

# 2015 ESEA SCHOOL REPORT

**District:** BENTON SCHOOL DISTRICT  
**School:** BENTON HIGH SCHOOL  
**Grade:** 10 - 12  
**Enrollment:** 1099

**Superintendent:** JEFF COLLUM  
**Principal:** LITA GATTIS  
**Attendance:** 95.20  
**Poverty Rate:** 33.03

**LEA:** 6302012  
**Address:** 211 BORDER STREET  
**Address:** BENTON, AR 72015  
**Phone:** (501) 778-3288

**OVERALL SCHOOL STATUS:** 2014 NEEDS IMPROVEMENT

## PERCENT TESTED

PERCENT TESTED STATUS: <b>ACHIEVING</b>						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	363	368	98.64	559	564	99.11
Targeted Achievement Gap Group	141	144	97.92	188	192	97.92
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	34	35	97.14	47	47	100.00
Hispanic	24	25	96.00	45	46	97.83
White	292	295	98.98	453	456	99.34
Economically Disadvantaged	128	131	97.71	178	182	97.80
English Language Learners	6	6	100.00	10	11	90.91
Students with Disabilities	36	37	97.30	21	23	91.30

## STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	213	344	61.92	21.47
Targeted Achievement Gap Group	51	129	39.53	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	7	29	24.14	10.44
Hispanic	11	23	47.83	15.49
White	190	280	67.86	26.68
Economically Disadvantaged	48	117	41.03	16.35
English Language Learners	1	6	16.67	8.19
Students with Disabilities	7	34	20.59	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	294	547	53.75	12.09
Targeted Achievement Gap Group	73	180	40.56	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	12	44	27.27	4.17
Hispanic	18	45	40.00	10.85
White	260	444	58.56	16.34
Economically Disadvantaged	73	171	42.69	8.85
English Language Learners	2	10	20.00	5.08
Students with Disabilities	1	20	5.00	3.23

## 2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: <b>ACHIEVING</b>					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	307	331	92.75	87.67	94.00
Targeted Achievement Gap Group	114	130	87.69	78.91	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	896	972	92.18	87.67	94.00
Targeted Achievement Gap Group	289	341	84.75	78.91	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	20	25	80.00	85.97	
Hispanic	23	26	88.46	84.61	
White	253	269	94.05	87.30	
Economically Disadvantaged	98	114	85.96	77.78	
English Language Learners	8	9	88.89	100.00	
Students with Disabilities	29	30	96.67	80.14	

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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:	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.