

# 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK SCHOOL DISTRICT  
**School:** BRADY ELEMENTARY SCHOOL  
**Grade:** P - 5  
**Enrollment:** 348

**Superintendent:** BAKER KURRUS  
**Principal:** HENRY HARRIS  
**Attendance:** 94.62  
**Poverty Rate:** 92.24

**LEA:** 6001018  
**Address:** 7915 W. MARKHAM ST.  
**Address:** LITTLE ROCK, AR 72205  
**Phone:** (501) 447-3900

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	156	157	99.36	156	157	99.36	
Targeted Achievement Gap Group	147	148	99.32	147	148	99.32	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	124	125	99.20	124	125	99.20	
Hispanic	18	18	100.00	18	18	100.00	
White	9	9	100.00	9	9	100.00	
Economically Disadvantaged	140	141	99.29	140	141	99.29	
English Language Learners	20	20	100.00	20	20	100.00	
Students with Disabilities	18	18	100.00	18	18	100.00	

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	29	131	22.14	21.47	
Targeted Achievement Gap Group	27	123	21.95	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	16	102	15.69	10.44	
Hispanic	8	17	47.06	15.49	
White	2	8	25.00	26.68	
Economically Disadvantaged	24	117	20.51	16.35	
English Language Learners	8	18	44.44	8.19	
Students with Disabilities	0	14	0.00	3.23	

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:					
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	16	129	12.40	12.09	
Targeted Achievement Gap Group	16	121	13.22	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	9	100	9.00	4.17	
Hispanic	2	17	11.76	10.85	
White	2	8	25.00	16.34	
Economically Disadvantaged	15	115	13.04	8.85	
English Language Learners	5	18	27.78	5.08	
Students with Disabilities	1	14	7.14	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:	9

### **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