

## 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK SCHOOL DISTRICT  
**School:** HALL HIGH SCHOOL  
**Grade:** 9 - 12  
**Enrollment:** 1189

**Superintendent:** BAKER KURRUS **LEA:** 6001002  
**Principal:** LARRY SCHLEICHER **Address:** 6700 H ST.  
**Attendance:** 90.24 **Address:** LITTLE ROCK, AR 72205  
**Poverty Rate:** 85.20 **Phone:** (501) 447-1900

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT PRIORITY

### PERCENT TESTED

PERCENT TESTED STATUS:		NEEDS IMPROVEMENT					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	504	677	74.45	447	615	72.68	
Targeted Achievement Gap Group	465	628	74.04	415	570	72.81	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	394	461	85.47	313	399	78.45	
Hispanic	81	164	49.39	104	169	61.54	
White	20	40	50.00	20	34	58.82	
Economically Disadvantaged	450	590	76.27	396	541	73.20	
English Language Learners	76	165	46.06	103	172	59.88	
Students with Disabilities	65	96	67.71	26	29	89.66	

### STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	51	298	17.11	21.47	
Targeted Achievement Gap Group	46	272	16.91	16.32	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	43	239	17.99	10.44	
Hispanic	4	43	9.30	15.49	
White	3	11	27.27	26.68	
Economically Disadvantaged	44	266	16.54	16.35	
English Language Learners	3	40	7.50	8.19	
Students with Disabilities	3	36	8.33	3.23	

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO	
All Students	12	287	4.18	12.09	
Targeted Achievement Gap Group	11	260	4.23	8.91	
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO	
African American	7	219	3.20	4.17	
Hispanic	2	48	4.17	10.85	
White	3	13	23.08	16.34	
Economically Disadvantaged	9	251	3.59	8.85	
English Language Learners	1	45	2.22	5.08	
Students with Disabilities	4	22	18.18	3.23	

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	186	282	65.96	78.45	94.00
Targeted Achievement Gap Group	157	218	72.02	77.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	694	963	72.07	78.45	94.00
Targeted Achievement Gap Group	511	701	72.90	77.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	140	200	70.00	84.83	
Hispanic	32	57	56.14	59.53	
White	10	17	58.82	61.54	
Economically Disadvantaged	152	210	72.38	79.31	
English Language Learners	24	40	60.00	60.00	
Students with Disabilities	20	26	76.92	91.40	

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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:	191
Number of enrolled students with completed EOY only:	106

### **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