

2015 ESEA SCHOOL REPORT

District: BENTONVILLE SCHOOL DISTRICT	Superintendent: MICHAEL POORE	LEA: 401014
School: CENTERTON GAMBLE ELEMENTARY	Principal: CATHY HANCOCK	Address: 1500 Gamble Rd
Grade: K - 4	Attendance: 95.40	Address: CENTERTON, AR 72719
Enrollment: 650	Poverty Rate: 38.62	Phone: (479) 696-3330

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	248	252	98.41	248	252	98.41
Targeted Achievement Gap Group	110	113	97.35	110	113	97.35
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	34	36	94.44	34	36	94.44
White	193	194	99.48	193	194	99.48
Economically Disadvantaged	97	100	97.00	97	100	97.00
English Language Learners	13	13	100.00	13	13	100.00
Students with Disabilities	28	29	96.55	28	29	96.55

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	68	225	30.22	21.47
Targeted Achievement Gap Group	20	99	20.20	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	7	33	21.21	15.49
White	56	175	32.00	26.68
Economically Disadvantaged	20	86	23.26	16.35
English Language Learners	1	12	8.33	8.19
Students with Disabilities	1	26	3.85	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	74	225	32.89	12.09
Targeted Achievement Gap Group	16	99	16.16	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	5	33	15.15	10.85
White	63	175	36.00	16.34
Economically Disadvantaged	16	86	18.60	8.85
English Language Learners	1	12	8.33	5.08
Students with Disabilities	0	26	0.00	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:	0
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.