

## 2015 ESEA DISTRICT REPORT

**District:** GOSNELL SCHOOL DISTRICT  
**LEA:** 4708000  
**Enrollment:** 1305

**Superintendent:** BONARD MACE  
**Attendance** 94.05  
**Poverty Rate:** 68.74

**Address:** 600 HWY 181  
**Address:** BLYTHEVILLE, AR 72315  
**Phone:** (870) 532-4000

**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	782	785	99.62	691	692	99.86
Targeted Achievement Gap Group	540	542	99.63	490	491	99.80
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	170	171	99.42	152	152	100.00
Hispanic	55	55	100.00	52	52	100.00
White	535	537	99.63	468	469	99.79
Economically Disadvantaged	527	529	99.62	481	482	99.79
English Language Learners	2	2	100.00	2	2	100.00
Students with Disabilities	95	96	98.96	76	76	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	207	740	27.97	22.73
Targeted Achievement Gap Group	113	507	22.29	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	23	157	14.65	10.77
Hispanic	8	51	15.69	18.35
White	169	510	33.14	26.04
Economically Disadvantaged	112	495	22.63	17.63
English Language Learners	0	2	0.00	7.64
Students with Disabilities	6	86	6.98	4.60

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: <b>ACHIEVING</b>				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	188	655	28.70	13.95
Targeted Achievement Gap Group	101	462	21.86	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	15	139	10.79	5.87
Hispanic	9	48	18.75	12.10
White	159	449	35.41	17.14
Economically Disadvantaged	100	453	22.08	11.02
English Language Learners	0	2	0.00	6.23
Students with Disabilities	5	68	7.35	4.60

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	74	87	85.06	73.78	94.00
Targeted Achievement Gap Group	34	45	75.56	70.37	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	224	281	79.72	73.78	94.00
Targeted Achievement Gap Group	114	156	73.08	70.37	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	19	20	95.00	69.45	
Hispanic	2	2	100.00	83.33	
White	52	64	81.25	74.87	
Economically Disadvantaged	34	45	75.56	70.37	
English Language Learners	0	0	0.00		
Students with Disabilities	4	6	66.67	55.55	

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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:	5
Number of enrolled students with completed EOY only:	3

### **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