

## 2015 ESEA SCHOOL REPORT

**District:** GENOA CENTRAL SCHOOL DISTRICT  
**School:** GARY E. COBB MIDDLE SCHOOL  
**Grade:** 5 - 8  
**Enrollment:** 330

**Superintendent:** CARL WATERS  
**Principal:** DELORIS COE  
**Attendance:** 94.92  
**Poverty Rate:** 48.18

**LEA:** 4602007  
**Address:** 11986 SH 196  
**Address:** TEXARKANA, AR 71854  
**Phone:** (870) 653-2132

**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	337	337	100.00	337	337	100.00
Targeted Achievement Gap Group	172	172	100.00	172	172	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic	1	1	100.00	1	1	100.00
White	331	331	100.00	331	331	100.00
Economically Disadvantaged	167	167	100.00	167	167	100.00
English Language Learners						
Students with Disabilities	18	18	100.00	18	18	100.00

### STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	134	316	42.41	21.47
Targeted Achievement Gap Group	44	159	27.67	16.32
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	0		10.44
Hispanic	0	1	0.00	15.49
White	133	310	42.90	26.68
Economically Disadvantaged	44	154	28.57	16.35
English Language Learners	0	0		8.19
Students with Disabilities	0	16	0.00	3.23

### STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	93	316	29.43	12.09
Targeted Achievement Gap Group	31	159	19.50	8.91
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	0	0		4.17
Hispanic	0	1	0.00	10.85
White	90	310	29.03	16.34
Economically Disadvantaged	30	154	19.48	8.85
English Language Learners	0	0		5.08
Students with Disabilities	2	16	12.50	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:	0
Number of enrolled students with completed EOY only:	0

### **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: 12/07/2015