

2015 ESEA SCHOOL REPORT

District: SALEM SCHOOL DISTRICT
School: SALEM HIGH SCHOOL
Grade: 7 - 12
Enrollment: 345

Superintendent: KENNETH RICH **LEA:** 2502006
Principal: GREGORY GUILTNEI **Address:** 313 HWY 62E, SUITE 2
Attendance: 94.95 **Address:** SALEM, AR 72576
Poverty Rate: 64.35 **Phone:** (870) 895-3293

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	235	235	100.00	235	235	100.00
Targeted Achievement Gap Group	158	158	100.00	159	159	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	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	221	221	100.00	221	221	100.00
Economically Disadvantaged	155	155	100.00	155	155	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	24	24	100.00	24	24	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	81	215	37.67	21.47
Targeted Achievement Gap Group	42	140	30.00	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	78	201	38.81	26.68
Economically Disadvantaged	42	137	30.66	16.35
English Language Learners	n < 10	n < 10	n < 10	8.19
Students with Disabilities	0	18	0.00	3.23

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	72	215	33.49	12.09
Targeted Achievement Gap Group	37	141	26.24	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	68	201	33.83	16.34
Economically Disadvantaged	37	137	27.01	8.85
English Language Learners	n < 10	n < 10	n < 10	5.08
Students with Disabilities	0	19	0.00	3.23

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	75	75	100.00	91.03	94.00
Targeted Achievement Gap Group	44	44	100.00	87.65	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	191	193	98.96	91.03	94.00
Targeted Achievement Gap Group	111	112	99.11	87.65	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		
White	71	71	100.00	90.67	
Economically Disadvantaged	43	43	100.00	89.33	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	77.78	

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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:	3
Number of enrolled students with completed EOY only:	1

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.