

# 2015 ESEA SCHOOL REPORT

**District:** BRADFORD SCHOOL DISTRICT  
**School:** BRADFORD HIGH SCHOOL  
**Grade:** 7 - 12  
**Enrollment:** 193

**Superintendent:** ARTHUR DUNN  
**Principal:** RICK WOOD  
**Attendance:** 92.05  
**Poverty Rate:** 80.31

**LEA:** 7303015  
**Address:** 504 W Main  
**Address:** BRADFORD, AR 72020  
**Phone:** (501) 344-2607

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	129	129	100.00	114	115	99.13
Targeted Achievement Gap Group	108	108	100.00	94	94	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	128	128	100.00	113	114	99.12
Economically Disadvantaged	107	107	100.00	94	94	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10	100.00	n < 10	n < 10	n < 10

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	31	116	26.72	21.47
Targeted Achievement Gap Group	25	98	25.51	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	31	115	26.96	26.68
Economically Disadvantaged	25	97	25.77	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	n < 10	n < 10	n < 10	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>NEEDS IMPROVEMENT</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	8	104	7.69	12.09
Targeted Achievement Gap Group	6	86	6.98	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	8	103	7.77	16.34
Economically Disadvantaged	6	86	6.98	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

## 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	40	41	97.56	96.67	94.00
Targeted Achievement Gap Group	30	30	100.00	95.06	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	98	104	94.23	96.67	94.00
Targeted Achievement Gap Group	66	70	94.29	95.06	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10		
White	38	39	97.44	96.67	
Economically Disadvantaged	26	26	100.00	94.87	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

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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:	7
Number of enrolled students with completed EOY only:	4

### **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.