

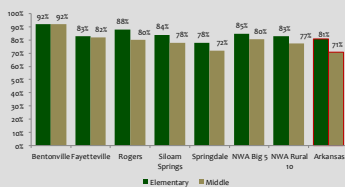


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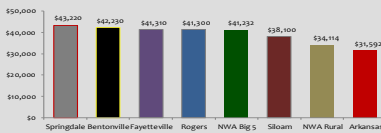
2011 Northwest Arkansas Report Card

Sections of this report:

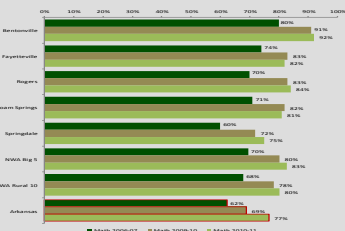
1. Overview of Assessments



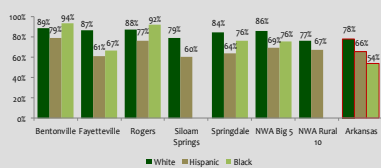
2. NWA Characteristics



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6. Highlights

Each year, the Office for Education Policy creates a state report card that highlights recent student achievement, achievement gaps, student demographics, and financial information for schools across the entire state of Arkansas. Because we are housed in the University of Arkansas at Fayetteville, which is in the Northwest Arkansas region, we have created an edition of the report card specific to this region. Here, we present the most recent report card data for schools in Washington and Benton counties in Northwest Arkansas.

The following districts are included for the Northwest Arkansas (NWA) average: Bentonville, Decatur, Elkins, Farmington, Fayetteville, Gentry, Gravette, Greenland, Lincoln, Pea Ridge, Prairie Grove, Rogers, Siloam Springs, Springdale, and West Fork (districts in Washington and Benton counties). Bentonville, Fayetteville, Rogers, Siloam Springs, and Springdale are classified as the “Big 5”. The remaining smaller districts are classified as the “Rural 10”. The 5 largest districts in Northwest Arkansas are individually highlighted in various tables throughout the report since more than 80% of the students in Northwest Arkansas are enrolled in these districts.

Here are a few highlights from the 2011 Northwest Arkansas Report Card:

- The overall performance of the “Big 5” is higher than the state and the “Rural 10” on the math and literacy sections of the benchmark examination at both the elementary (grades 3-5) and middle (grades 6-8) school levels.
- The individual student race groups (white, black, and Hispanic) in Northwest Arkansas generally have higher scores than do their peers across the state at both the elementary and middle school levels.
- The “Big 5” and “Rural 10” boast higher performance on the statewide End of Course examinations in Algebra I, Geometry, Biology, and Grade 11 Literacy. Moreover, the “Big 5” districts also report graduation rates that are higher than those of the state or nation.

1. Overview of Assessments



Arkansas students take both state-level criterion-referenced exams measuring students' proficiency in Arkansas frameworks and curriculum, and norm-referenced exams that compare students with their peers nationally. Figure 1.1 highlights student performance on the spring 2011 administration of the Arkansas Benchmark Exams, and Table 1.1 depicts the percentile rank of the Northwest Arkansas districts and the state in comparison to their peers on the spring 2011 administration of the norm-referenced Iowa Test of Basic Skills.

Figure 1.1: AR Benchmark **Math and Literacy** Exam, Grades 3-8: Percent Proficient and Advanced, 2011

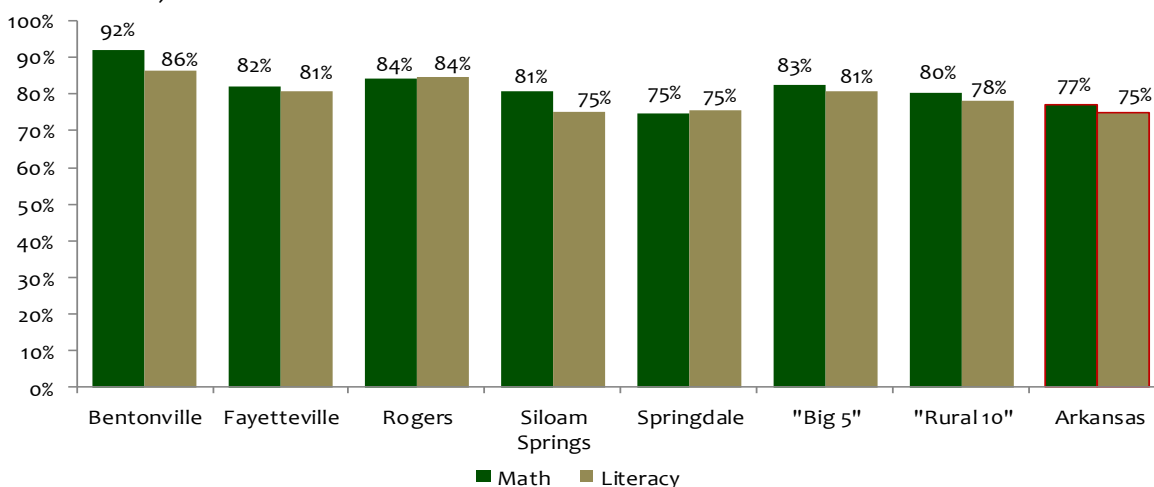


Table 1.1: Iowa Test of Basic Skills Median National Percentile Rank by District, 2011

District Name	Elementary Grades (3-5)				Middle Grades (6-9)			
	Math NPR	Reading NPR	Language NPR	Science NPR*	Math NPR	Reading NPR	Language NPR**	Science NPR*
Bentonville	72	65	61	75	69	68	60	79
Fayetteville	68	61	58	71	65	63	56	74
Rogers	67	55	56	69	61	56	53	70
Siloam Springs	62	47	46	66	57	56	47	66
Springdale	55	43	46	58	54	48	47	62
"Big 5"	67	55	56	69	61	56	53	70
Decatur	35	37	32	54	55	45	42	57
Elkins	61	54	55	66	57	57	51	66
Farmington	66	61	60	71	61	58	55	73
Gentry	58	51	50	60	56	55	49	73
Gravette	55	54	48	66	63	58	49	65
Greenland	64	53	51	57	51	55	44	61
Lincoln	55	49	44	57	51	49	39	55
Pea Ridge	66	54	49	71	70	60	60	69
Prairie Grove	67	60	57	74	61	59	54	70
West Fork	60	56	43	74	57	55	49	67
"Rural 10"	61	54	50	66	57	56	49	67
Arkansas	57	51	49	61	55	51	47	62

*Science NPR only includes grades 5 and 7, **Language NPR includes grades 6-8

2. District Characteristics

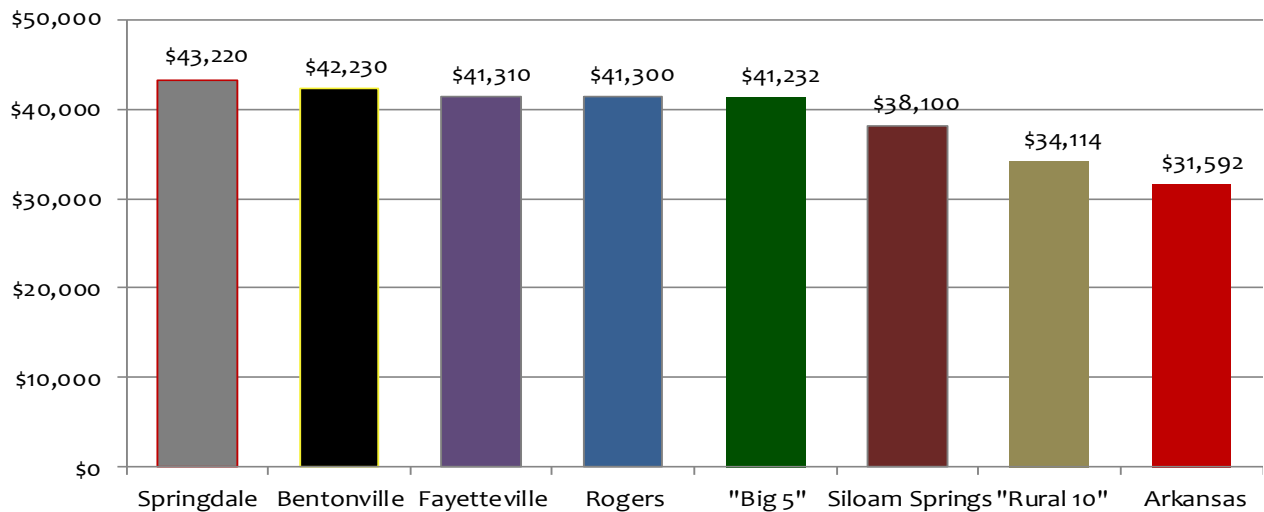


This section presents district level information along with regional and state averages of demographic information including racial composition and student enrollment totals. Additionally, comparison data from 2001 is presented to illustrate the large shifts in composition of these districts over the last decade. Teacher starting salary for the larger districts, “Big 5”, “Rural 10”, and the state have been listed to provide district level financial information.

Table 2.1: Student Demographics and School Enrollment, 2011

	2011 % White	% pt. Change from 2001	2011 % Black	% pt. Change from 2001	2011 % Hispanic	% pt. Change from 2001	2011 % Other	% pt. Change from 2001	2011 # Total Enrollment	% pt. Change from 2001
Bentonville	77%	-14%	2%	1%	7%	2%	13%	10%	13,530	88%
Fayetteville	70%	-12%	10%	2%	9%	3%	11%	7%	8,838	11%
Rogers	52%	-21%	1%	0%	40%	15%	6%	4%	14,003	23%
Siloam Springs	65%	-15%	1%	1%	23%	8%	12%	6%	3,903	35%
Springdale	43%	-28%	2%	1%	41%	18%	14%	8%	18,810	58%
NWA "Big 5"	59%	-20%	3%	-2%	27%	6%	11%	7%	59,084	43%
NWA "Rural 10"	86%	-7%	1%	0%	7%	2%	6%	1%	13,742	21%
Arkansas	65%	-6%	21%	-2%	9%	5%	5%	4%	468,066	4%

Figure 2.1: Average Starting Salary for First-Year Teachers (Bachelor’s Degree), 2011



2. Overall Characteristics: All Districts



In this section we present data including benchmark averages in math and literacy and demographic characteristics for each district in NWA. Trends in performance for the “Big 5”, “Rural 10”, Arkansas and the largest 5 individual districts are also shown in Table 2.2.

Table 2.2: School District Performance and Characteristics for all Northwest Arkansas Districts, 2011

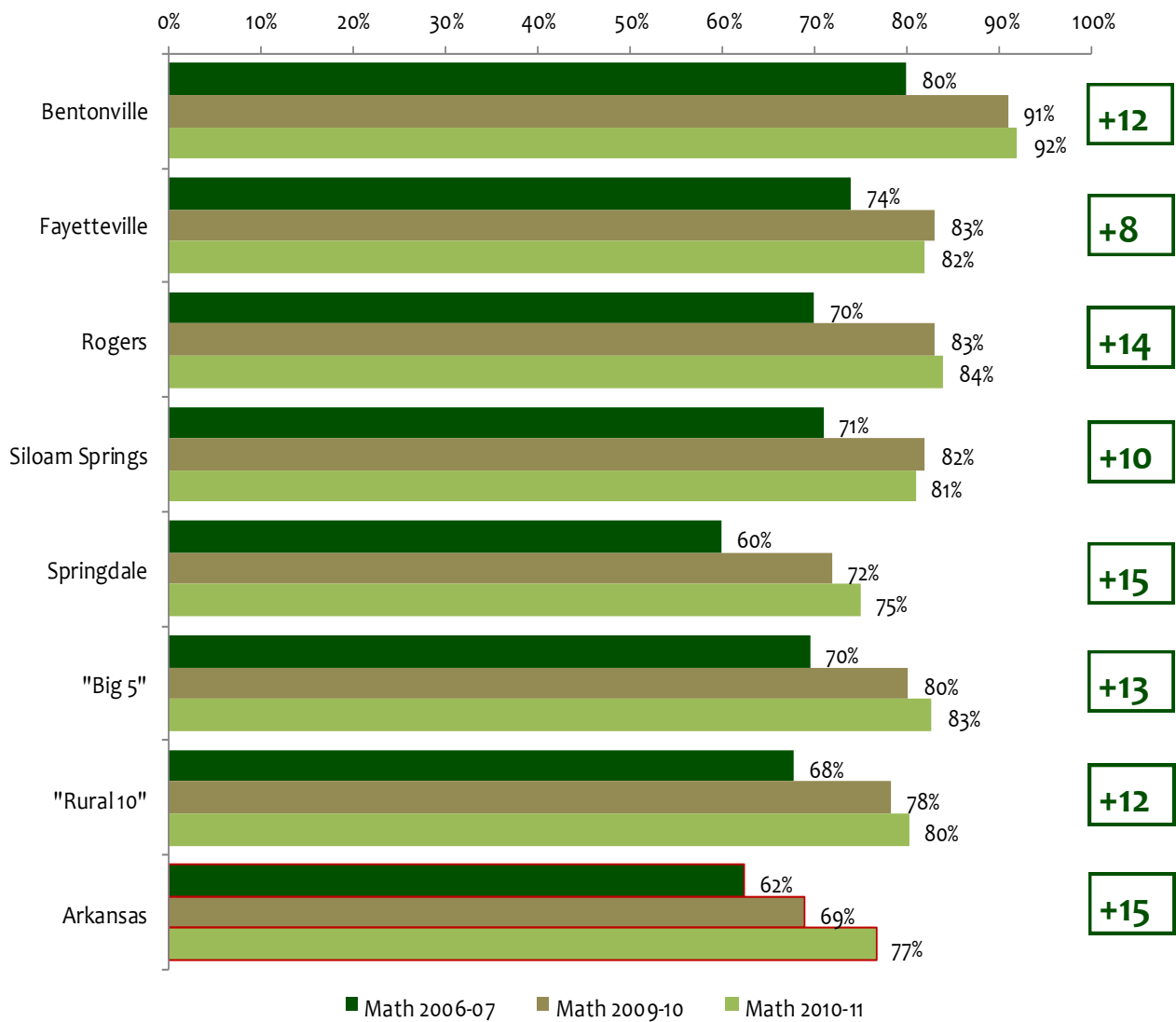
	Elementary Math (% Prof./Adv.)	Middle Math (% Prof./Adv.)	Elementary Literacy (% Prof./Adv.)	Middle Literacy (% Prof./Adv.)	Enrollment	% Minority	% FRL	% LEP
Bentonville	92%	92%	86%	87%	13,530	23%	28%	5%
Fayetteville	83%	82%	83%	79%	8,838	30%	40%	8%
Rogers	88%	80%	86%	83%	14,003	48%	59%	33%
Siloam Springs	84%	78%	78%	72%	3,903	35%	54%	18%
Springdale	78%	72%	76%	74%	18,810	57%	64%	42%
“Big 5”	85%	80%	82%	80%	59,084	41%	50%	25%
Decatur	68%	70%	62%	71%	495	43%	78%	30%
Elkins	84%	75%	78%	74%	1,151	11%	48%	4%
Farmington	89%	83%	84%	78%	2,177	10%	38%	3%
Gentry	78%	75%	78%	84%	1,431	30%	64%	11%
Gravette	80%	80%	79%	81%	1,785	13%	50%	4%
Greenland	76%	65%	70%	69%	792	11%	60%	2%
Lincoln	81%	62%	78%	64%	1,304	17%	71%	8%
Pea Ridge	89%	91%	81%	86%	1,639	8%	46%	3%
Prairie Grove	87%	80%	82%	79%	1,741	7%	46%	2%
West Fork	84%	76%	75%	79%	1,227	7%	52%	0%
“Rural 10”	83%	77%	79%	78%	13,742	14%	52%	7%
Arkansas	81%	71%	77%	70%	468,066	27%	64%	3%

3. Overall District Benchmark Exam Performance Over Time



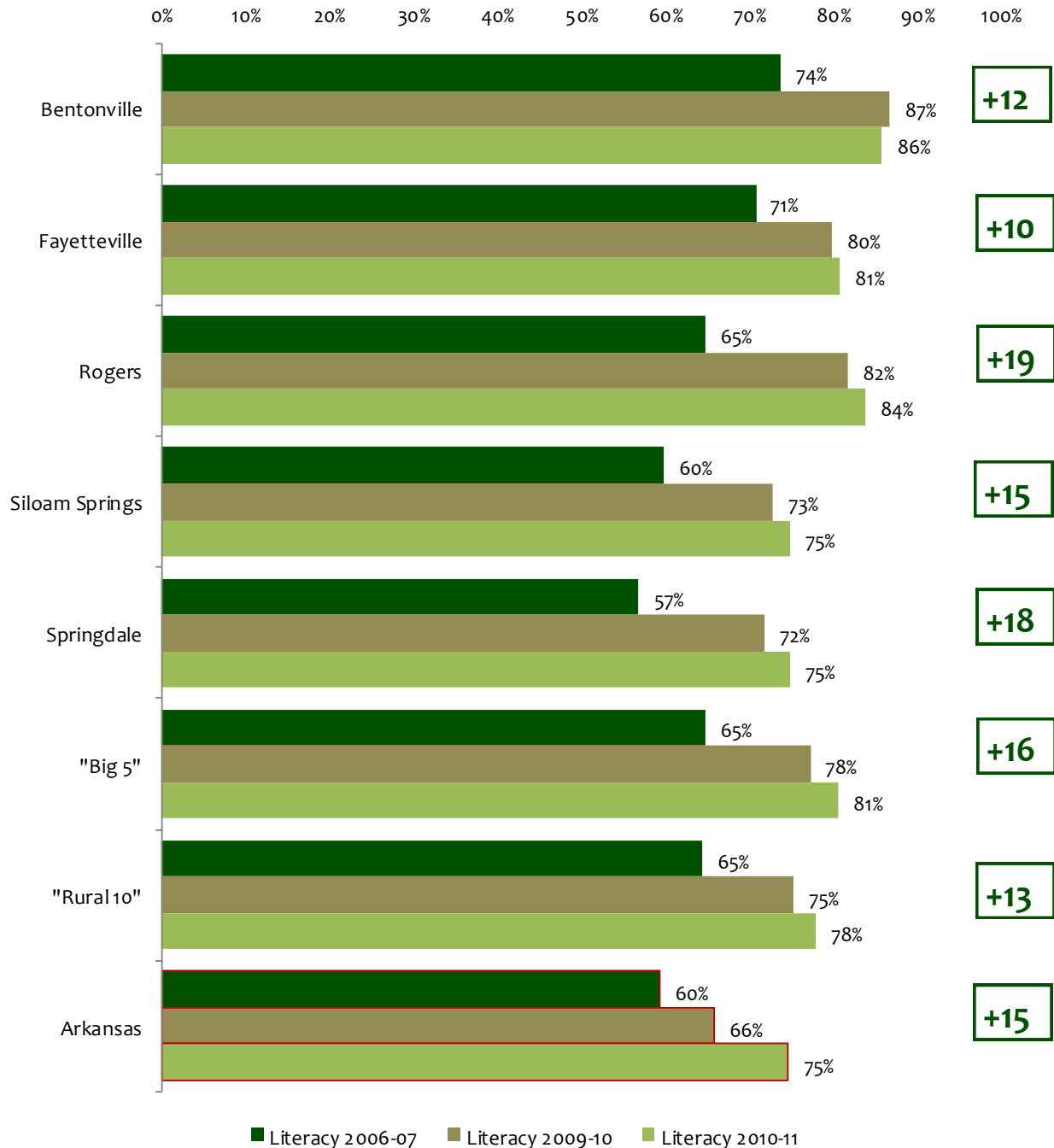
Overall performance on the Arkansas Benchmark exams for each of the “Big 5” districts, and group averages for the “Rural 10” districts and state are presented in Figure 3.1 and Figure 3.2. Performance trends over time are also presented here indicating that each of these districts has experienced growth over the last four years.

Figure 3.1: AR Benchmark **Math** Exam: Percent Proficient and Advanced 2006-2011



3. Overall District Benchmark Performance Over Time

Figure 3.2: AR Benchmark **Literacy** Exam: Percent Proficient and Advanced 2006-2011



- Over time, both the “Big 5” and “Rural 10” show similar growth on Arkansas Benchmark exams in both Math and Literacy.
- All NWA Districts and the State have seen double-digit percentage point gains on the math and literacy benchmark exam from 2006-07 to 2010-11.

4. Performance for Student Subgroups: Race



A critical area of concern for schools is the achievement gap between majority and minority students. On these pages, we compare the performance on the Arkansas Benchmark for white, black, and Hispanic students to examine the racial achievement gap. We present results for these student groups for the “Big 5” and “Rural 10” districts, and for the state overall.

Figure 4.1: **Elementary** Student Benchmark **Math** Performance: % Proficient or Advanced by Race, 2010

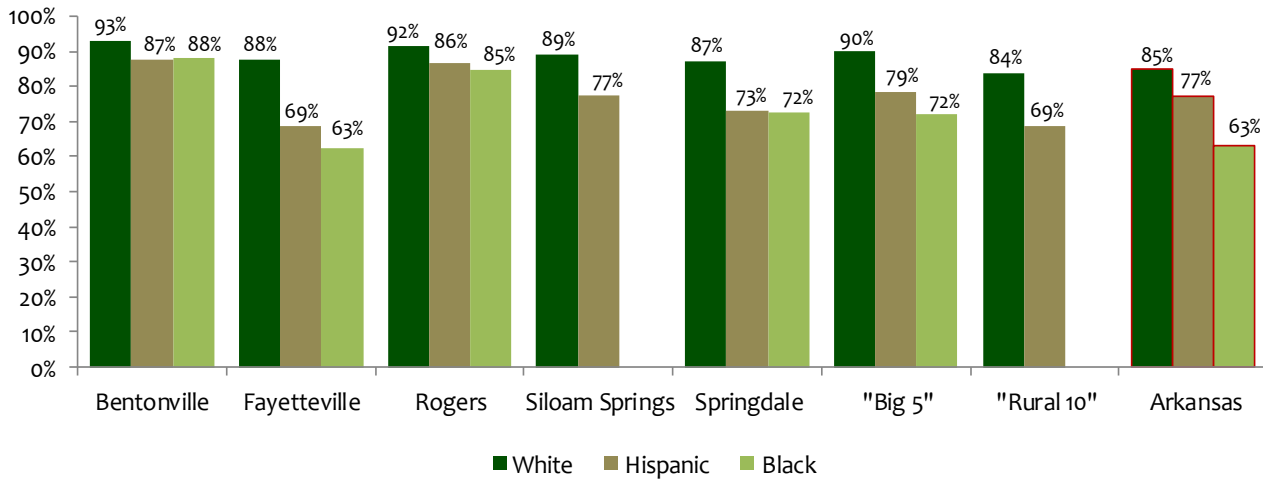
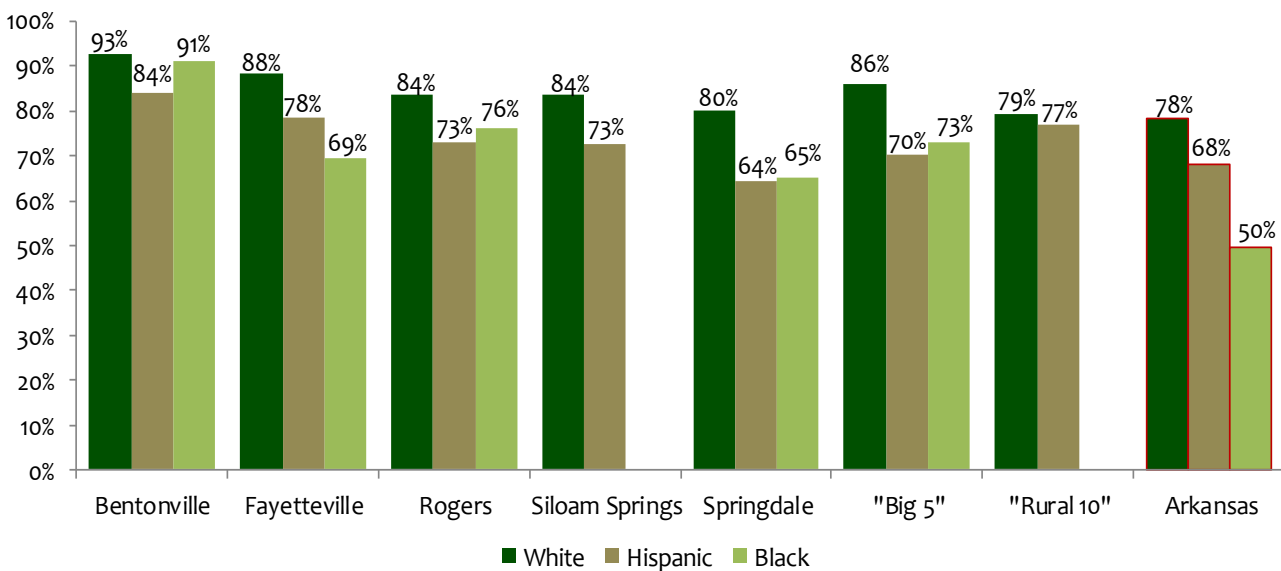


Figure 4.2: **Middle** Student Benchmark **Math** Performance: % Proficient or Advanced by Race, 2010



Note: Data for benchmark performance by race, FRL and LEP student subpopulations were obtained from the National Office on Measurement and Evaluation Systems (NORMES). These data were posted to the NORMES website after the district appeals process had cleared, and thus, some data have been removed from the original datasets. The majority of data used in this report was downloaded directly from the Arkansas Department of Education (ADE), which posts data PRIOR to the appeals process. Therefore, some averages derived from NORMES will differ slightly from averages generated directly from the ADE.

4. Performance for Student Subgroups: Race

Figure 4.3: **Elementary** Student Benchmark Literacy Performance: % Proficient or Advanced by Race, 2010

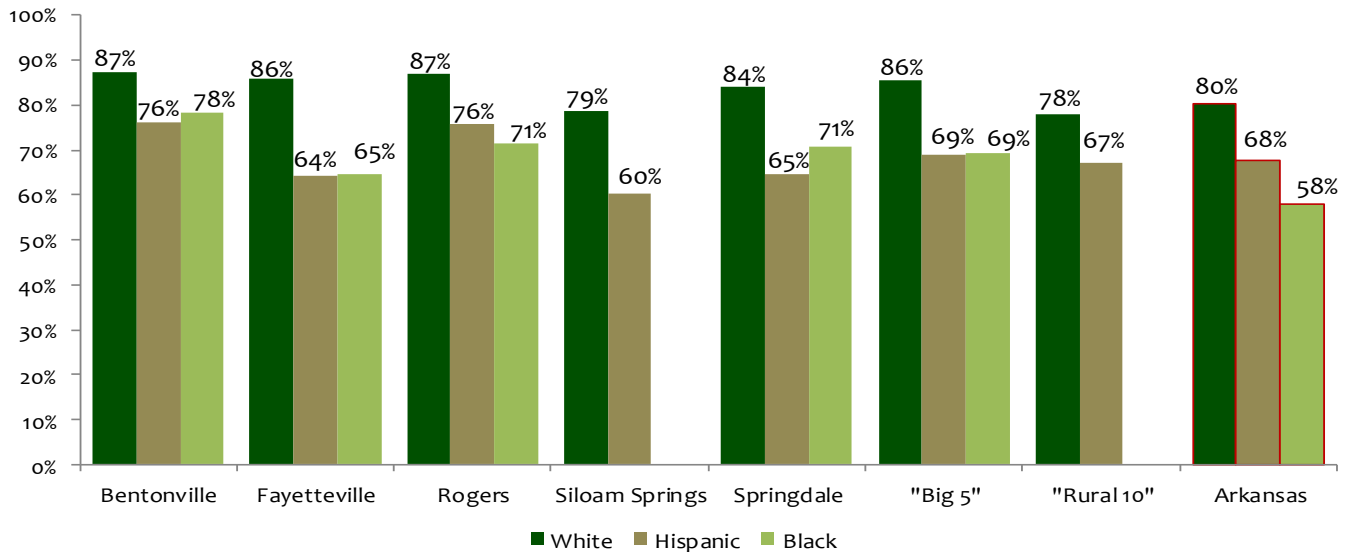
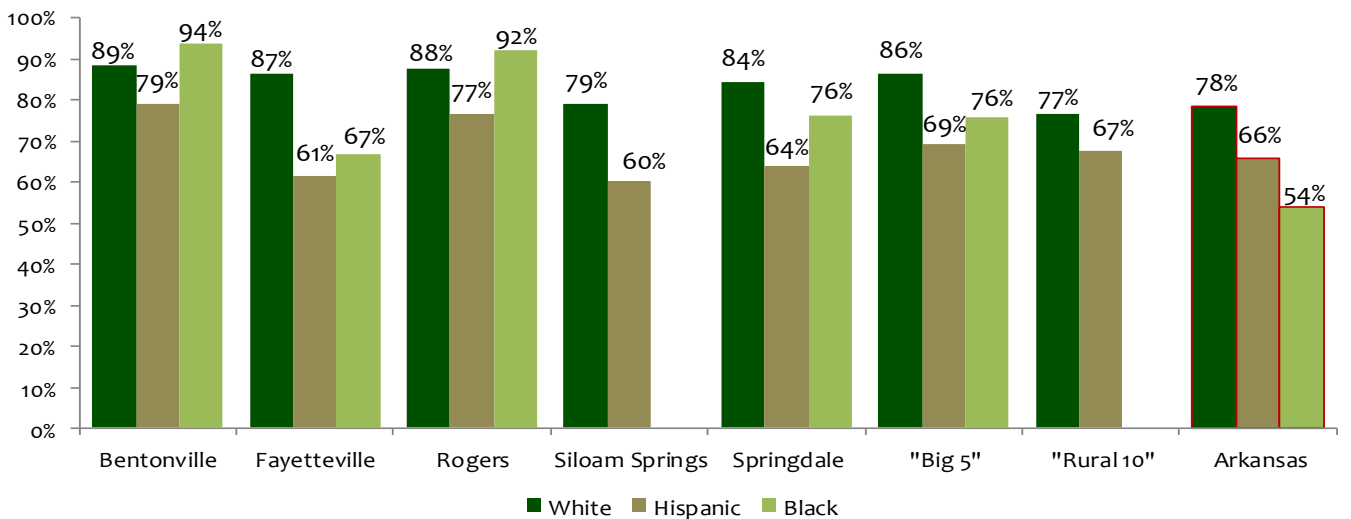


Figure 4.4: **Middle** Student Benchmark Literacy Performance: % Proficient or Advanced by Race, 2010



- The individual student racial groups (white, black, and Hispanic) in Northwest Arkansas generally have higher scores than do their peers across the state at both the elementary and middle school levels.
- The gap between white and black students is smaller at both school levels in the “Big 5” districts as compared to the overall gaps between these student groups statewide.
- The gap between white and Hispanic students is generally similar to the statewide gaps at both school levels in the “Rural 10” Districts while there is great variation in gaps among the “Big 5” districts individually.

Note: Data for benchmark performance by race, FRL and LEP student subpopulations were obtained from the National Office on Measurement and Evaluation Systems (NORMES). These data were posted to the NORMES website after the district appeals process had cleared, and thus, some data have been removed from the original datasets. The majority of data used in this report was downloaded directly from the Arkansas Department of Education (ADE), which posts data PRIOR to the appeals process. Therefore, some averages derived from NORMES will differ slightly from averages generated directly from the ADE.

4. Performance for Student Subgroups: Poverty & Language



Often achievement gaps are influenced by poverty and language barriers. We compare Benchmark performance for students eligible for free and reduced lunch (FRL) and students with Limited English Proficiency (LEP) to the overall averages for each district. Again, we compare test score averages for these student groups in the “Big 5”, and “Rural 10” school districts, and the state.

Figure 4.5: **Elementary** Student Benchmark **Math** Performance: % Proficient or Advanced by FRL & LEP,

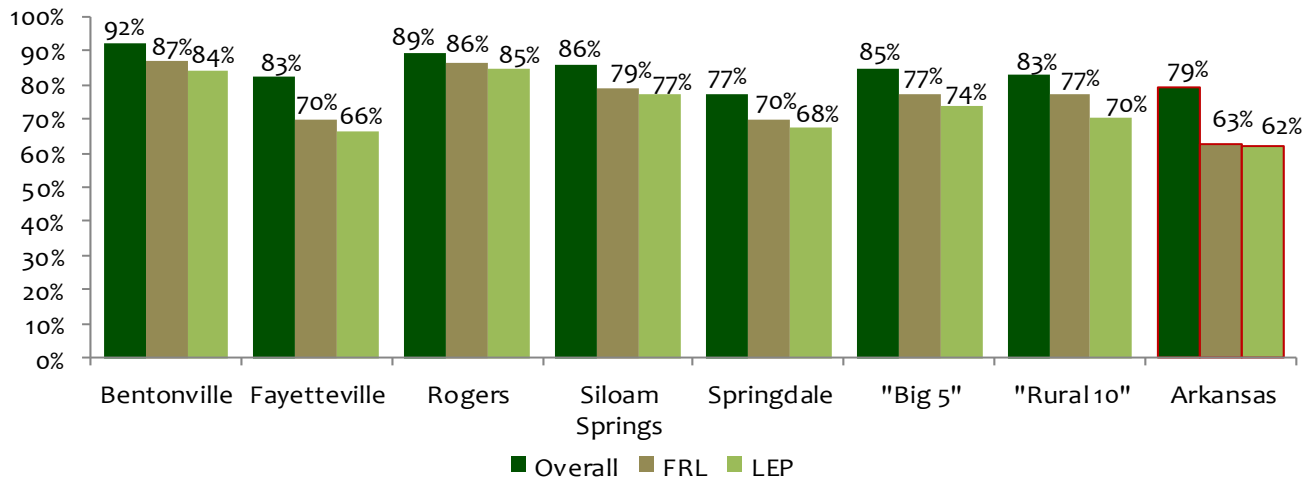
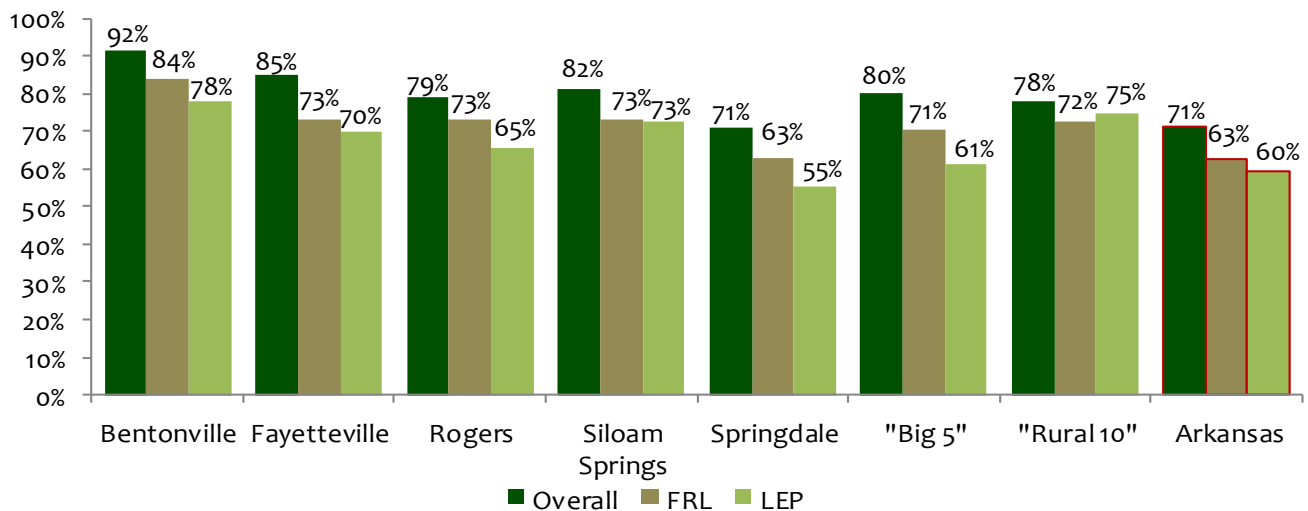


Figure 4.6: **Middle** Student Benchmark **Math** Performance: % Proficient or Advanced by FRL & LEP, 2010



Note: Data for benchmark performance by race, FRL and LEP student subpopulations were obtained from the National Office on Measurement and Evaluation Systems (NORMES). These data were posted to the NORMES website after the district appeals process had cleared, and thus, some data have been removed from the original datasets. The majority of data used in this report was downloaded directly from the Arkansas Department of Education (ADE), which posts data PRIOR to the appeals process. Therefore, some averages derived from NORMES will differ slightly from averages generated directly from the ADE.

4. Performance for Student Subgroups: Poverty & Language

Figure 4.7: **Elementary** Student Benchmark **Literacy** Performance: % Proficient or Advanced by FRL & LEP, 2010

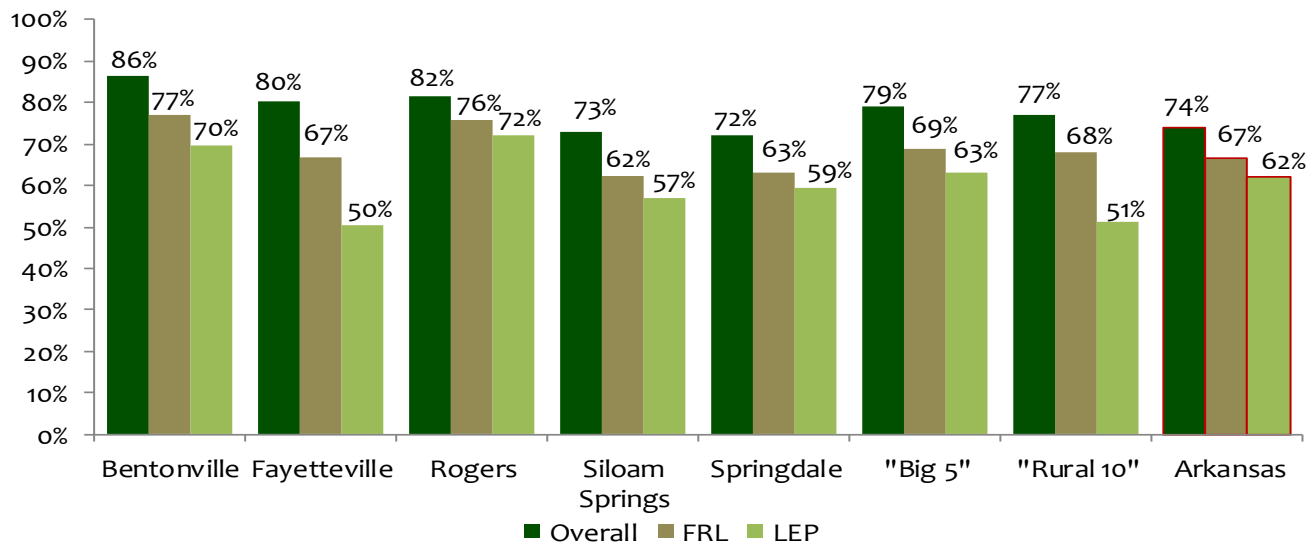
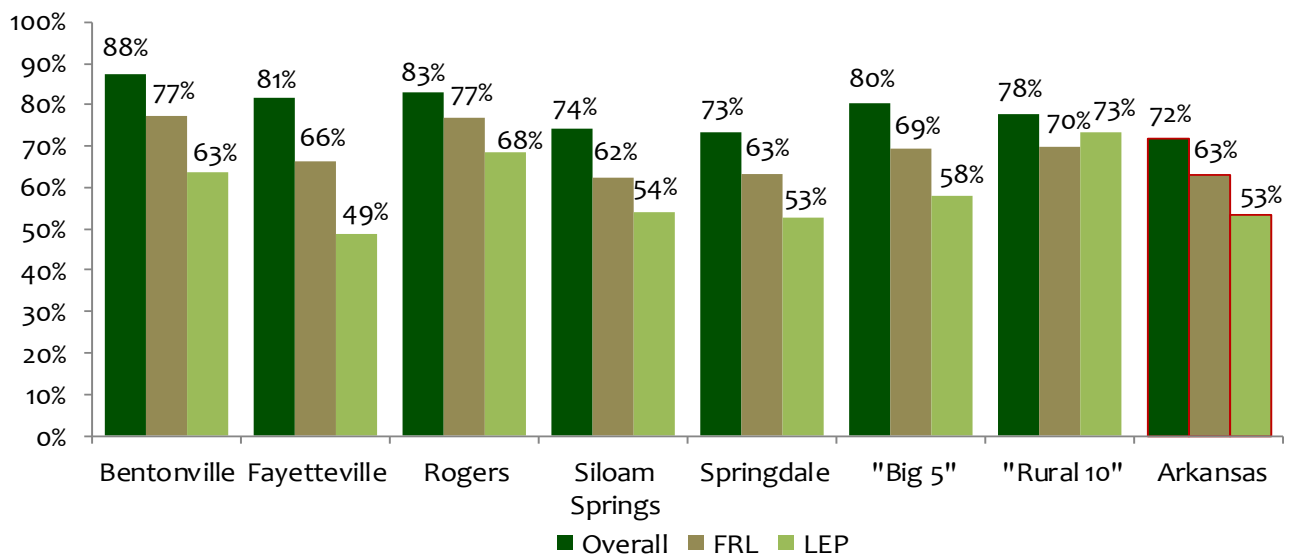


Figure 4.8: **Middle** Student Benchmark **Literacy** Performance: % Proficient or Advanced by FRL & LEP, 2010



- There is a gap in achievement in the “Big 5” districts in both math and literacy benchmark performance between the general student population, and students with poverty and language barriers. The size of these gaps vary district by district.
- The gap in literacy performance between poor students and the overall population in the “Rural 10” districts is less prevalent as compared to the overall statewide gaps and the “Big 5” gaps.
- When compared to the overall population, the gaps between both poor students and students with language barriers are larger among students in the middle grades.

Note: Data for benchmark performance by race, FRL and LEP student subpopulations were obtained from the National Office on Measurement and Evaluation Systems (NORMES). These data were posted to the NORMES website after the district appeals process had cleared, and thus, some data have been removed from the original datasets. The majority of data used in this report was downloaded directly from the Arkansas Department of Education (ADE), which posts data PRIOR to the appeals process. Therefore, some averages derived from NORMES will differ slightly from averages generated directly from the ADE.

5. Secondary and Beyond



In preparation for graduation and postsecondary education, Arkansas students take End-of-Course examinations and the ACT. The following section highlights the most recent scores from such exams in Arkansas, the “Big 5”, and the “Rural 10” districts. Additionally, graduation, retention and ACT scores for higher education institutions are also presented.

Table 5.1: District Performance on EOC Algebra, Geometry, Grade 11 Literacy, and Biology, Exams 2011

	Algebra	Geometry	Literacy	Biology
Bentonville	93%	92%	84%	74%
Fayetteville	89%	87%	80%	59%
Rogers	81%	80%	69%	47%
Siloam Springs	88%	85%	71%	33%
Springdale	76%	74%	62%	40%
“Big 5”	84%	82%	72%	52%
“Rural 10”	85%	81%	72%	44%
Arkansas	78%	73%	65%	41%

Table 5.2: High School Graduation Rates, 2008 and 2010

	2008	2010
Bentonville	89%	92%
Fayetteville	81%	82%
Rogers	82%	85%
Siloam Springs	95%	92%
Springdale	81%	84%
“Big 5”	84%	86%
“Rural 10”	N/A	N/A
Arkansas	76%	76%
US (2008)	75%	75%

Table 5.3: Recruitment, Retention, and Graduation in NWA Higher Education

	University of Arkansas Fayetteville	John Brown University	Northwest Arkansas Community College
ACT			
2010 Freshman	26	25	20
GPA			
Freshman, Fall 2010	3.56	3.60	N/A
Retention			
% Reenrolled, Fall 2010	83	75	60
Graduation Rate			
% Degrees Earned in 6 yrs	58	62	24

Table 5.4: Average ACT Scores, 2008 and 2010

	ACT Average Score, 2008	ACT Average Score, 2010
Bentonville	23.1	23.5
Fayetteville	24.1	24.4
Rogers	22.3	22.6
Siloam Springs	22.4	22.0
Springdale	22.7	22.4
NWA Big 5	22.6	23.0
NWA Rural 10	N/A	N/A
Arkansas	20.6	20.3
US	21.2	21.0

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The Office for Education Policy seeks to be a resource that aids state policymakers, educators, administrators, and other leaders in thoughtful decision-making concerning K-12 education in the state of Arkansas.

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The Director's Note

Thank you for reading the 2011 Northwest Arkansas Report Card. After we released the state report card, we were interested to see how our neighborhood districts in Northwest Arkansas were performing. So here is the new NWA edition of the OEP report card.

There is much good news to report for Northwest Arkansas. For example, students outperform their state-wide peers on state assessments, graduation rates are high, and teacher salaries are higher in Northwest Arkansas than across the state. However, there is always room for improvement, especially in relation to achievement gaps. Troubling achievement gaps persist, for both our minority and our economically disadvantaged students, in Northwest Arkansas and in the state as a whole.

We hope you find the NWA edition of the report card helpful. Thanks again for reading. We appreciate your support and interest in the students of Arkansas!

For a list of data sources, [click here](#) or visit:

http://www.uark.edu/ua/oeplib/report_cards/2011_NWA_ReportCard_Sources.pdf