

2015 ESEA DISTRICT REPORT

District: BRINKLEY SCHOOL DISTRICT
LEA: 4801000
Enrollment: 518

Superintendent: ARTHUR TUCKER
Attendance 93.79
Poverty Rate: 100.00

Address: 200 TIGER DRIVE
Address: BRINKLEY, AR 72021
Phone: (870) 734-5000

OVERALL SCHOOL STATUS:	2014 NEEDS IMPROVEMENT
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PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	292	298	97.99	295	305	96.72
Targeted Achievement Gap Group	292	297	98.32	295	302	97.68
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	173	176	98.30	177	183	96.72
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	103	106	97.17	103	107	96.26
Economically Disadvantaged	292	297	98.32	295	302	97.68
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	38	38	100.00	35	37	94.59

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	65	255	25.49	22.73
Targeted Achievement Gap Group	65	255	25.49	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	28	157	17.83	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	33	86	38.37	26.04
Economically Disadvantaged	65	255	25.49	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	2	32	6.25	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	59	259	22.78	13.95
Targeted Achievement Gap Group	59	259	22.78	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	22	161	13.66	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	34	86	39.53	17.14
Economically Disadvantaged	59	259	22.78	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	3	28	10.71	4.60

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:	12
Number of enrolled students with completed EOY only:	7

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: 01/07/2016