

## 2015 ESEA SCHOOL REPORT

**District:** BENTONVILLE SCHOOL DISTRICT  
**School:** MARY MAE JONES ELEM. SCHOOL  
**Grade:** K - 4  
**Enrollment:** 634

**Superintendent:** MICHAEL POORE **LEA:** 401011  
**Principal:** ASHLEY WILLIAMS **Address:** 500 SE 14th St  
**Attendance:** 95.70 **Address:** BENTONVILLE, AR 72712  
**Poverty Rate:** 54.42 **Phone:** (479) 254-5930

**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	224	224	100.00	229	229	100.00	
Targeted Achievement Gap Group	146	146	100.00	151	151	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	54	54	100.00	56	56	100.00	
White	126	126	100.00	126	126	100.00	
Economically Disadvantaged	125	125	100.00	125	125	100.00	
English Language Learners	35	35	100.00	40	40	100.00	
Students with Disabilities	32	32	100.00	33	33	100.00	

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	58	204	28.43	21.47
Targeted Achievement Gap Group	25	133	18.80	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	10.44
Hispanic	10	51	19.61	15.49
White	33	116	28.45	26.68
Economically Disadvantaged	22	113	19.47	16.35
English Language Learners	4	34	11.76	8.19
Students with Disabilities	2	32	6.25	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	57	205	27.80	12.09
Targeted Achievement Gap Group	23	135	17.04	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	n < 10	n < 10	n < 10	4.17
Hispanic	5	51	9.80	10.85
White	38	116	32.76	16.34
Economically Disadvantaged	19	113	16.81	8.85
English Language Learners	4	35	11.43	5.08
Students with Disabilities	2	33	6.06	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.