

2015 ESEA DISTRICT REPORT

District: CHARLESTON SCHOOL DISTRICT
LEA: 2402000
Enrollment: 876

Superintendent: JEFF STUBBLEFIELD
Attendance 96.18
Poverty Rate: 43.95

Address: P.O. BOX 188
Address: CHARLESTON, AR 72933
Phone: (479) 965-7160

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	499	501	99.60	510	512	99.61	
Targeted Achievement Gap Group	233	235	99.15	241	243	99.18	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Hispanic	22	22	100.00	25	25	100.00	
White	450	452	99.56	459	461	99.57	
Economically Disadvantaged	219	220	99.55	228	229	99.56	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	55	56	98.21	54	55	98.18	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	144	486	29.63	22.73
Targeted Achievement Gap Group	44	223	19.73	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	2	22	9.09	18.35
White	131	438	29.91	26.04
Economically Disadvantaged	42	209	20.10	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	3	55	5.45	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	168	499	33.67	13.95
Targeted Achievement Gap Group	51	231	22.08	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	3	25	12.00	12.10
White	156	448	34.82	17.14
Economically Disadvantaged	49	218	22.48	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	4	54	7.41	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	69	73	94.52	89.67	94.00
Targeted Achievement Gap Group	20	24	83.33	87.65	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	193	205	94.15	89.67	94.00
Targeted Achievement Gap Group	59	68	86.76	87.65	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		
White	66	70	94.29	88.89	
Economically Disadvantaged	16	20	80.00	85.19	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	89.75	

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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:	0
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