2015 ESEA SCHOOL REPORT

District:	LITTLE ROCK SCHOOL DISTRICT	**Superintendent:**	BAKER KURRUS	**LEA:**	6001024
School:	FOREST PARK ELEMENTARY SCHOOL	**Principal:**	THERESA COURTNE	**Address:**	1600 N. TYLER ST.
Grade:	P - 5	**Attendance:**	97.24	**Address**	LITTLE ROCK, AR 72207
Enrollment:	392	**Poverty Rate:**	26.02	**Phone**	(501) 447-4500

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	207	209	99.04	207	209	99.04
Targeted Achievement Gap Group	53	55	96.36	53	55	96.36
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	31	31	100.00	31	31	100.00
Hispanic	6	6	100.00	6	6	100.00
White	157	159	98.74	157	159	98.74
Economically Disadvantaged	46	48	95.83	46	48	95.83
English Language Learners	7	7	100.00	7	7	100.00
Students with Disabilities	11	11	100.00	11	11	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	163	199	81.91	21.47
Targeted Achievement Gap Group	31	48	64.58	16.32
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	21	29	72.41	10.44
Hispanic	3	5	60.00	15.49
White	130	152	85.53	26.68
Economically Disadvantaged	27	42	64.29	16.35
English Language Learners	4	7	57.14	8.19
Students with Disabilities	3	8	37.50	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
All Students	140	199	70.35	12.09
Targeted Achievement Gap Group	22	48	45.83	8.91
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2015 AMO**
African American	14	29	48.28	4.17
Hispanic	3	5	60.00	10.85
White	116	152	76.32	16.34
Economically Disadvantaged	18	42	42.86	8.85
English Language Learners	6	7	85.71	5.08
Students with Disabilities	2	8	25.00	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:	6

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