

# 2015 ESEA SCHOOL REPORT

<b>District:</b> LITTLE ROCK SCHOOL DISTRICT	<b>Superintendent:</b> BAKER KURRUS	<b>LEA:</b> 6001005
<b>School:</b> PARKVIEW MAGNET HIGH SCHOOL	<b>Principal:</b> DEXTER BOOTH	<b>Address:</b> 2501 JOHN BARROW RD.
<b>Grade:</b> 9 - 12	<b>Attendance:</b> 98.43	<b>Address:</b> LITTLE ROCK, AR 72204
<b>Enrollment:</b> 1033	<b>Poverty Rate:</b> 59.15	<b>Phone:</b> (501) 447-2300

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 NEEDS IMPROVEMENT</b>
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	555	558	99.46	457	469	97.44
Targeted Achievement Gap Group	350	351	99.72	295	306	96.41
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	309	311	99.36	264	268	98.51
Hispanic	83	83	100.00	75	77	97.40
White	145	146	99.32	106	111	95.50
Economically Disadvantaged	334	335	99.70	286	296	96.62
English Language Learners	58	58	100.00	53	54	98.15
Students with Disabilities	31	31	100.00	17	18	94.44

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	302	522	57.85	21.47
Targeted Achievement Gap Group	164	330	49.70	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	148	293	50.51	10.44
Hispanic	36	75	48.00	15.49
White	107	136	78.68	26.68
Economically Disadvantaged	160	314	50.96	16.35
English Language Learners	24	55	43.64	8.19
Students with Disabilities	7	31	22.58	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	102	442	23.08	12.09
Targeted Achievement Gap Group	60	287	20.91	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	45	256	17.58	4.17
Hispanic	15	72	20.83	10.85
White	38	102	37.25	16.34
Economically Disadvantaged	59	278	21.22	8.85
English Language Learners	9	52	17.31	5.08
Students with Disabilities	2	17	11.76	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	242	271	89.30	93.69	94.00
Targeted Achievement Gap Group	100	113	88.50	92.73	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	705	761	92.64	93.69	94.00
Targeted Achievement Gap Group	298	328	90.85	92.73	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	133	141	94.33	96.29	
Hispanic	18	20	90.00	100.00	
White	75	92	81.52	90.23	
Economically Disadvantaged	98	110	89.09	92.52	
English Language Learners	7	9	77.78	100.00	
Students with Disabilities	9	10	90.00	95.55	

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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:	11
Number of enrolled students with completed EOY only:	5

### **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