

2015 ESEA DISTRICT REPORT

District: MIDLAND SCHOOL DISTRICT
LEA: 3211000
Enrollment: 501

Superintendent: DEAN STANLEY
Attendance 96.41
Poverty Rate: 69.46

Address: P O BOX 630
Address: PLEASANT PLAINS, AR 72568
Phone: (501) 345-8844

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	290	301	96.35	279	288	96.88	
Targeted Achievement Gap Group	204	213	95.77	199	207	96.14	
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	276	287	96.17	266	275	96.73	
Economically Disadvantaged	203	211	96.21	198	206	96.12	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	20	28	71.43	22	23	95.65	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:		ACHIEVING		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	81	263	30.80	22.73
Targeted Achievement Gap Group	47	181	25.97	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.77
Hispanic	n < 10	n < 10	n < 10	18.35
White	77	251	30.68	26.04
Economically Disadvantaged	47	180	26.11	17.63
English Language Learners	n < 10	n < 10	n < 10	7.64
Students with Disabilities	2	20	10.00	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT		
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	32	254	12.60	13.95
Targeted Achievement Gap Group	21	178	11.80	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	5.87
Hispanic	n < 10	n < 10	n < 10	12.10
White	29	243	11.93	17.14
Economically Disadvantaged	21	177	11.86	11.02
English Language Learners	n < 10	n < 10	n < 10	6.23
Students with Disabilities	2	22	9.09	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	29	34	85.29	92.38	94.00
Targeted Achievement Gap Group	16	19	84.21	85.19	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	99	113	87.61	92.38	94.00
Targeted Achievement Gap Group	51	62	82.26	85.19	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	27	32	84.38	91.92	
Economically Disadvantaged	15	18	83.33	84.31	
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:	0
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.

Report created on: 01/07/2016