

2015 ESEA SCHOOL REPORT

District: LITTLE ROCK SCHOOL DISTRICT **Superintendent:** BAKER KURRUS **LEA:** 6001027
School: GIBBS MAGNET ELEMENTARY SCHOOL **Principal:** FELICIA HOBBS **Address:** 1115 W. 16 ST.
Grade: K - 5 **Attendance:** 100.00 **Address:** LITTLE ROCK, AR 72202
Enrollment: 251 **Poverty Rate:** 50.60 **Phone:** (501) 447-4900

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	127	131	96.95	127	131	96.95	
Targeted Achievement Gap Group	70	73	95.89	70	73	95.89	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	71	73	97.26	71	73	97.26	
Hispanic	8	8	100.00	8	8	100.00	
White	42	43	97.67	42	43	97.67	
Economically Disadvantaged	66	69	95.65	66	69	95.65	
English Language Learners	3	3	100.00	3	3	100.00	
Students with Disabilities	8	8	100.00	8	8	100.00	

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	83	122	68.03	21.47
Targeted Achievement Gap Group	34	67	50.75	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	35	66	53.03	10.44
Hispanic	7	8	87.50	15.49
White	35	42	83.33	26.68
Economically Disadvantaged	31	63	49.21	16.35
English Language Learners	3	3	100.00	8.19
Students with Disabilities	2	8	25.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	43	122	35.25	12.09
Targeted Achievement Gap Group	16	68	23.53	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	13	67	19.40	4.17
Hispanic	3	8	37.50	10.85
White	24	41	58.54	16.34
Economically Disadvantaged	14	64	21.88	8.85
English Language Learners	1	3	33.33	5.08
Students with Disabilities	1	8	12.50	3.23

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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:	2
Number of enrolled students with completed EOY only:	0

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: 11/12/2015