

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK SCHOOL DISTRICT
School: J.A. FAIR HIGH SCHOOL
Grade: 9 - 12
Enrollment: 916

Superintendent: BAKER KURRUS
Principal: JEREMY OWOH
Attendance: 92.47
Poverty Rate: 83.08

LEA: 6001063
Address: 13420 DAVID O. DODD RD.
Address: LITTLE ROCK, AR 72210
Phone: (501) 447-1700

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	466	512	91.02	380	394	96.45
Targeted Achievement Gap Group	418	459	91.07	342	354	96.61
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	414	456	90.79	341	352	96.88
Hispanic	30	32	93.75	21	22	95.45
White	17	19	89.47	13	14	92.86
Economically Disadvantaged	412	450	91.56	340	351	96.87
English Language Learners	21	22	95.45	14	15	93.33
Students with Disabilities	53	71	74.65	17	17	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	66	378	17.46	21.47
Targeted Achievement Gap Group	55	341	16.13	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	54	335	16.12	10.44
Hispanic	5	24	20.83	15.49
White	7	15	46.67	26.68
Economically Disadvantaged	55	337	16.32	16.35
English Language Learners	1	17	5.88	8.19
Students with Disabilities	2	45	4.44	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	22	338	6.51	12.09
Targeted Achievement Gap Group	17	307	5.54	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	18	303	5.94	4.17
Hispanic	2	18	11.11	10.85
White	2	13	15.38	16.34
Economically Disadvantaged	17	306	5.56	8.85
English Language Learners	0	13	0.00	5.08
Students with Disabilities	0	16	0.00	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	120	171	70.18	79.39	94.00
Targeted Achievement Gap Group	96	134	71.64	80.37	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	393	592	66.39	79.39	94.00
Targeted Achievement Gap Group	297	450	66.00	80.37	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	107	149	71.81	81.24	
Hispanic	9	16	56.25	61.91	
White	4	6	66.67	68.63	
Economically Disadvantaged	91	129	70.54	80.23	
English Language Learners	6	9	66.67	33.33	
Students with Disabilities	19	24	79.17	73.91	

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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:	44
Number of enrolled students with completed EOY only:	30

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