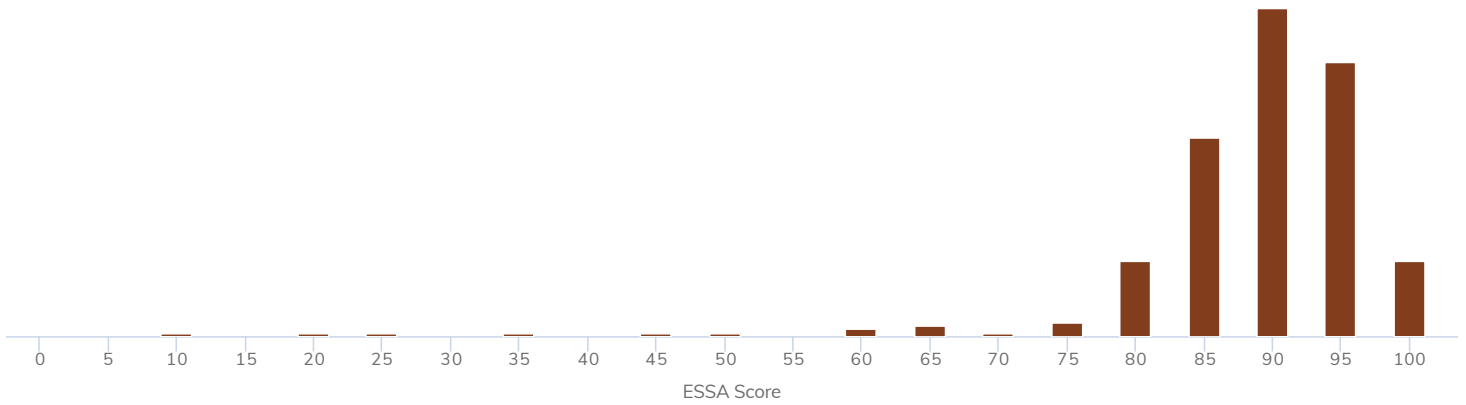
2018 State Distribution of School Four-Year Adjusted Cohort Graduation Rates



The score 94.59 falls in the 90-95 bar of the state distribution of the four-year adjusted cohort graduation rates for the High School Level grade span. Arkansas will identify schools with a four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement.

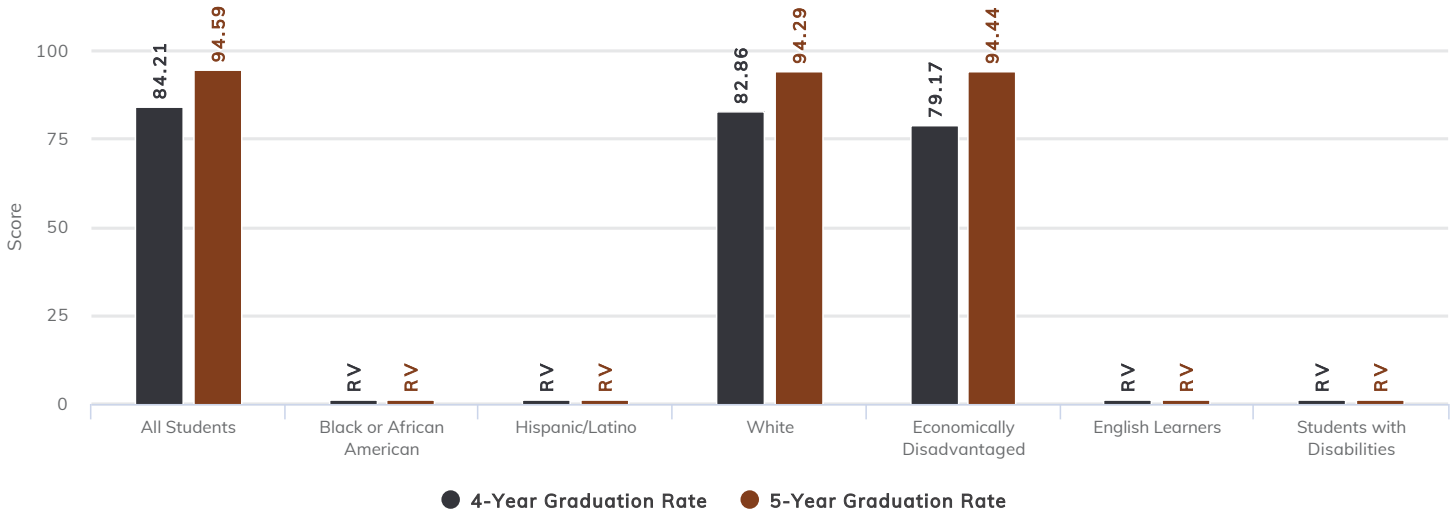


2018 State Distribution of School Five-Year Adjusted Cohort Graduation Rates



The score 29.29 falls in the 25-30 bar of the state distribution of the five-year adjusted cohort graduation rates for the High School Level grade span.

2018 Adjusted Cohort Graduation Rates By Subgroup



Population	4-Year Graduation Rate	5-Year Graduation Rate
All Students	84.21	94.59
Black or African American	RV	RV
Hispanic/Latino	RV	RV
White	82.86	94.29
Economically Disadvantaged	79.17	94.44
English Learners	RV	RV
Students with Disabilities	RV	RV



Table of Actual & Expected Graduates

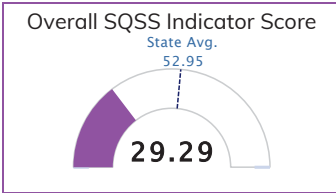
Subgroup	# Expected Graduates: 4-year	# Actual Graduates: 4-year	# Expected Graduates: 5-year	# Actual Graduates: 5-year
All Students	38	32	37	35
Black or African American	RV	RV	RV	RV
Hispanic/Latino	RV	RV	RV	RV
White	35	29	35	33
Economically Disadvantaged	24	19	18	17
English Learners	RV	RV	RV	RV
Students with Disabilities	RV	RV	RV	RV



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

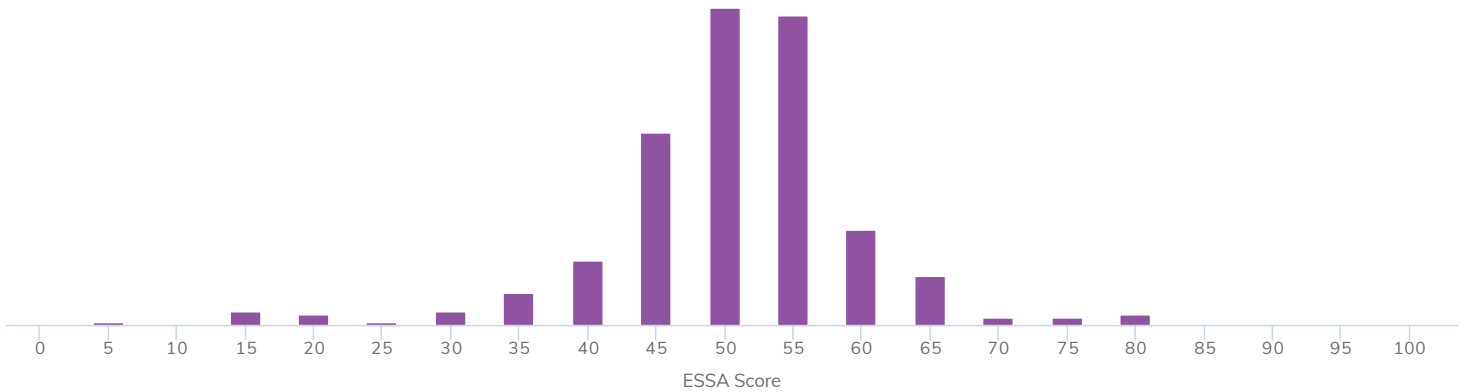
6301703 - Miner Academy
6301000 - Bauxite School District

[Understanding the SQSS Indicator](#)



Grade Range	6-12
Grade Span	3 - High School Level

State Distribution of School-Level Overall SQSS Scores



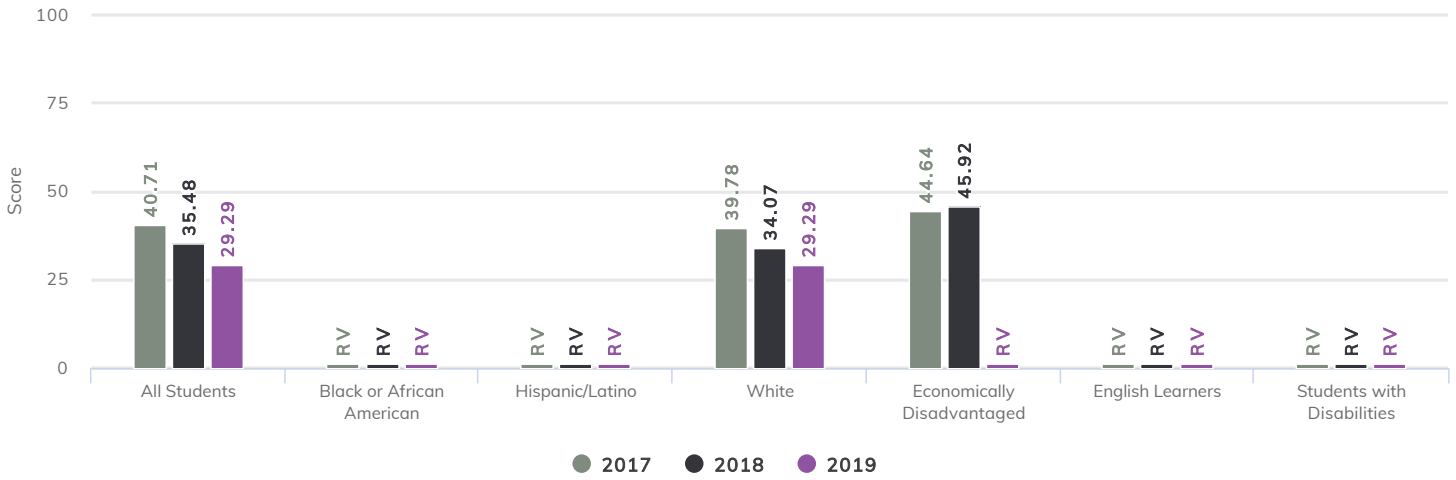
The School Quality and Student Success (SQSS) indicator combines measures of engagement, access, readiness, completion, and success criteria. Each measure focuses on the extent to which students are meeting important educational milestones (such as reading proficiently), important readiness criteria (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
24	70	20.5
Score: (20.5 / 70) * 100 = 29.29		



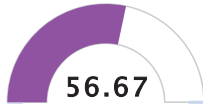
SQSS Overall Indicator Score by Subgroup



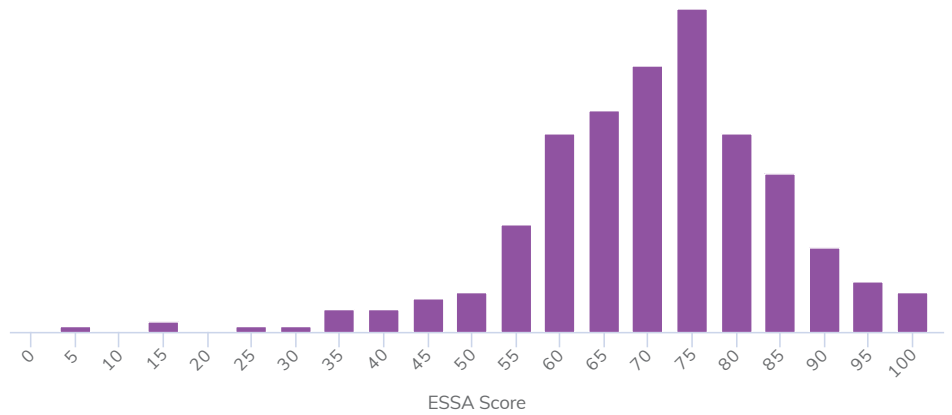
Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	40.71	35.48	29.29
Black or African American	RV	RV	RV
Hispanic/Latino	RV	RV	RV
White	39.78	34.07	29.29
Economically Disadvantaged	44.64	45.92	RV
English Learners	RV	RV	RV
Students with Disabilities	RV	RV	RV



Student Engagement Score



State Distribution of School-Level Student Engagement



Student Engagement Points Table

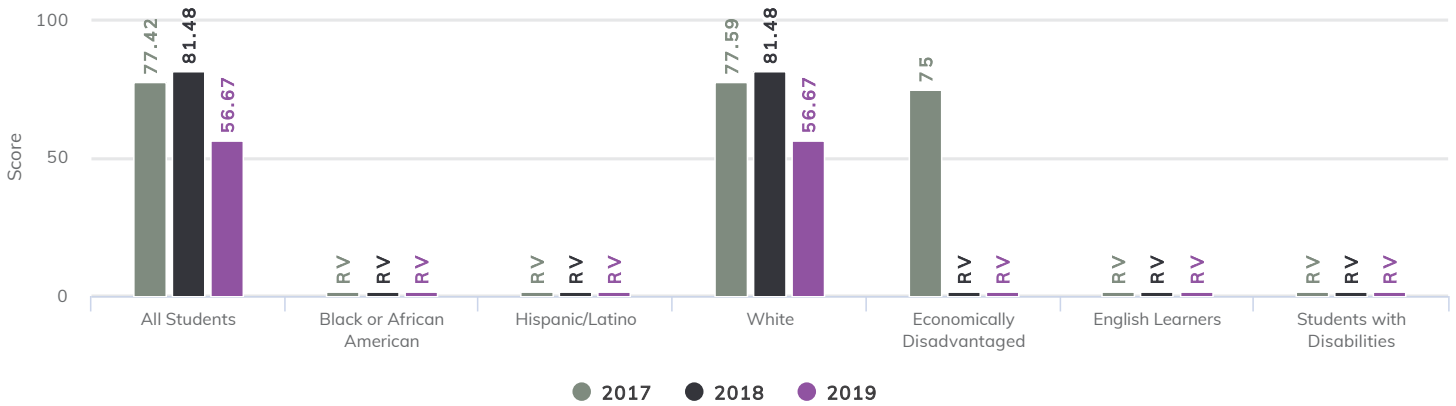
Score: $(8.5 / 15) * 100 = 56.67$

Total Students	15
Total # Points Possible	15
Total # Points Earned	8.5

Points Per Student

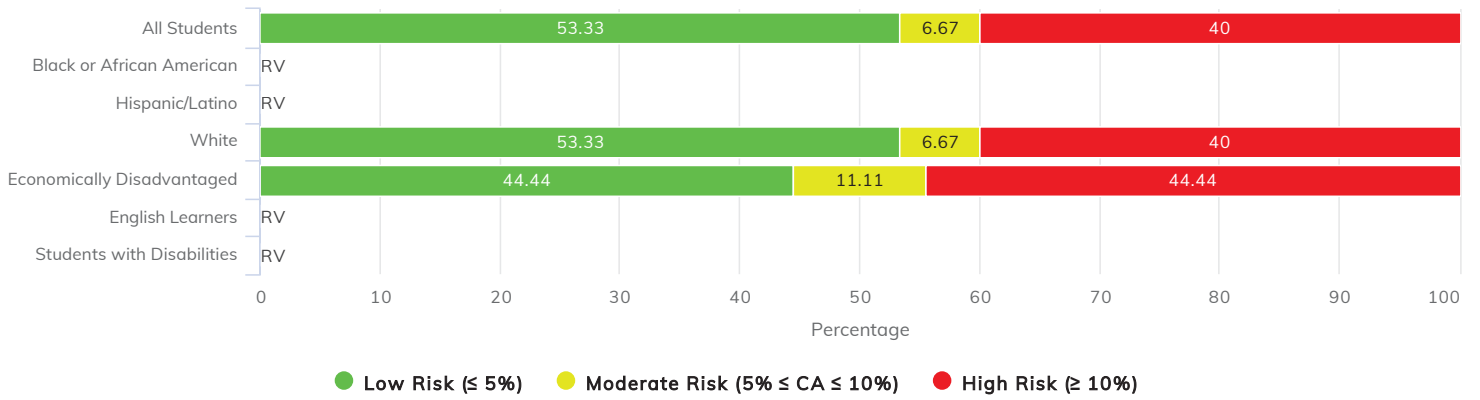
Student at low risk (absent less than 5% of time enrolled)	1.0 Point
Student at moderate risk (absent 5% to less than 10% of days enrolled)	0.5 Points
Student at high risk (absent 10% or more of days enrolled)	0.0 Points

Percent of Points Earned for Student Engagement





Percent of Students in Each Chronic Absence Risk Level



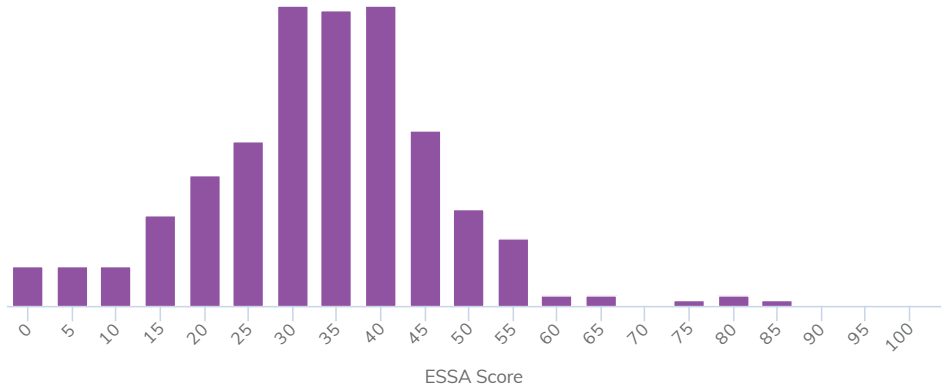
Population	Low Risk	Moderate Risk	High Risk
All Students	53.33	6.67	40
Black or African American	RV	RV	RV
Hispanic/Latino	RV	RV	RV
White	53.33	6.67	40
Economically Disadvantaged	44.44	11.11	44.44
English Learners	RV	RV	RV
Students with Disabilities	RV	RV	RV



Reading at Grade Level Score



State Distribution of School-Level Reading at Grade Level

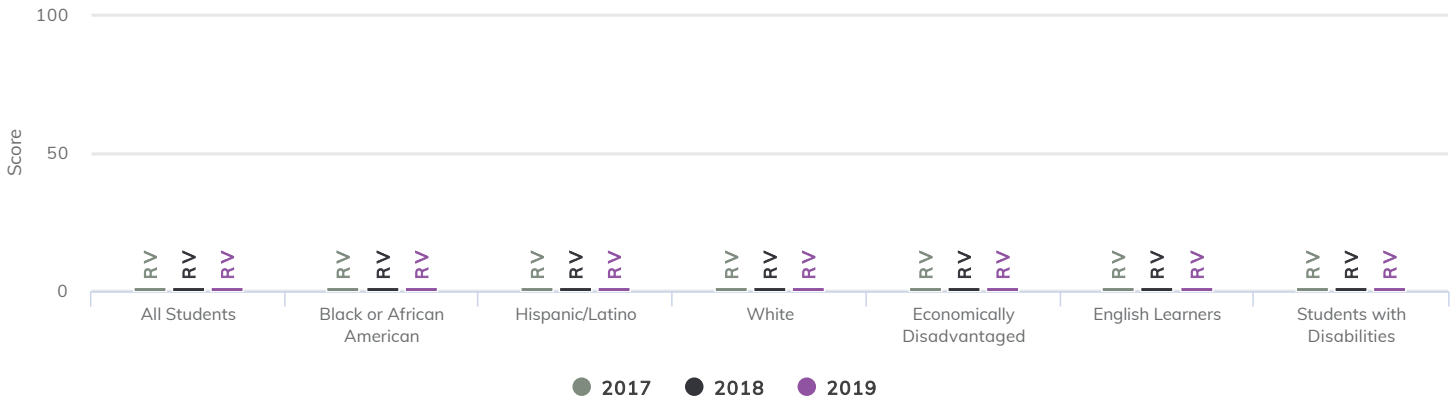


Reading at Grade Level Points Table

Score: (0 / 1) * 100 = 0

Total Students	1
Total # Points Possible	1
Total # Points Earned	0
Points Per Student	
Student achieved Ready or Exceeds (ACT Aspire) in reading	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Reading at Grade Level

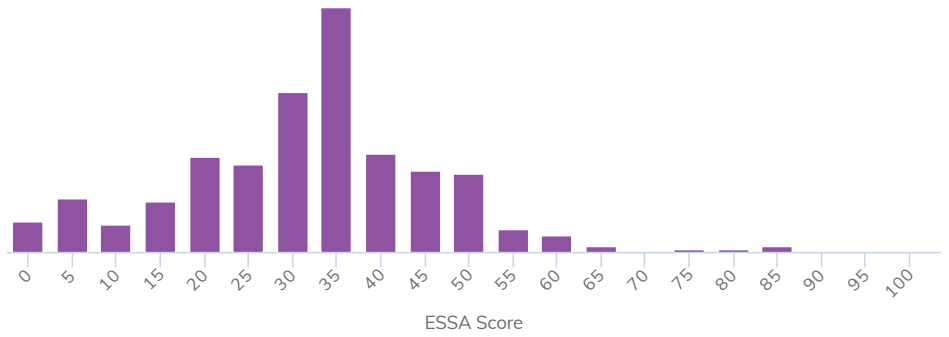




Science Achievement Score

0

State Distribution of School-Level Science Achievement



Science Achievement Points Table

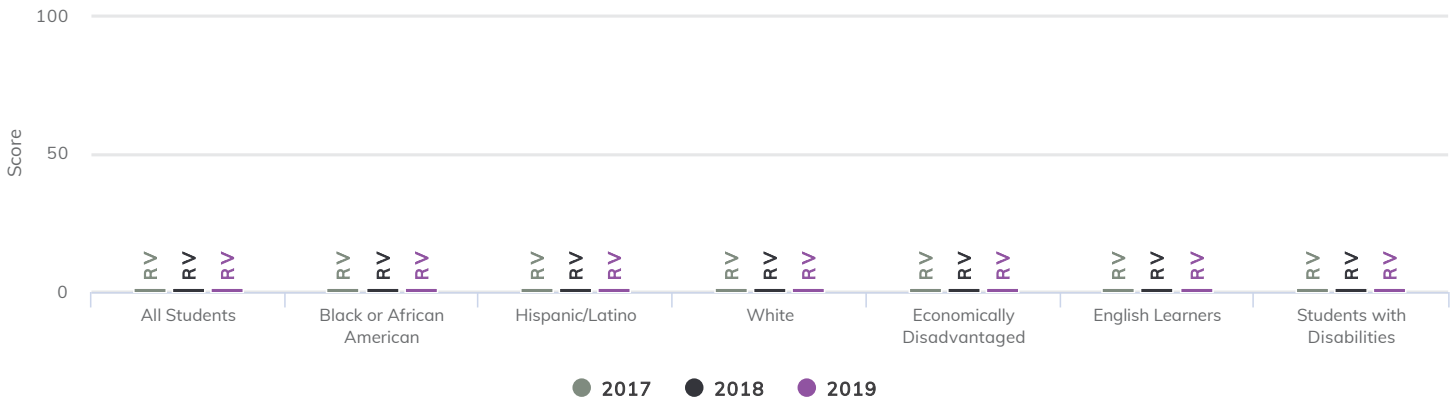
Score: $(0 / 1) * 100 = 0$

Total Students	1
Total # Points Possible	1
Total # Points Earned	0

Points Per Student

Student achieved Ready or Exceeds (ACT Aspire) in science	1.0 Point
Student achieved "At Target" or "Advanced" on the DLM, in science	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Science Achievement

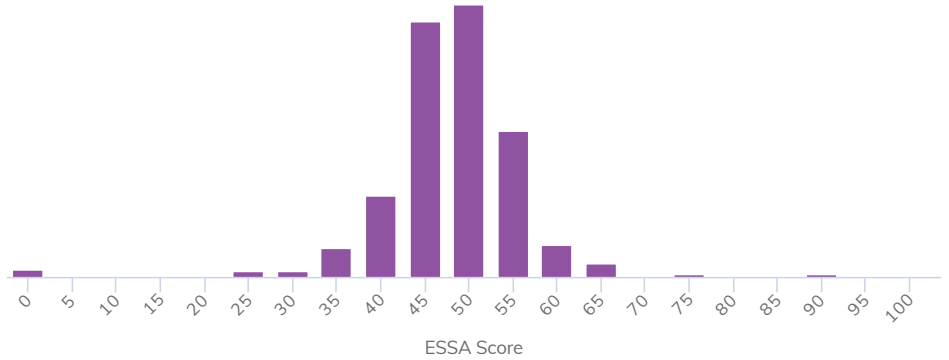




Growth in Science Achievement Score



State Distribution of School-Level Growth in Science Achievement

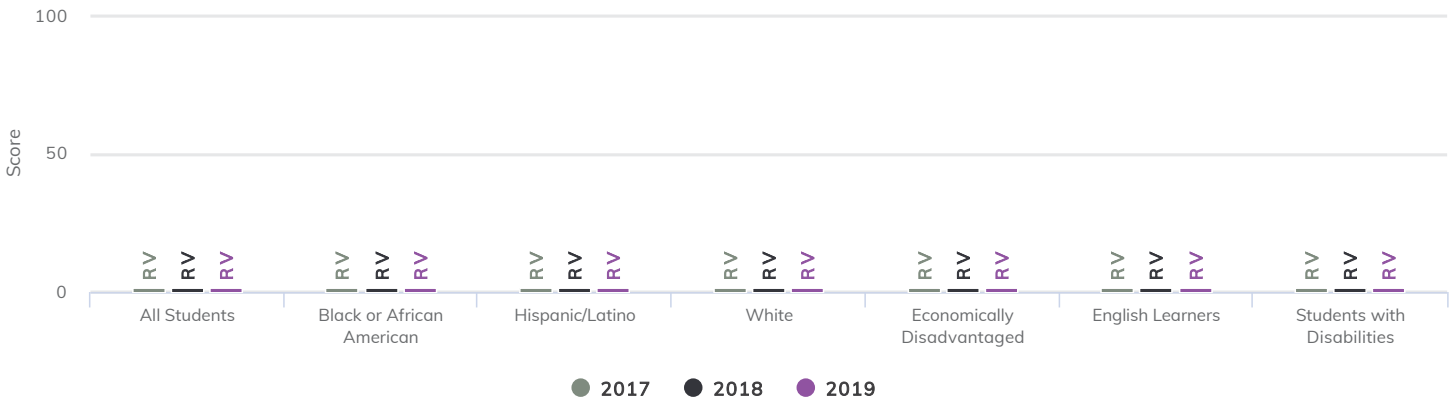


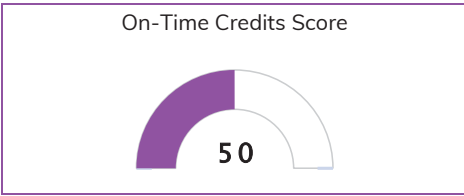
Growth in Science Achievement Points Table

Score: $(0 / 1) * 100 = 0$

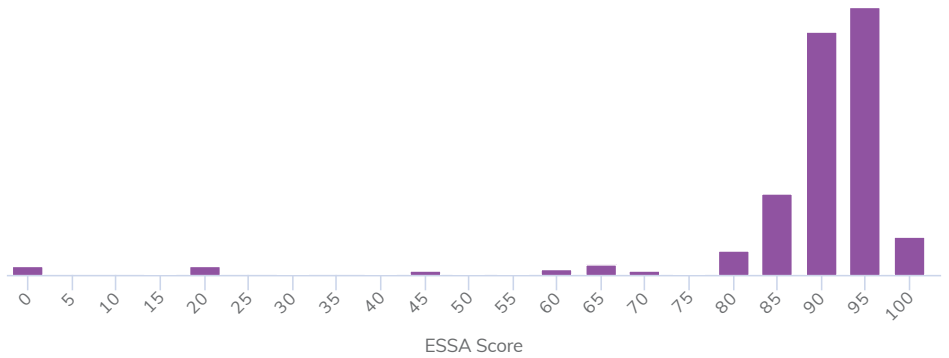
Total Students	1
Total # Points Possible	1
Total # Points Earned	0
Points Per Student	
Growth at/above the 75th percentile of growth of students in the same grade	1.0 Point
Growth at/above the 25th percentile to less than 75th of growth of students in same grade	0.5 Points
Growth below the 25th percentile of growth of students in same grade	0.0 Points

Percent of Points Earned for Growth in Science Achievement





State Distribution of School-Level On-Time Credits

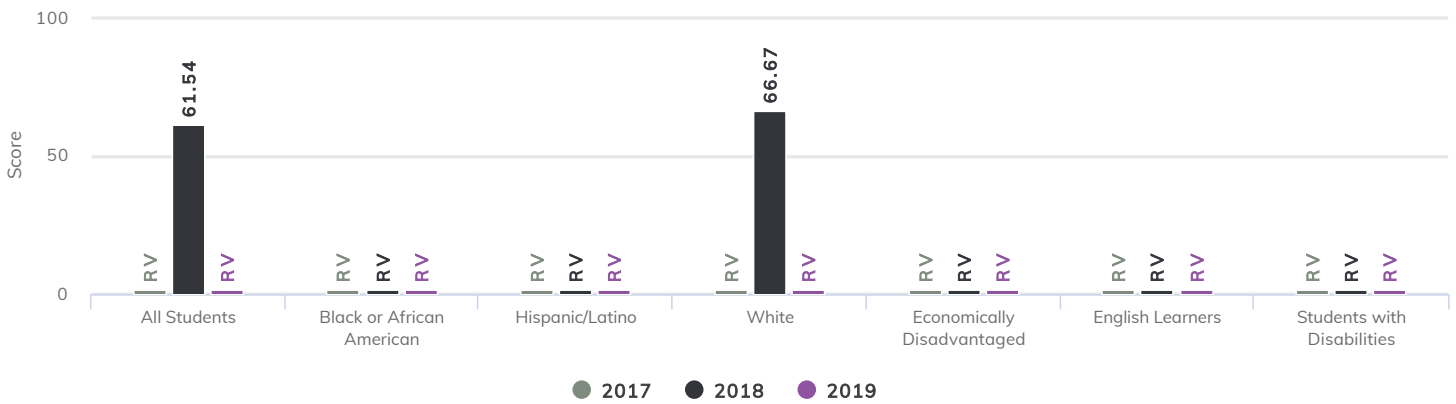


On-Time Credits Points Table

Score: $(2 / 4) * 100 = 50$

Total Students	4
Total # Points Possible	4
Total # Points Earned	2
Points Per Student	
Grade 9 completed \geq 5.5 credits	1.0 Point
Grade 10 completed \geq 11.0 credits	1.0 Point
Grade 11 completed \geq 16.5 credits	1.0 Point

Percent of Points Earned for On-Time Credits



Details of On-Time Credits by Grade

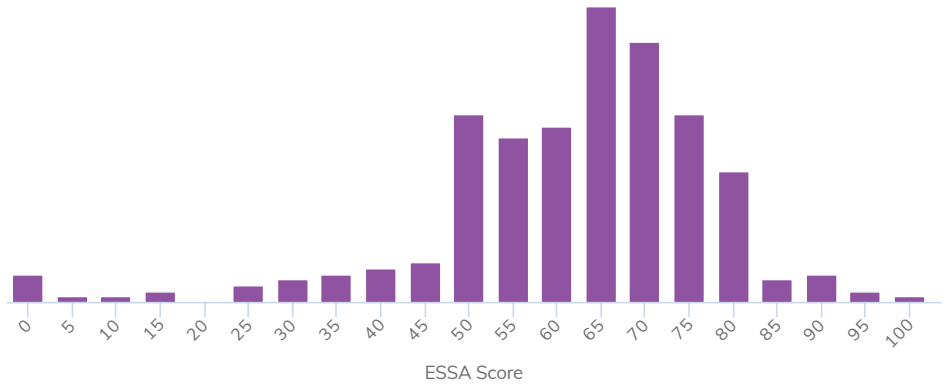
	Grade 9	Grade 10	Grade 11	Total
Total Students	0	0	4	4
Total # Points Possible	0	0	4	4
Total # Points Earned			2	2
Percent of Points Earned	%	%	50%	50%



GPA 2.8 or Higher on 4.0 Scale Score



State Distribution of School-Level GPA 2.8 or Higher on 4.0 Scale



GPA 2.8 or Higher on 4.0 Scale Points Table

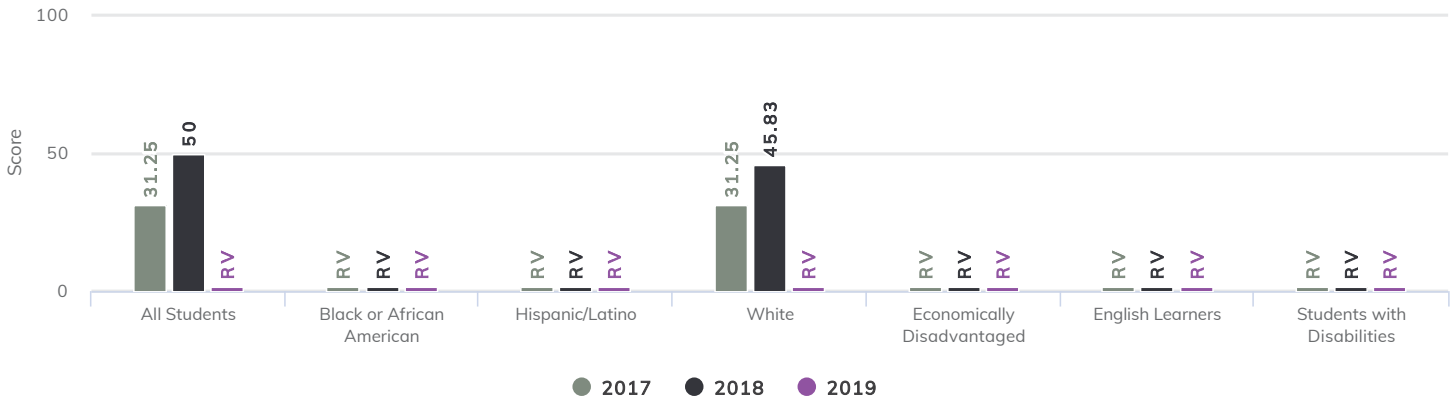
Score: $(1 / 8) * 100 = 12.5$

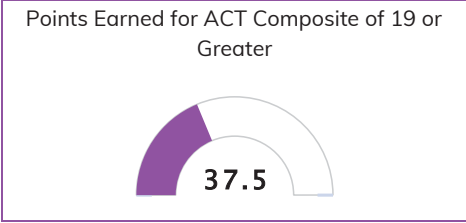
Total Students	8
Total # Points Possible	8
Total # Points Earned	1

Points Per Student

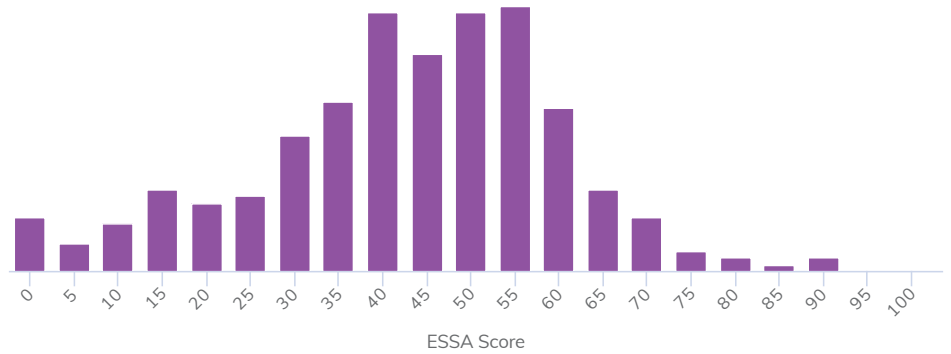
Grade 12 final high school GPA from SIS cycle 7	
GPA 2.8 or higher	1.0 Point

Percent of Points Earned for GPA 2.8 or Higher on 4.0 Scale





State Distribution of School-Level ACT Composite of 19 or Greater



ACT Composite of 19 or Greater Points Table

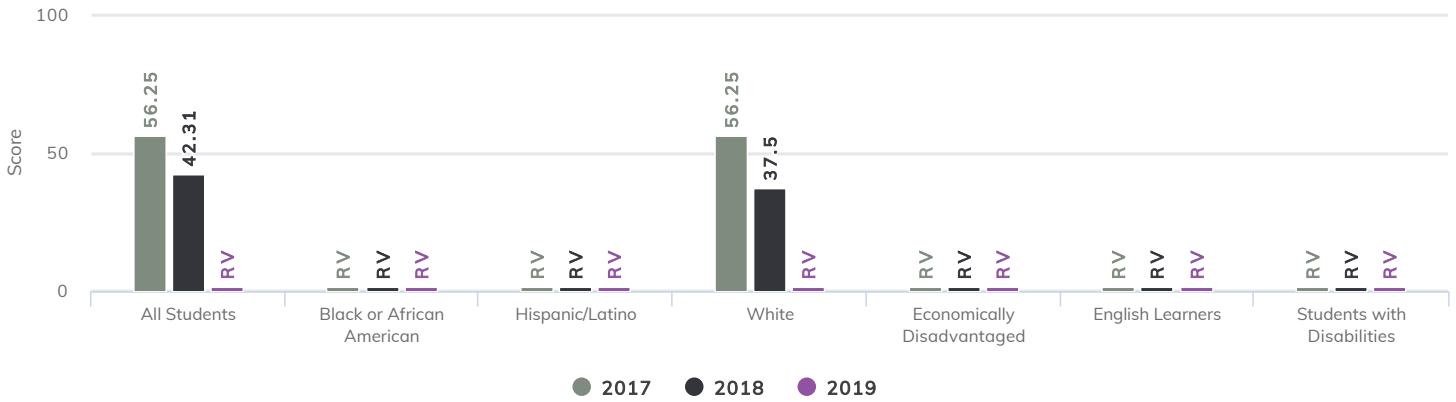
Score: $(3 / 8) * 100 = 37.5$

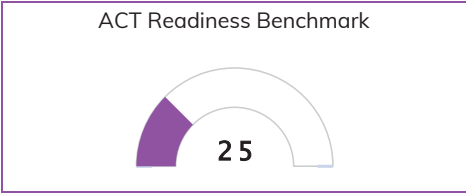
Total Students	8
Total # Points Possible	8
Total # Points Earned	3

Points Per Student

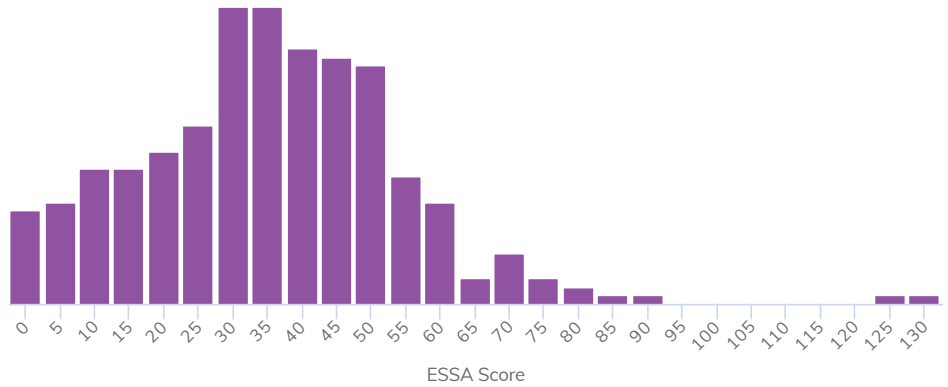
Uses best ACT scores achieved in high school	
ACT Composite score 19 or higher	1.0 Point

Percent of Points Earned for ACT Composite of 19 or Greater





State Distribution of School-Level ACT Readiness Benchmark

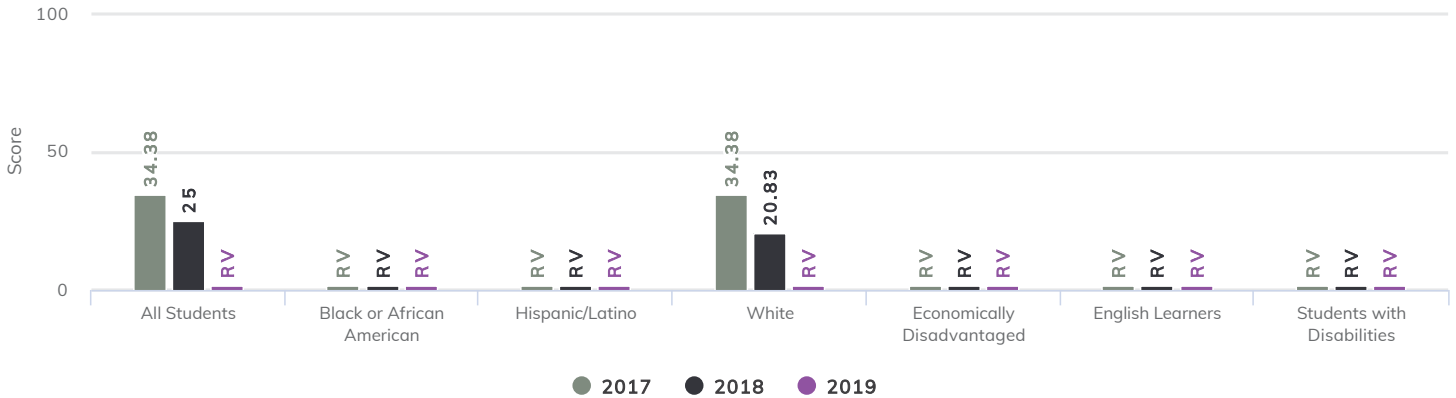


ACT Readiness Benchmark Points Table

Score: $(2 / 8) * 100 = 25$

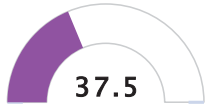
Total Students	8
Total # Points Possible	8
Total # Points Earned	2
Points Per Student	
Extra points earned for scoring at or above ACT's College Readiness Benchmark	
ACT Reading ≥ 22	0.5 Points
ACT Math ≥ 22	0.5 Points
ACT Science ≥ 23	0.5 Points

Percent of Points Earned for ACT Readiness Benchmark

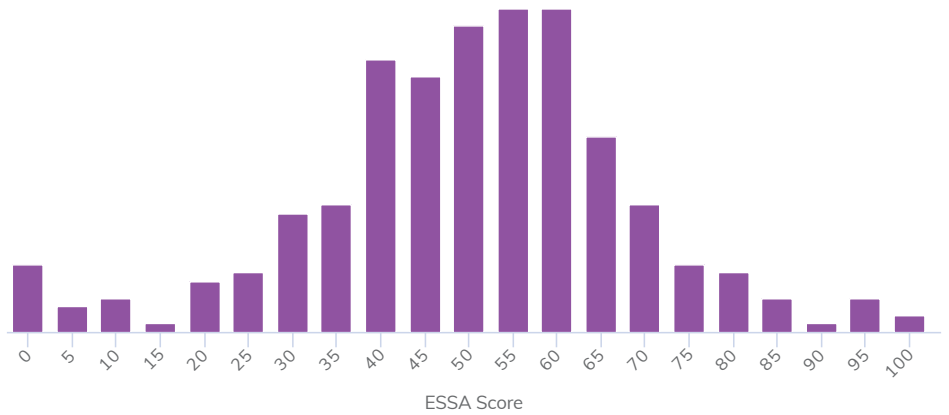




AP/IB/Concurrent Credit Course(s) Score



State Distribution of School-Level AP/IB/Concurrent Credit Course(s)



AP/IB/Concurrent Credit Course(s) Points Table

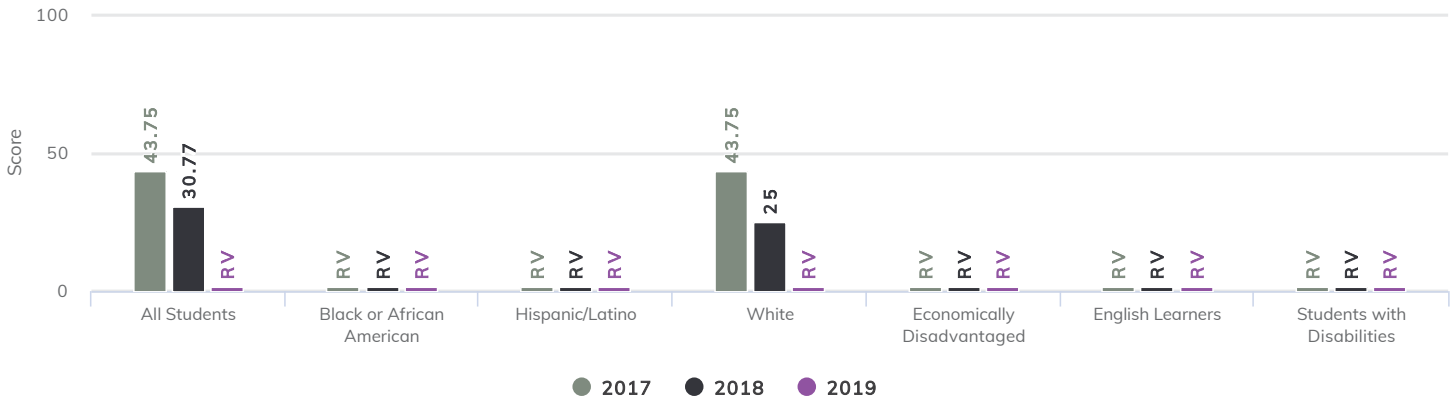
Score: $(3 / 8) * 100 = 37.5$

Total Students	8
Total # Points Possible	8
Total # Points Earned	3

Points Per Student

Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for AP/IB/Concurrent Credit Course(s)

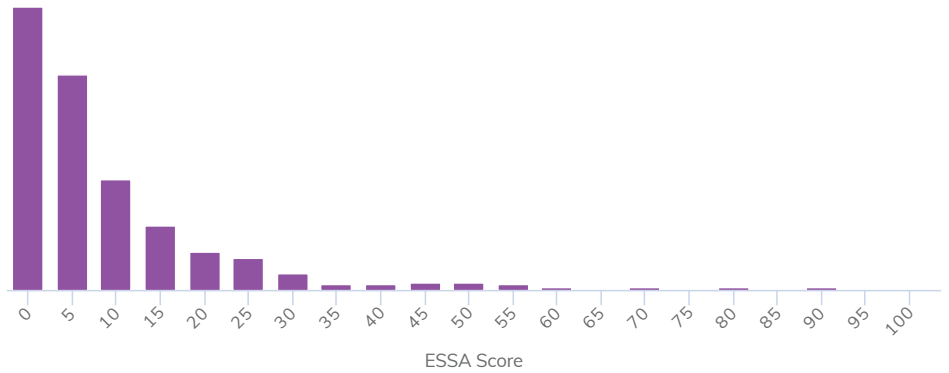




Computer Science Course Credits Score



State Distribution of School-Level Computer Science Course Credits

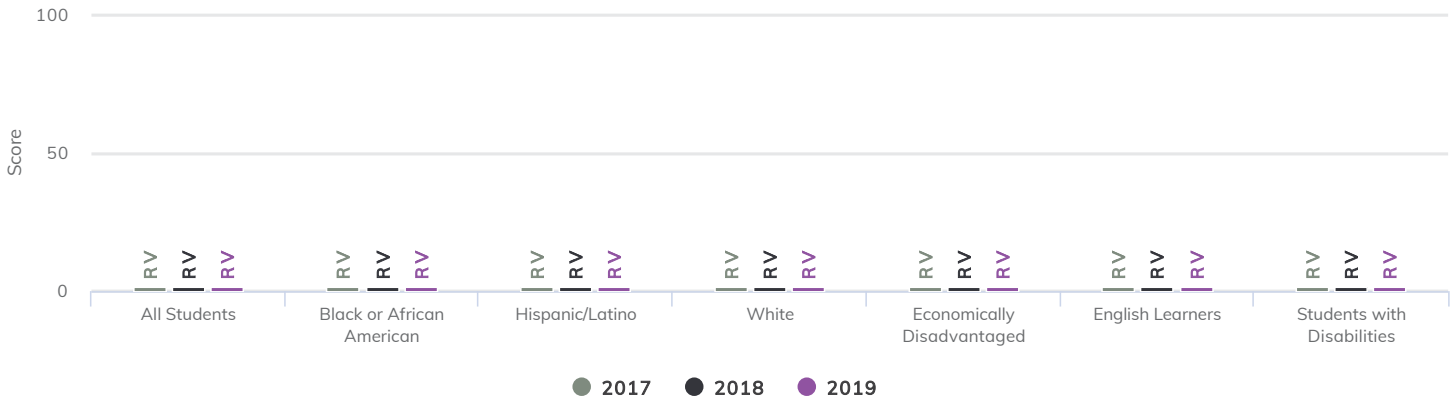


Computer Science Course Credits Points Table

Score: $(0 / 8) * 100 = 0$

Total Students	8
Total # Points Possible	8
Total # Points Earned	0
Points Per Student	
Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for Computer Science Course Credits

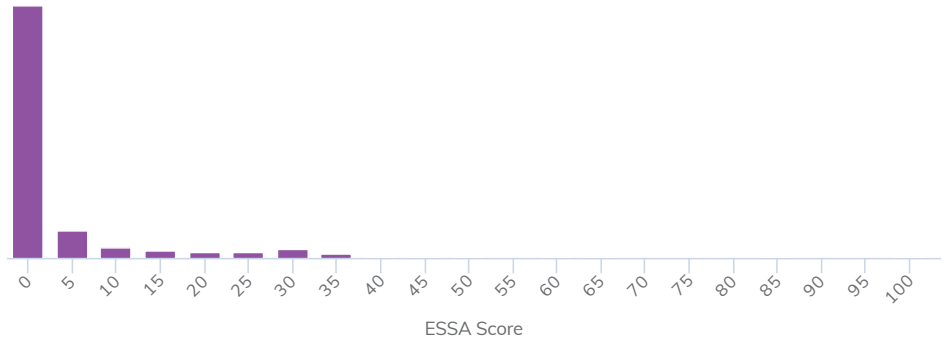




Community Service Learning Credits Earned Score



State Distribution of School-Level Community Service Learning Credits



Community Service Learning Credits Points Table

Score: $(1 / 8) * 100 = 12.5$

Total Students	8
Total # Points Possible	8
Total # Points Earned	1

Points Per Student

Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for Community Service Learning Credits

