

## 2015 ESEA DISTRICT REPORT

**District:** ARKANSAS ARTS ACADEMY  
**LEA:** 440700  
**Enrollment:** 758

**Superintendent:** MARY LEY  
**Attendance:** 95.60  
**Poverty Rate:** 36.28

**Address:** 1110 W. POPLAR ST., SUITE A  
**Address:** ROGERS, AR 72756  
**Phone:** (479) 878-2787

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	477	480	99.38	460	463	99.35
Targeted Achievement Gap Group	189	191	98.95	181	181	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	12	12	100.00	12	12	100.00
Hispanic	69	71	97.18	66	66	100.00
White	353	354	99.72	340	343	99.13
Economically Disadvantaged	150	152	98.68	148	148	100.00
English Language Learners	21	23	91.30	23	23	100.00
Students with Disabilities	50	50	100.00	43	43	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	223	452	49.34	22.73
Targeted Achievement Gap Group	59	181	32.60	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	10	40.00	10.77
Hispanic	27	66	40.91	18.35
White	168	334	50.30	26.04
Economically Disadvantaged	54	146	36.99	17.63
English Language Learners	3	21	14.29	7.64
Students with Disabilities	4	44	9.09	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	101	435	23.22	13.95
Targeted Achievement Gap Group	28	173	16.18	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	1	10	10.00	5.87
Hispanic	11	62	17.74	12.10
White	75	322	23.29	17.14
Economically Disadvantaged	26	143	18.18	11.02
English Language Learners	2	22	9.09	6.23
Students with Disabilities	0	38	0.00	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>NEEDS IMPROVEMENT</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	46	50	92.00	98.61	94.00
Targeted Achievement Gap Group	8	10	80.00	96.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	117	128	91.41	98.61	94.00
Targeted Achievement Gap Group	35	38	92.11	96.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	40	41	97.56	98.20	
Economically Disadvantaged	n < 10	n < 10	n < 10	96.67	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

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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:	1
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.

Report created on: 01/07/2016