

## 2015 ESEA SCHOOL REPORT

**District:** GOSNELL SCHOOL DISTRICT  
**School:** GOSNELL HIGH SCHOOL  
**Grade:** 7 - 12  
**Enrollment:** 617

**Superintendent:** BONARD MACE  
**Principal:** LEN WHITEHEAD  
**Attendance:** 92.58  
**Poverty Rate:** 64.99

**LEA:** 4708031  
**Address:** 600 HWY 181  
**Address:** BLYTHEVILLE, AR 72315  
**Phone:** (870) 532-4010

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

### PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	407	410	99.27	316	317	99.68	
Targeted Achievement Gap Group	285	287	99.30	235	236	99.58	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	99	100	99.00	81	81	100.00	
Hispanic	15	15	100.00	12	12	100.00	
White	280	282	99.29	213	214	99.53	
Economically Disadvantaged	276	278	99.28	230	231	99.57	
English Language Learners	1	1	100.00	1	1	100.00	
Students with Disabilities	50	51	98.04	31	31	100.00	

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	86	383	22.45	21.47
Targeted Achievement Gap Group	50	264	18.94	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	11	90	12.22	10.44
Hispanic	0	15	0.00	15.49
White	70	265	26.42	26.68
Economically Disadvantaged	50	256	19.53	16.35
English Language Learners	0	1	0.00	8.19
Students with Disabilities	5	45	11.11	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	68	299	22.74	12.09
Targeted Achievement Gap Group	40	219	18.26	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	73	5.48	4.17
Hispanic	2	12	16.67	10.85
White	58	204	28.43	16.34
Economically Disadvantaged	40	214	18.69	8.85
English Language Learners	0	1	0.00	5.08
Students with Disabilities	2	27	7.41	3.23

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
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			
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:	2

### **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.