

# 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK SCHOOL DISTRICT  
**School:** TERRY ELEMENTARY SCHOOL  
**Grade:** P - 5  
**Enrollment:** 370

**Superintendent:** BAKER KURRUS  
**Principal:** SANDRA REGISTER  
**Attendance:** 96.32  
**Poverty Rate:** 84.32

**LEA:** 6001047  
**Address:** 10800 MARA LYNN DR.  
**Address:** LITTLE ROCK, AR 72211  
**Phone:** (501) 447-6500

**OVERALL SCHOOL STATUS:** 2014 ACHIEVING

## PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	151	153	98.69	151	153	98.69	
Targeted Achievement Gap Group	134	136	98.53	134	136	98.53	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	102	104	98.08	102	104	98.08	
Hispanic	28	28	100.00	28	28	100.00	
White	12	12	100.00	12	12	100.00	
Economically Disadvantaged	130	132	98.48	130	132	98.48	
English Language Learners	29	29	100.00	29	29	100.00	
Students with Disabilities	19	20	95.00	19	20	95.00	

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	43	133	32.33	21.47	
Targeted Achievement Gap Group	34	118	28.81	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	29	90	32.22	10.44	
Hispanic	5	26	19.23	15.49	
White	6	9	66.67	26.68	
Economically Disadvantaged	34	115	29.57	16.35	
English Language Learners	5	27	18.52	8.19	
Students with Disabilities	2	17	11.76	3.23	

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	53	133	39.85	12.09	
Targeted Achievement Gap Group	42	118	35.59	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	32	90	35.56	4.17	
Hispanic	11	26	42.31	10.85	
White	6	9	66.67	16.34	
Economically Disadvantaged	40	115	34.78	8.85	
English Language Learners	11	27	40.74	5.08	
Students with Disabilities	5	17	29.41	3.23	

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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:	4

### **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: 11/12/2015