

# 2015 ESEA SCHOOL REPORT

**District:** BRINKLEY SCHOOL DISTRICT  
**School:** BRINKLEY HIGH SCHOOL  
**Grade:** 7 - 12  
**Enrollment:** 245

**Superintendent:** ARTHUR TUCKER **LEA:** 4801003  
**Principal:** SAMUEL WHITE **Address:** 100 TIGER DRIVE  
**Attendance:** 92.15 **Address:** BRINKLEY, AR 72021  
**Poverty Rate:** 100.00 **Phone:** (870) 734-5005

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

## PERCENT TESTED

PERCENT TESTED STATUS:		NEEDS IMPROVEMENT				
		ELA			MATHEMATICS	
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	152	157	96.82	155	164	94.51
Targeted Achievement Gap Group	152	156	97.44	155	161	96.27
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	92	95	96.84	96	102	94.12
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	52	54	96.30	52	55	94.55
Economically Disadvantaged	152	156	97.44	155	161	96.27
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	19	19	100.00	16	18	88.89

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	24	134	17.91	21.47
Targeted Achievement Gap Group	24	134	17.91	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	11	83	13.25	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	12	45	26.67	26.68
Economically Disadvantaged	24	134	17.91	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	1	17	5.88	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	24	138	17.39	12.09
Targeted Achievement Gap Group	24	138	17.39	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	9	87	10.34	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	14	45	31.11	16.34
Economically Disadvantaged	24	138	17.39	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	2	13	15.38	3.23

## 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	39	45	86.67	83.01	94.00
Targeted Achievement Gap Group	38	43	88.37	83.67	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	140	164	85.37	83.01	94.00
Targeted Achievement Gap Group	137	160	85.63	83.67	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	21	26	80.77	86.27	
Hispanic	n < 10	n < 10	n < 10		
White	14	14	100.00	73.33	
Economically Disadvantaged	38	43	88.37	83.67	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	66.67	

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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:	10
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.