

# 2015 ESEA SCHOOL REPORT

<b>District:</b> BENTONVILLE SCHOOL DISTRICT	<b>Superintendent:</b> MICHAEL POORE	<b>LEA:</b> 401006
<b>School:</b> SUGAR CREEK ELEMENTARY SCHOOL	<b>Principal:</b> MATTHEW COOK	<b>Address:</b> 1102 Bella Vista Rd
<b>Grade:</b> K - 4	<b>Attendance:</b> 95.32	<b>Address:</b> BENTONVILLE, AR 72712
<b>Enrollment:</b> 514	<b>Poverty Rate:</b> 41.05	<b>Phone:</b> (479) 254-5790

<b>OVERALL SCHOOL STATUS:</b>	<b>2014 ACHIEVING</b>
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	218	220	99.09	218	220	99.09
Targeted Achievement Gap Group	103	103	100.00	103	103	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	14	14	100.00	14	14	100.00
White	189	191	98.95	189	191	98.95
Economically Disadvantaged	90	90	100.00	90	90	100.00
English Language Learners	10	10	100.00	10	10	100.00
Students with Disabilities	32	32	100.00	32	32	100.00

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	88	192	45.83	21.47
Targeted Achievement Gap Group	33	91	36.26	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	n < 10	n < 10	n < 10	15.49
White	84	171	49.12	26.68
Economically Disadvantaged	29	79	36.71	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	8	30	26.67	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	ACHIEVING			
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	87	192	45.31	12.09
Targeted Achievement Gap Group	28	91	30.77	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	n < 10	n < 10	n < 10	10.85
White	85	171	49.71	16.34
Economically Disadvantaged	24	79	30.38	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	10	30	33.33	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:	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.