

# 2015 ESEA SCHOOL REPORT

**District:** LITTLE ROCK SCHOOL DISTRICT  
**School:** MABELVALE MIDDLE SCHOOL  
**Grade:** 6 - 8  
**Enrollment:** 658

**Superintendent:** BAKER KURRUS  
**Principal:** RHONDA HALL  
**Attendance:** 94.29  
**Poverty Rate:** 89.82

**LEA:** 6001062  
**Address:** 10811 MABELVALE WEST RD.  
**Address:** MABELVALE, AR 72103  
**Phone:** (501) 447-3000

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

## PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	661	668	98.95	664	669	99.25	
Targeted Achievement Gap Group	612	619	98.87	615	620	99.19	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	532	536	99.25	533	536	99.44	
Hispanic	93	96	96.88	95	97	97.94	
White	30	30	100.00	30	30	100.00	
Economically Disadvantaged	601	608	98.85	604	609	99.18	
English Language Learners	79	82	96.34	81	83	97.59	
Students with Disabilities	77	78	98.72	77	78	98.72	

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	129	584	22.09	21.47
Targeted Achievement Gap Group	117	542	21.59	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	95	469	20.26	10.44
Hispanic	23	83	27.71	15.49
White	11	26	42.31	26.68
Economically Disadvantaged	117	534	21.91	16.35
English Language Learners	17	71	23.94	8.19
Students with Disabilities	4	65	6.15	3.23

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	46	601	7.65	12.09
Targeted Achievement Gap Group	40	558	7.17	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	32	480	6.67	4.17
Hispanic	10	87	11.49	10.85
White	4	28	14.29	16.34
Economically Disadvantaged	40	548	7.30	8.85
English Language Learners	7	75	9.33	5.08
Students with Disabilities	3	69	4.35	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:	30
Number of enrolled students with completed EOY only:	18

### **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: 11/12/2015