

# 2015 ESEA SCHOOL REPORT

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> BAKER KURRUS	<b>LEA:</b> 6001035
<b>School:</b> M.L. KING MAGNET ELEM. SCHOOL	<b>Principal:</b> KAREN CARTER	<b>Address:</b> 905 DR. MARTIN LUTHER KING
<b>Grade:</b> P - 5	<b>Attendance:</b> 96.49	<b>Address:</b> LITTLE ROCK, AR 72202
<b>Enrollment:</b> 463	<b>Poverty Rate:</b> 90.93	<b>Phone:</b> (501) 447-5100

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT FOCUS - MET 1YR

## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	218	219	99.54	218	219	99.54
Targeted Achievement Gap Group	203	204	99.51	203	204	99.51
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	205	205	100.00	205	205	100.00
Hispanic	2	2	100.00	2	2	100.00
White	7	8	87.50	7	8	87.50
Economically Disadvantaged	198	199	99.50	198	199	99.50
English Language Learners	1	1	100.00	1	1	100.00
Students with Disabilities	35	35	100.00	35	35	100.00

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	51	209	24.40	21.47
Targeted Achievement Gap Group	46	195	23.59	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	48	199	24.12	10.44
Hispanic	0	1	0.00	15.49
White	3	6	50.00	26.68
Economically Disadvantaged	45	190	23.68	16.35
English Language Learners	0	1	0.00	8.19
Students with Disabilities	4	33	12.12	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	26	210	12.38	12.09
Targeted Achievement Gap Group	23	196	11.73	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	24	200	12.00	4.17
Hispanic	0	1	0.00	10.85
White	2	6	33.33	16.34
Economically Disadvantaged	22	191	11.52	8.85
English Language Learners	0	1	0.00	5.08
Students with Disabilities	2	33	6.06	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:	1

### **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