

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK SCHOOL DISTRICT	Superintendent: BAKER KURRUS	LEA: 6001064
School: MCCLELLAN MAGNET HIGH SCHOOL	Principal: HENRY ANDERSON	Address: 9417 GEYER SPRINGS RD.
Grade: 9 - 12	Attendance: 91.94	Address: LITTLE ROCK, AR 72209
Enrollment: 906	Poverty Rate: 88.19	Phone: (501) 447-2100

OVERALL SCHOOL STATUS:	2015 NEEDS IMPROVEMENT PRIORITY
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PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	421	455	92.53	373	391	95.40
Targeted Achievement Gap Group	385	417	92.33	342	360	95.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	380	410	92.68	339	354	95.76
Hispanic	26	28	92.86	21	23	91.30
White	11	12	91.67	11	12	91.67
Economically Disadvantaged	378	409	92.42	337	355	94.93
English Language Learners	18	19	94.74	16	18	88.89
Students with Disabilities	60	64	93.75	28	29	96.55

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	53	333	15.92	21.47
Targeted Achievement Gap Group	46	305	15.08	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	49	297	16.50	10.44
Hispanic	0	23	0.00	15.49
White	1	9	11.11	26.68
Economically Disadvantaged	45	300	15.00	16.35
English Language Learners	0	16	0.00	8.19
Students with Disabilities	5	51	9.80	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	11	303	3.63	12.09
Targeted Achievement Gap Group	9	278	3.24	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	272	3.68	4.17
Hispanic	0	19	0.00	10.85
White	0	10	0.00	16.34
Economically Disadvantaged	8	274	2.92	8.85
English Language Learners	0	15	0.00	5.08
Students with Disabilities	2	25	8.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	166	236	70.34	65.36	94.00
Targeted Achievement Gap Group	137	188	72.87	66.17	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	499	693	72.01	65.36	94.00
Targeted Achievement Gap Group	396	530	74.72	66.17	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	145	202	71.78	65.42	
Hispanic	15	23	65.22	53.33	
White	5	10	50.00	77.78	
Economically Disadvantaged	135	184	73.37	66.42	
English Language Learners	6	10	60.00	33.33	
Students with Disabilities	24	27	88.89	87.30	

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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:	61
Number of enrolled students with completed EOY only:	36

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: 12/15/2015