

## 2015 ESEA SCHOOL REPORT

**District:** POTTSVILLE SCHOOL DISTRICT  
**School:** POTTSVILLE HIGH SCHOOL  
**Grade:** 10 - 12  
**Enrollment:** 364

**Superintendent:** LARRY DUGGER **LEA:** 5804014  
**Principal:** JONATHAN BRADLE **Address:** 500 APACHE DRIVE  
**Attendance:** 94.28 **Address:** POTTSVILLE, AR 72858  
**Poverty Rate:** 35.71 **Phone:** (479) 968-8610

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS: <span style="background-color: #92d050;">ACHIEVING</span>						
ESEA Flexibility Indicators	ELA			MATHEMATICS		
	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	138	138	100.00	58	60	96.67
Targeted Achievement Gap Group	60	60	100.00	32	32	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	10	10	100.00	n < 10	n < 10	n < 10
White	127	127	100.00	50	52	96.15
Economically Disadvantaged	54	54	100.00	32	32	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	13	13	100.00	n < 10	n < 10	n < 10

### STUDENT PERFORMANCE – ENGLISH LANGUAGE ARTS

ELA STATUS: <span style="background-color: #92d050;">ACHIEVING</span>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	86	137	62.77	21.47
Targeted Achievement Gap Group	28	60	46.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	4	10	40.00	15.49
White	82	126	65.08	26.68
Economically Disadvantaged	27	54	50.00	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	3	13	23.08	3.23

### STUDENT PERFORMANCE – MATHEMATICS

MATHEMATICS STATUS: <span style="background-color: #ffff00;">NEEDS IMPROVEMENT</span>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	5	54	9.26	12.09
Targeted Achievement Gap Group	2	28	7.14	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	5	46	10.87	16.34
Economically Disadvantaged	2	28	7.14	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <span style="background-color: #ffff00;">NEEDS IMPROVEMENT</span>						
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	103	108	95.37	96.67	94.00	
Targeted Achievement Gap Group	27	30	90.00	96.49	94.00	
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL	
All Students	328	344	95.35	96.67	94.00	
Targeted Achievement Gap Group	97	108	89.81	96.49	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	96	101	95.05	96.45		
Economically Disadvantaged	26	29	89.66	95.24		
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:	3

### **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