

2015 ESEA DISTRICT REPORT

District: HARRISON SCHOOL DISTRICT
LEA: 503000
Enrollment: 2699

Superintendent: MELINDA MOSS
Attendance: 94.79
Poverty Rate: 50.57

Address: 110 S Cherry
Address: HARRISON, AR 72601
Phone: (870) 741-7600

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	1611	1615	99.75	1654	1660	99.64	
Targeted Achievement Gap Group	840	842	99.76	888	892	99.55	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Hispanic	58	58	100.00	59	59	100.00	
White	1495	1498	99.80	1537	1542	99.68	
Economically Disadvantaged	806	806	100.00	855	856	99.88	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	123	125	98.40	119	122	97.54	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	708	1518	46.64	22.73
Targeted Achievement Gap Group	270	776	34.79	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	21	52	40.38	18.35
White	662	1409	46.98	26.04
Economically Disadvantaged	263	744	35.35	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	14	116	12.07	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	494	1559	31.69	13.95
Targeted Achievement Gap Group	188	822	22.87	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	14	54	25.93	12.10
White	462	1448	31.91	17.14
Economically Disadvantaged	183	791	23.14	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	16	112	14.29	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	175	195	89.74	84.39	94.00
Targeted Achievement Gap Group	63	77	81.82	72.11	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	526	611	86.09	84.39	94.00
Targeted Achievement Gap Group	224	285	78.60	72.11	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	100.00	
White	171	191	89.53	84.21	
Economically Disadvantaged	60	72	83.33	71.74	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	14	19	73.68	70.83	

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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:	15
Number of enrolled students with completed EOY only:	13

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.

Report created on: 01/07/2016