

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK SCHOOL DISTRICT
School: CHICOT PRIMARY SCHOOL
Grade: P - 2
Enrollment: 602

Superintendent: BAKER KURRUS **LEA:** 6001072
Principal: SHERRY CHAMBERS **Address:** 11100 CHICOT RD.
Attendance: 95.33 **Address:** MABELVALE, AR 72103
Poverty Rate: 93.19 **Phone:** (501) 447-7000

OVERALL SCHOOL STATUS: 2015 NEEDS IMPROVEMENT FOCUS

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	413	425	97.18	422	425	99.29	
Targeted Achievement Gap Group	399	411	97.08	408	411	99.27	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	257	261	98.47	258	261	98.85	
Hispanic	138	145	95.17	145	145	100.00	
White	15	15	100.00	15	15	100.00	
Economically Disadvantaged	393	404	97.28	402	404	99.50	
English Language Learners	129	137	94.16	137	137	100.00	
Students with Disabilities	48	51	94.12	49	51	96.08	

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	42	358	11.73	21.47
Targeted Achievement Gap Group	39	346	11.27	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	23	217	10.60	10.44
Hispanic	17	128	13.28	15.49
White	2	11	18.18	26.68
Economically Disadvantaged	39	342	11.40	16.35
English Language Learners	14	122	11.48	8.19
Students with Disabilities	1	44	2.27	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	21	364	5.77	12.09
Targeted Achievement Gap Group	20	352	5.68	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	218	4.59	4.17
Hispanic	11	133	8.27	10.85
White	0	11	0.00	16.34
Economically Disadvantaged	20	348	5.75	8.85
English Language Learners	10	127	7.87	5.08
Students with Disabilities	1	44	2.27	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:	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: 11/12/2015