

2015 ESEA SCHOOL REPORT

District: HORATIO SCHOOL DISTRICT
School: HORATIO HIGH SCHOOL
Grade: 7 - 12
Enrollment: 373

Superintendent: LEE SMITH
Principal: JAMES DOBBINS
Attendance: 93.83
Poverty Rate: 65.95

LEA: 6703013
Address: P O BOX 435
Address: HORATIO, AR 71842
Phone: (870) 832-1902

OVERALL SCHOOL STATUS: 2014 ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	238	243	97.94	232	242	95.87	
Targeted Achievement Gap Group	174	179	97.21	167	173	96.53	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Hispanic	53	56	94.64	52	55	94.55	
White	174	176	98.86	169	176	96.02	
Economically Disadvantaged	169	174	97.13	162	168	96.43	
English Language Learners	26	28	92.86	26	27	96.30	
Students with Disabilities	16	20	80.00	11	11	100.00	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	93	231	40.26	21.47
Targeted Achievement Gap Group	62	169	36.69	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	10	51	19.61	15.49
White	77	169	45.56	26.68
Economically Disadvantaged	62	164	37.80	16.35
English Language Learners	2	25	8.00	8.19
Students with Disabilities	0	15	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	67	225	29.78	12.09
Targeted Achievement Gap Group	42	163	25.77	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	12	51	23.53	10.85
White	52	163	31.90	16.34
Economically Disadvantaged	42	158	26.58	8.85
English Language Learners	5	25	20.00	5.08
Students with Disabilities	1	11	9.09	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	66	67	98.51	97.66	94.00
Targeted Achievement Gap Group	43	43	100.00	95.83	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	188	192	97.92	97.66	94.00
Targeted Achievement Gap Group	120	121	99.17	95.83	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	14	14	100.00	100.00	
White	50	51	98.04	96.97	
Economically Disadvantaged	40	40	100.00	97.70	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	86.67	

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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:	2

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