

## 2015 ESEA SCHOOL REPORT

**District:** OSCEOLA SCHOOL DISTRICT  
**School:** OSCEOLA HIGH SCHOOL  
**Grade:** 9 - 12  
**Enrollment:** 370

**Superintendent:** MICHAEL COX  
**Principal:** TIFFANY MORGAN  
**Attendance:** 90.10  
**Poverty Rate:** 100.00

**LEA:** 4713051  
**Address:** 2800 W. SEMMES  
**Address:** OSCEOLA, AR 72370  
**Phone:** (870) 563-2192

**OVERALL SCHOOL STATUS:** 2015 NEEDS IMPROVEMENT PRIORITY

### PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	172	172	100.00	169	169	100.00	
Targeted Achievement Gap Group	172	172	100.00	169	169	100.00	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	137	137	100.00	131	131	100.00	
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
White	26	26	100.00	28	28	100.00	
Economically Disadvantaged	171	171	100.00	168	168	100.00	
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10	
Students with Disabilities	15	15	100.00	n < 10	n < 10	n < 10	

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	22	158	13.92	21.47
Targeted Achievement Gap Group	22	158	13.92	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	10	127	7.87	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	8	23	34.78	26.68
Economically Disadvantaged	21	157	13.38	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	3	15	20.00	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	10	156	6.41	12.09
Targeted Achievement Gap Group	10	156	6.41	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	4	122	3.28	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	4	25	16.00	16.34
Economically Disadvantaged	9	155	5.81	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	n < 10	n < 10	n < 10	3.23

### 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		ACHIEVING			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	82	98	83.67	70.99	94.00
Targeted Achievement Gap Group	69	84	82.14	70.16	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	245	297	82.49	70.99	94.00
Targeted Achievement Gap Group	225	275	81.82	70.16	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	65	77	84.42	70.98	
Hispanic	n < 10	n < 10	n < 10	66.67	
White	15	18	83.33	71.43	
Economically Disadvantaged	68	83	81.93	70.16	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	50.00	

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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:	3
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.