

2015 ESEA SCHOOL REPORT

District: HOXIE SCHOOL DISTRICT
School: HOXIE HIGH SCHOOL
Grade: 7 - 12
Enrollment: 423

Superintendent: RADIUS BAKER
Principal: KELLY GILLHAM
Attendance: 93.39
Poverty Rate: 66.90

LEA: 3804010
Address: PO Box 240
Address: HOXIE, AR 72433
Phone: (870) 886-2401

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	287	287	100.00	259	260	99.62
Targeted Achievement Gap Group	198	198	100.00	180	181	99.45
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	271	271	100.00	244	245	99.59
Economically Disadvantaged	191	191	100.00	175	176	99.43
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	31	31	100.00	23	24	95.83

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	85	276	30.80	21.47
Targeted Achievement Gap Group	49	195	25.13	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	77	260	29.62	26.68
Economically Disadvantaged	49	189	25.93	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	5	30	16.67	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	27	247	10.93	12.09
Targeted Achievement Gap Group	15	175	8.57	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	25	232	10.78	16.34
Economically Disadvantaged	15	171	8.77	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	4	22	18.18	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	66	73	90.41	89.68	94.00
Targeted Achievement Gap Group	43	50	86.00	88.31	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	191	208	91.83	89.68	94.00
Targeted Achievement Gap Group	128	144	88.89	88.31	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00	
White	63	70	90.00	89.30	
Economically Disadvantaged	43	49	87.76	88.09	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	10	12	83.33	83.33	

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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.