



## **AGENDA**

### **STATE BOARD OF EDUCATION**

April 9, 2015

Arkansas Department of Education

ADE Auditorium

10:00 AM

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### **Consent Agenda**

#### **C-1 Minutes - March 12, 2015**

*Presenter: Deborah Coffman*

#### **C-2 Minutes - March 13, 2015**

*Presenter: Deborah Coffman*

#### **C-3 Minutes - March 25, 2015**

*Presenter: Deborah Coffman*

#### **C-4 Consideration of Funding Recommendations for the High Quality Preschool Program**

*The Division of Child Care and Early Childhood Education (DCCECE) received a federal preschool expansion grant. The grant supports the expansion and improvement of high quality preschool programs for four (4) year olds only in high need communities located in designated Priority or Focus school districts/communities. The first round of grants received have been reviewed and selected.*

*Presenter: Mary K. McKinney*

#### **C-5 Review of Loan and Bonds Applications**

*The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Application – 5 Second Lien and 4 Voted*

*With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package:*

*Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the*

application.

*Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education.*

*Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.*

**Presenter:** Cindy Hollowell and Amy Woody

## **C-6 Newly Employed, Promotions and Separations**

*The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process. The information is needed to measure the effectiveness of our recruitment, hiring and promotion efforts and is in conformity with federal government guidelines, which require us to compile statistical information about applicants for employment.*

**Presenter:** Ivy Pfeffer and Clemetta Hood

## **C-7 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309**

*Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 16 school districts covering a total of 31 waivers. There were also requests for long-term substitutes from 25 school districts requesting a total of 51 waivers for long-term substitutes. These requests have been reviewed, and have either approved or denied by Department Staff, and are consistent with program guidelines.*

**Presenter:** Ivy Pfeffer

## **C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-133 – Amber Michelle Populis**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board suspend Ms. Populis' license for five (5) years, assess a \$100.00 fine, and require Ms. Populis to provide a letter from a licensed psychologist stating that she is healthy enough to return to the classroom. Ms. Populis and her attorney, Clayton Blackstock, were notified of the Ethics Subcommittee's recommendation on January 13, 2015. Ms. Populis, through her attorney, accepted the recommendation on February 19, 2015.*

**Presenter:** Wayne Ruthven

## **C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-021 – Jason Alexander George**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board issue a written reprimand and assess a \$50.00 fine. Mr. George and his attorney, Clayton Blackstock, were notified of the Ethics Subcommittee's recommendation on February 6, 2015. Mr. George, through his attorney, accepted the recommendation on February 13, 2015.*

**Presenter:** Wayne Ruthven

**C-10      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-137 – Andrew Terrell Curry**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Violation of Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship. Violation of Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain. The Professional Licensure Standards Board recommends that the State Board issue a written warning. Mr. Curry and his attorney, Sharon Streett, were notified of the Ethics Subcommittee's recommendation on February 6, 2015. Mr. Curry, through his attorney, accepted the recommendation on February 6, 2015.*

**Presenter:** Wayne Ruthven

**C-11      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-138 – Betty Jean Edwards**

*Violation of Standards 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board recommends that the State Board suspend Ms. Edwards' license for three (3) years and assess a \$100.00 fine. On December 5, 2014, after an evidentiary hearing, the Ethics Subcommittee upheld its original recommendation. Ms. Edwards requested a State Board of Education review, but did not provide written objections and a brief within the required ten-day period.*

**Presenter:** Wayne Ruthven

**C-12      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-003B – Paula Fitzhugh**

*Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed by law. The Professional Licensure Standards Board recommends that the State Board place Ms. Fitzhugh's license on probation for three (3) years and assess a \$100.00 fine. Ms. Fitzhugh and her attorney, Valerie Bailey, were notified of the Ethics Subcommittee's recommendation on February 6, 2015. Ms. Fitzhugh, through her attorney, accepted the recommendation on February 6, 2015.*

**Presenter:** Wayne Ruthven

**C-13      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-017B – JuneMarie Shuff Thompson**

*Violation of Standards 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position.*

*Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board recommends that the State Board suspend Ms. Thompson's license for three (3) years and assess a \$100.00 fine. Ms. Thompson and her attorney, Greg Alagood, were notified of the Ethics Subcommittee's recommendation by letter dated January 13, 2015. Ms. Thompson, through her attorney, accepted the recommendation on February 12, 2015.*

**Presenter:** Wayne Ruthven

**C-14      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-027 – Michael Darren Dean**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Violation of Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, dispositions, and responsibilities relating to his or her organizational position. The Professional Licensure Standards Board recommends that the State Board place Mr. Dean's license on probation for one (1) year, assess a \$75.00 fine, and require Mr. Dean to complete anger management classes and provide the PLSB office with a written reflection on how the classes have impacted or will impact his future interaction with students. Mr. Dean was notified of the Ethics Subcommittee's recommendation by letter dated January 13, 2015. Mr. Dean accepted the recommendation on February 19, 2015.*

**Presenter:** Wayne Ruthven

**C-15      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-032 – Stephen Tyler Hart**

*Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. The Professional Licensure Standards Board recommends that the State Board issue a written reprimand, assess a fine of \$50.00, and require Mr. Hart to provide the PLSB with a written reflection of his classroom management training. Mr. Hart was notified of the Ethics Subcommittee's recommendation on January 13, 2015. Mr. Hart accepted the recommendation on February 3, 2015.*

**Presenter:** Wayne Ruthven

**C-16      Consideration of the Recommendation of the Professional Licensure Standards Board for Case #15-041 – Rebecca Denise Alexander**

*Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices. The Professional Licensure Standards Board recommends that the State Board place Ms. Alexander's license on probation for two (2) years, assess a \$75.00 fine, and require Ms. Alexander to attend special education training on documentation of conferences for special education students and submit written proof of attendance of the training within one(1) year of the State Board's final order. Ms. Alexander was notified of the Ethics Subcommittee's recommendation on February 19, 2015. Ms. Alexander accepted the recommendation on February 26, 2015.*

**Presenter:** Wayne Ruthven

## **Action Agenda**

**A-1      Consideration for AR Better Chance One Time Funding**

*In anticipation of funding remaining at the end of the year for ABC due to some sites relinquishing slots, a request is being made to allow for the funding of quality enhancements.*



*Presenter: Mary K. McKinney*

**A-2      Consideration of One Time Funding for ABC Programs Effected by Natural Disasters**

*There were three ABC Programs that were impacted by three separate natural disasters resulting in damages to the programs learning environments. The programs are as follows: Vilonia Public Schools - ABC services that were damaged during the tornado in April 2014 resulted in a loss of playground materials; Batesville Public Schools received flood damage in their 11 ABC preschool classrooms during April 2014; and Blytheville Public Schools received flood damage in their ABC preschool classrooms during March 2014.*

*Presenter: Mary K. McKinney*

**A-3      Consideration of the Involuntary Administrative Consolidation of the Hughes School District into One (1) or More School Districts**

*Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the State Board of Education shall administratively consolidate the Hughes School District with or into one (1) or more school districts by May 1, 2015 to be effective July 1, 2015. The Hughes School District's average daily membership fell below three hundred fifty (350) students for the 2012-2013 and 2013-2014 school years. The Hughes School District submitted a voluntary petition for annexation with the Forrest City School District, but the Forrest City School District withdrew from participation in the voluntary petition prior to the State Board of Education's March 2015 meeting.*

*Presenter: Jeremy Lasiter*

**A-4      Classification of District in Fiscal Distress**

*Pursuant to Ark. Code Ann. §6-20-1905, the Yellville-Summit School District received notice by certified mail as being identified by the Arkansas Department of Education (ADE) for Fiscal Distress status. The identification, recommendation for classification, and any appeal would be presented at the April 9, 2015 State Board meeting. The District was informed in the February 13, 2015, identification letter that they could not incur any future debt obligations without prior written approval from ADE. The deadline for appeal was March 20, 2015, and no appeal was filed. The Department recommends that Yellville-Summit School District be classified as being in Fiscal Distress as of April 9, 2015.*

*Presenter: Dr. Eric Saunders*

**A-5      Consideration of the Little Rock School District Progress Update**

*On July 10, 2014, the State Board classified the following Little Rock Schools in Academic Distress: Hall High School, J. A. Fair High School, McClellan High School, Henderson Middle School, Cloverdale Middle School and Baseline Elementary. Academic Distress status was based on combined math and literacy three-year trend data from school years 2010-11, 2011-12 and 2012-13. On January 28, 2015, the State Board voted to assume state authority for the Little Rock School District. On February 12, 2015, the State Board classified the following Little Rock Schools in Academic Distress: Hall High School, J. A. Fair High School, McClellan High School, Henderson Middle School, Cloverdale Middle School and Baseline Elementary. Academic Distress status was based on combined math and literacy three-year trend data from school years 2011-12, 2012-13, and 2013-14. Board Members requests the Department provide a monthly report on the progress of the district in removing the six schools from academic distress.*

*Presenter: Tony Wood*

**A-6 Consideration of Third Quarter Report for Helena-West Helena School District**

*The Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 30, 2010, and the State assumed authority on June 20, 2011. The Office of Intensive Support is providing a quarterly report for Board consideration.*

*Presenter: Andrew Tolbert*

**A-7 Review of Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Arkansas Virtual Academy**

*The State Board of Education approved the application for Arkansas Virtual Academy in September 2003. The charter is approved to serve students in grades K-12 with a maximum enrollment of 500.*

*Representatives of the Arkansas Virtual Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 5-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Arkansas Virtual Academy for a period of 5 years. On March 12, 2015 the State Board of Education voted to review the decision of the Charter Authorizing Panel.*

*Presenter: Cindy Hogue*

**A-8 Consideration of Arkansas Governor's School 2016-2018 Proposals**

*The Request for Proposals to host Arkansas Governor's School for 2016-2018 were sent in November 2014 to all four-year colleges and universities in the state asking for their proposals to host AGS. The deadline for proposals was February 15, 2015, and the only proposal submitted was from Hendrix College. The proposal has been reviewed, and requests the State Board vote to confirm that Hendrix College will be the host for Arkansas Governor's School for 2016-2018.*

*Presenter: Dr. Mary Kathryn Stein*

**A-9 Consideration of Recommendation of New Praxis Test of English as a Foreign Language (TOEFL) Licensure Test**

*To address international teachers seeking to obtain an Arkansas educator license will be required to successfully take the Test of English as a Foreign Language (TOEFL®). The TOEFL® is a widely accepted English-language proficiency test from Educational Testing Service. Educational Testing Service (ETS) provided the attached information on TOEFL test. The ADE recommends adopting the Test of English as a Foreign Language (TOEFL®) with a cut score of 76 on a 120-point scale effective immediately.*

*Presenter: Michael Rowland*

**A-10 Consider Recommendation of the New Praxis Assessment of Signed Communication-American Sign Language (0602)**

*To address a new Arkansas educator licensure area in Foreign Language American Sign Language, the Assessment of Signed Communication: American Sign Language (ASL) test assesses sign proficiency in American Sign Language. It is designed for candidates who plan to seek certification to teach sign language to students as a language other than English. Educational Testing Service (ETS) provided the attached information from state test reviews. ADE personnel reviewed national test data and recommends a*

cut score of 2.5/5.0. The ADE recommends adopting the Praxis™ Assessment of Signed Communication – American Sign Language (0632) with a cut score of 2.5 on a 5.0 scale effective immediately.

**Presenter:** Michael Rowland

## **A-11      Consideration for Public Comment: Proposed Revision of the Arkansas Department of Education Standards for Educational Interpreters and Transliterators**

*The Arkansas Department of Education (ADE) recommends revision of these standards to reflect changes in licensure requirements for interpreters of the hearing impaired. Arkansas Code Annotated § 20-14-801 et seq. (Act 1314 of 2013), created new licensure requirements for individuals interpreting for individuals who are deaf, deafblind, hard of hearing, or oral deaf, individuals with disabilities who use special techniques in order to communicate, and individuals whose primary language is sign language. The Arkansas Department of Health promulgated rules to govern implementation of the new licensure requirements. These rules do not establish minimum qualification for interpreters in the K-12 school setting and defer to the ADE Standards. Public agencies employing educational interpreters for the deaf, deafblind, hard of hearing, or oral deaf, must comply with the legal standards established by the ADE. See ADE, Special Education Unit, Procedural Requirements and Program Standards §26.02.2.3. The ADE-SEU formed a committee of stakeholders to revise the previous standards for educational interpreters and transliterators in Arkansas, as well as, determine the timelines for complying with the standards, to better align with the new licensure requirements. ADE staff respectfully requests that the State Board approve the proposed standards for public comment.*

**Presenter:** Courtney Salas-Ford

## **A-12      Consideration for Final Approval: ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts**

*The ADE proposes the following revisions to the current rules: revise regulatory authority in § 1.02 and date in 1.03; add § 9.04 regarding combining or embedding of curriculum; revise dates in §§ 11.01, 11.03, and 11.04.1 to make them consistent with current law; add § 11.04.3 to make it consistent with current law regarding enrollment of child who attended first grade in another state or country; revise § 9.03 to add a new § 9.03.4.4 to add one unit of Essentials of Computer Programming and revise subsequent numbering accordingly; revise § 14.02 to allow substitution of certain computer courses for Mathematics or Science courses (both Smart Core and Core); revise § 15.04 to mirror/incorporate ADE Rules Governing Professional Development; revise dates in §§ 23.03, 23.04.1, 23.04.3 to make them consistent with current law; revise §§ 26.01 and 26.02 to correct terminology, and to correct dates in § 26.02 to make them consistent with current law; add § 26.03 to establish hearing procedure for Standards appeals; revise numbering in current §§ 26.03 and 26.04, and correct terminology in current § 26.04; revise § 27.0 to permit waiver of a Standard of Accreditation for longer than one year for the purpose of combining or embedding curriculum, and to correct terminology. The proposed rules have gone through a public comment period and no changes were made based upon the comments received. The Department staff respectfully requests the State Board give final approval to these rules pending Governor's Office approval and Legislative Council review.*

**Presenter:** Lori Freno

## **A-13**

## **Consideration for Final Approval: ADE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools**

*The Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. Revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's immunization requirements. The State Board released these rules for public comment on February 12, 2015. A public hearing was held on March 2, 2015. The public comment period expired on March 17, 2015. Written comments were received during the public comment period. Typographical revisions were made to the rules. Department staff respectfully requests the State Board give final approval to these rules pending approval by the Governor's Office and Legislative Council review.*

**Presenter:** Kendra Clay

### **A-14 Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of 2015**

*Act 560 of 2015 revised Arkansas laws pertaining to the Public School Choice Act of 2013. Act 560 of 2015 contained an emergency clause and went into effect on March 20, 2015. Under the new law, school choice applications are due on May 1. Emergency rules are immediately necessary to implement the provisions of Act 560 of 2015. Arkansas Department of Education staff respectfully requests that the State Board of Education grant emergency approval to the proposed rules.*

**Presenter:** Jeremy Lasiter

### **A-15 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Public School Choice Act of 2015**

*Act 560 of 2015 revised Arkansas laws pertaining to the Public School Choice Act of 2013. Act 560 of 2015 contained an emergency clause and went into effect on March 20, 2015. Under the new law, school choice applications are due on May 1. Arkansas Department of Education staff respectfully requests that the State Board of Education approve the proposed rules for public comment.*

**Presenter:** Jeremy Lasiter

### **A-16 Consideration of State Board Resolution Recognizing April as the Month of the Military Child**

*The Arkansas State Council for the Interstate Compact on Educational Opportunity for Military Children respectfully requests that the Arkansas State Board of Education approve a resolution that recognizes April 2015 as the Month of the Military Child.*

**Presenter:** Jeremy Lasiter

**Minutes  
State Board of Education Meeting  
Thursday, March 12, 2015**

The State Board of Education met Thursday, March 12, 2015, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 10:02 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Joe Black; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner.

Present via phone: Mireya Reith (morning)

Absent: Mireya Reith (afternoon)

**Report**

**Recognition of Arkansas Teachers from The People's Republic of China Who Are Teaching Mandarin Chinese Language and Culture to Arkansas Students**

Special Projects Administrator Dr. Frank Servedio said in conjunction with the University of Central Arkansas Confucius Institute (UCA CI), the Department was assisting Chinese teachers with the teacher licensure process through the Arkansas Professional Pathway to Educator Licensure. He said this two-year program began in the summer of 2008. He said each teacher is from the People's Republic of China and has a master's degree in Teaching Chinese as a Second Language. He said a Memorandum of Understanding with the Chinese Language Council International agreed to explore the possibility of a joint, yearly collaboration to select, license, and place qualified teachers of Chinese language in Arkansas schools. He said currently there were twelve (12) from China teaching in Arkansas schools and three teaching at the UCA CI.

Director of the Confucius Institute at the University of Central Arkansas Dr. Guo-ou Zhuang introduced the following teachers: Ms. Jing An, Hot Springs School District; Ms. Lu Chen, Bentonville School District; Ms. Zixi Hu, North Little Rock School District; Ms. Ci Li, Lighthouse Academy, Jacksonville; Ms. Na Li, Rogers School District; Ms. Yuanyuan Liu, Conway School District; Ms. Tingting Tian, ASMSA, Hot Springs; Ms. Shu Weng, North Little Rock School District; Ms. Yan Yang, Wynne School District; Ms. Lu Ye, Cross County School District; Ms. Qianying Zhang, Cabot/Beebe School District; Ms. Qian Zhang, Little Rock School District; Ms. Dongmei Qin, UCA; Ms. Lingyi Wang, UCA; and Dr. Xiaohong Lu, UCA.

## **Consent Agenda**

Dr. Barth moved, seconded by Ms. Zook, to approve the consent agenda. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - February 12, 2015
- Minutes - February 13, 2015
- Newly Employed, Promotions and Separations
- Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-065 – LaKenya Takako Riley
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-086 – Carolyn Laverne Harshaw
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-087 – Billy Eugene Carter
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-117 – Evelyn Lemard Thrower
- Consideration of Waiver Request for Teaching License – Romunda Hamilton
- Consideration of Waiver Request for Teaching License – Sharon Powell
- Consideration of Waiver Request for Teaching License – James Prine

## **Action Agenda**

### **Consideration of Waiver for School Board Member Training – Greenland School District**

Department General Counsel Mr. Jeremy Lasiter said ADE Rules Governing Required Training for School Board Members require six hours of training annually by each board member. Failure to comply with these rules results in a violation of Section 24.18 of the Standards for Accreditation. He said Greenland School Board Member Mr. James Miller has been a board member of good standing since 1995. Mr. Miller was unable to acquire the six hours of training in 2014 due to work commitments and family health issues. He said currently, he has completed three hours and has another three hours planned that will meet the requirements for 2015. He said the Greenland School District requested the Board grant a waiver of Standard 24.18 pursuant to Ark. Code Ann. § 6-15-201 (b) (2) (A) for the purposes of waiving the board-training requirement for Mr. Miller for 2014.

Ms. Saviers moved, seconded by Mr. Davis, to approve the waiver for school



board member training for Mr. James Miller, school board member from the Greenland School District. The motion carried unanimously.

### **Consideration of the Administrative Consolidation of the Hughes School District into One (1) or More School Districts**

Department General Counsel Mr. Jeremy Lasiter said pursuant to Ark. Code Ann. § 6-13-1601 et seq., the State Board of Education shall administratively consolidate the Hughes School District with or into one (1) or more school districts by May 1, 2015 to be effective July 1, 2015. The Hughes School District's average daily membership fell below three hundred fifty (350) students for the 2012-2013 and 2013-2014 school years. He said the Hughes School District did submit a voluntary petition for administrative consolidation or annexation. Mr. Lasiter said the ADE received notice on March 9, 2015, from Forrest City School District to withdraw their petition. Mr. Lasiter said the state had to receive a proposal by March 1 to consider administrative consolidation.

The Board took no action.

### **Consideration for Removal of the Lee County School District from State Authority**

Assistant Commissioner of Fiscal and Administrative Services Dr. Eric Saunders said the Lee County School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013. The State Board of Education exercised its authority to place the Lee County School District under state authority and remove the local school board on April 10, 2014. The Lee County School District was classified by the State Board of Education as being in Fiscal Distress on May 8, 2014. The Lee County School District was classified by the State Board of Education as being on Year Two Probation for Accreditation on June 12, 2014. The State Board of Education removed the Lee County School District from Academic Distress on February 12, 2015. Dr. Saunders said the Lee County School District remains under fiscal distress and will continue to be monitored by the ADE Fiscal Distress Unit.

ADE Coordinator of Fiscal Distress Ms. Hazel Burnett said through the support of consultants, the district has improved accounting procedures and is expected to have an \$800,000 fund balance at the end of the school year. She said the next fiscal distress report to the Board would be May 2015.

Public School Accountability Coordinator Mr. Elbert Harvey said the 3<sup>rd</sup> quarter report would include the latest data. He said the Lee County Schools continue to be identified as priority schools and will continue to receive support from the

school improvement unit.

Lee County School District Superintendent Ms. Willie Murdock said the facilities bond is making progress to the buildings. She said she plans to reconfigure the district into K-6 and 7-12 schools. Ms. Murdock said the district has made large gains in technology with the goal of 1-1 for students. She said the district is utilizing paper/pencil PARCC tests this year based on a waiver from the ADE. Ms. Murdock said she is hosting meetings with the community to encourage and inform community persons about running for school board positions.

Dr. Barth moved, seconded by Ms. Zook, to approve the removal of the Lee County School District from state authority upon the election and training of school board members. The motion carried unanimously.

**Continuation of Fiscal Distress Classification under authority of the state for the Pulaski County Special School District; and allowing the community advisory board to remain in place for one (1) additional year**

Assistant Commissioner of Fiscal and Administrative Services Dr. Eric Saunders said pursuant to Ark. Code Ann. § 6-20-1905, on March 30, 2011, the Arkansas Department of Education identified the Pulaski County Special School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Pulaski County Special School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: material state or federal audit exceptions or violations. The Pulaski County Special School District appealed the fiscal distress identification. On May 16, 2011, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Pulaski County Special School District. The Arkansas Department of Education removed the Pulaski County Special superintendent and school board, and appointed an individual to administratively operate the Pulaski County Special School District under the supervision and approval of the Commissioner of Education. Pursuant to Ark. Code Ann. § 6-20-1905, on January 19, 2012, the Pulaski County Special School District was identified by the Arkansas Department of Education as a district in fiscal distress based upon the following additional indicator: A declining balance determined to jeopardize the fiscal integrity of a school district. The Pulaski County Special School District did not appeal the fiscal distress identification. On February 13, 2012, following a public hearing, the State Board of Education classified the Pulaski County Special School District as a school district in fiscal distress, with the additional indicator, pursuant to Ark. Code Ann. § 6-20-1906. On May 13, 2013, the State Board of Education approved the continuation of Fiscal Distress Classification under authority of the state for the Pulaski County Special School

District; and approval for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013. On September 9, 2013, the State Board of Education approved the appointment of a community advisory board for the Pulaski County Special School District. Pursuant to Ark. Code Ann. § 6- 20-1910, by April 1 of each year following the appointment of a community advisory board, the State Board of Education shall determine the extent of a fiscally distressed school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:

- (1) Allow the community advisory board to remain in place for one (1) additional year;
- (2) Return the school district to local control by calling for the election of a newly elected board of directors if: (a) The Arkansas Department of Education certifies, in writing, to the State Board of Education and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and (b) The State Board of Education determines the school district has corrected all criteria for being placed into fiscal distress; or (3) Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

Dr. Saunders said the Arkansas Department of Education continues to review the status of the Pulaski County Special School District's compliance with its Fiscal Distress Improvement Plan and its efforts to remove itself from fiscal distress. That review is ongoing. Because that ongoing review will extend past the date of this meeting, and because this meeting is the last meeting prior to April 1, the Department recommended that the Community Advisory Board remain in place at this time. However, should the Department's review indicate that PCSSD is no longer in fiscal distress and has met all of the goals in its Fiscal Distress Improvement Plan, the Department would return to the Board with a recommendation that the district be removed from fiscal distress classification and from state authority.

Pulaski County Special School District Superintendent Dr. Jerry Guess said the community advisory board process has been a good method for transitioning the district back to local control.

Ms. Zook moved, seconded by Ms. Newton, to approve the continuation of Fiscal Distress Classification under authority of the state for the Pulaski County Special School District; and allowing the community advisory board to remain in place for one (1) additional year. The motion carried unanimously.

**Continuation of Fiscal Distress Classification under authority of the state for the Helena-West Helena School District; and allowing the community advisory board to remain in place for one (1) additional year**

Assistant Commissioner of Fiscal and Administrative Services Dr. Eric Saunders said pursuant to Ark. Code Ann. § 6-20-1905, on July 20, 2010, the Arkansas

Department of Education identified the Helena-West Helena School District as a school district in fiscal distress. The Arkansas Department of Education made this identification because the Helena-West Helena School District met the following fiscal distress indicator(s) as set forth in Ark. Code Ann. § 6-20-1904: (1) A declining balance determined to jeopardize the fiscal integrity of the school district. (2) Material state or federal audit exceptions or violations. The Helena-West Helena School District did not appeal the fiscal distress identification. On September 30, 2010, following a public hearing, the State Board of Education classified the Helena-West Helena School District as a school district in fiscal distress, pursuant to Ark. Code Ann. § 6-20-1906. On June 20, 2011, the Arkansas Department of Education exercised its authority under Ark. Code Ann. § 6-20-1909 to assume authority over the Helena-West Helena School District. The Arkansas Department of Education removed the Helena-West Helena superintendent and school board, and appointed an individual to administratively operate the Helena-West Helena School District under the supervision and approval of the Commissioner of Education. On May 13, 2013, the State Board of Education approved the continuation of Fiscal Distress Classification under authority of the state for the Helena-West Helena School District; and approval for the Commissioner of Education to appoint a community advisory board pursuant to Act 600 of 2013. On September 9, 2013, the State Board of Education approved the appointment of a community advisory board for the Helena-West Helena School District. Pursuant to Ark. Code Ann. § 6-20-1910, by April 1 of each year following the appointment of a community advisory board, the State Board of Education shall determine the extent of a fiscally distressed school district's progress toward correcting all issues that caused the classification of fiscal distress and shall:

- (1) Allow the community advisory board to remain in place for one (1) additional year;
- (2) Return the school district to local control by calling for the election of a newly elected board of directors if: (a) The Arkansas Department of Education certifies in writing to the State Board of Education and to the school district that the school district has corrected all criteria for being placed into fiscal distress; and (b) The State Board of Education determines the school district has corrected all criteria for being placed into fiscal distress; or (3) Annex, consolidate, or reconstitute the school district pursuant to Title 6 of the Arkansas Code.

Dr. Saunders said based upon the information presented, the Arkansas Department of Education recommended that the Board allow the community advisory board to remain in place for one (1) additional year.

Helena-West Helena School District Superintendent Mr. John Hoy said currently the Helena-West Helena Community Advisory Board has four members. He said the district is working on improved procedures for accounting and inventory.

Commissioner Wood said he would contact local legislators to follow the process of recommending members to fill the vacant positions on the Helena-West

Helena Community Advisory Board. He said if lay leaders are not available with the zones, at-large positions might be used to fill the vacancies.

Helena-West Helena Community Advisory Board President Mr. Andrew Bagley asked the Board to return the district to local control. Mr. Bagley said he was not speaking on behalf of the Helena-West Helena Community Advisory Board.

Helena-West Helena School District parent Mr. James Valley said the district has been under state authority for seven of the last ten years. He asked the Board to return the district to local control.

Mr. Lasiter said the Department would need to certify that a district has met all requirements for removal from fiscal distress. He said at this time, Helena-West Helena School District has not met the requirements and has not received certification from the Department.

Ms. Zook moved, seconded by Ms. Saviers, to approve the continuation of Fiscal Distress Classification under authority of the state for the Helena-West Helena School District; and allowing the community advisory board to remain in place for one (1) additional year. The motion carried unanimously.

### **Charter Authorizing Panel Action on Consideration of Fountain Lake Charter School High School-Requirement to Report on Progress**

Office of Educational Options Director Ms. Cindy Hogue said on November 20, 2014, the Charter Authorizing Panel approved the application for the Fountain Lake Charter High School with the requirement that representatives from Fountain Lake return in the spring to report on the progress of the charter. On January 8, 2015, the State Board of Education reviewed the decision of the Charter Authorizing Panel and voted to affirm the decision of the Charter Authorizing Panel. On February 18, 2015, by a unanimous vote, the Charter Authorizing Panel removed the requirement for Fountain Lake High School to return in the spring to report on the progress of the charter.

The Board took no action.

### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Haas Hall Academy, Fayetteville**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for Haas Hall Academy in April 2004. The charter is approved to serve students in grades 8-12 with a maximum enrollment of 320. Representatives of Haas Hall Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current

charter. By a unanimous vote, the panel approved the amendment for Haas Hall Academy, Fayetteville.

Mr. Davis recused himself from this action item.

Manager of Paradigm Building, LLC Mr. Tracy Hoskins asked his attorney to speak on his behalf. Attorney Mr. Max Deitchler said Paradigm Building, LLC is in support of the charter school. Mr. Deitchler asked the Board to review the decision made by the panel based on the lease agreements. He said his client did not have an opportunity to submit his concerns to the Charter Authorizing Panel in February 2015 because the Haas Hall Academy submitted a letter to his client after the panel meeting.

Attorney for Haas Hall Academy Mr. Mark Henry said he would work with Mr. Deitchler to resolve any lease issues. He said the lease was not a known risk at the time of the Charter Authorizing Panel meeting.

Deputy Commissioner Dr. Mike Hernandez said the Finance and Administration Unit reviews charter funds monthly.

Ms. Saviers moved, seconded by Ms. Zook, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter School amendment for Haas Hall Academy, Fayetteville. The motion carried unanimously.

#### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools, Forrest City**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for KIPP Delta Public Schools Forrest City Campus in October 2014. The charter was approved to serve students in grades 5-8 with a maximum enrollment of 400. Representatives of KIPP Delta Public Schools appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for KIPP Delta Public Schools, Forrest City.

Dr. Barth moved, seconded by Mr. Black, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter School amendment for KIPP Delta Public Schools, Forrest City. The motion carried unanimously.

#### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for Northwest Arkansas Classical Academy



in November 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. Representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel on February 18, 2015, to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for Northwest Arkansas Classical Academy.

Ms. Mahony moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter School amendment for the Northwest Arkansas Classical Academy. The motion carried unanimously.

#### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Ozark Montessori Academy**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for Ozark Montessori Academy in October 2014. The charter was approved to serve students in grades K-8 with a maximum enrollment of 280. Representatives of Ozark Montessori Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request an amendment to the current charter. By a unanimous vote, the panel approved the amendment for Ozark Montessori Academy.

Ms. Newton moved, seconded by Mr. Black, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter School amendment for the Ozark Montessori Academy. The motion carried unanimously.

#### **Pulaski County Special School District Request for Review of Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Academics Plus Charter School**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for Academics Plus Charter School in May 2001. The charter was approved to serve students in grades K-12 with a maximum enrollment of 850. Representatives of the Academics Plus Charter School appeared before the Charter Authorizing Panel on February 18, 2015 to request a 20-year renewal for the charter. By a 4-1 vote, the panel approved the renewal application for Academics Plus Charter School for a period of 5 years. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Pulaski County Special School District requested the State Board of Education conduct a hearing at its next meeting to review the decision made by the Charter Authorizing Panel.

Pulaski County Special School District Attorney Mr. Sam Jones asked the Board to review the goals of the Academic Plus Charter School. He said the charter

school has failed to meet the expectations set by the school. He asked the Board to review the charter renewal.

PCSSD Director of Accountability Dr. Robert Clowers said Academics Plus Charter School has declined in test scores. He said the school's subgroups are too small to measure to see if the achievement gap is closing. He said the majority of students taking Algebra are not meeting the ACT expectation to take College Algebra without remediation.

Academics Plus Charter School Executive Director Mr. Rob McGill said the charter school is meeting all goals with the exception of the goals related to NWEA. He said the charter school has improved test scores and is performing above PCSSD. He said 100% of ninth grade students take the ACT and the district average is higher than PCSSD.

Academics Plus Charter High School Principal Ms. Kimberly Willis said the students provided feedback on their needs and this information was utilized to change instructional methods and mathematics curriculum.

Academics Plus Charter Elementary School Principal Ms. Diane Gross said the school has flexibility to hire/fire as needed to ensure the right educator is in the classroom.

Academics Plus Charter Federal Programs Coordinator Ms. Kelly Turney said the school has started the PARCC exam online.

Ms. Zook moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter School renewal of the Academics Plus Charter School. Dr. Barth and Ms. Mahony voted no. The final vote was 6-2. The motion carried.

### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Arkansas Arts Academy**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for the Arkansas Arts Academy (formerly Benton County School of the Arts) in February 2001. The charter was approved to serve students in grades K-12 with a maximum enrollment of 825. Representatives of the Arkansas Arts Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 20-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Arkansas Arts Academy for a period of 3 years.

Ms. Saviers moved, seconded by Mr. Davis, to not review the Charter Authorizing Panel action on the Open-Enrollment Public Charter

School renewal for the Arkansas Arts Academy. The motion carried unanimously.

#### **Charter Authorizing Panel Action on Open-Enrollment Public Charter School Renewal: Arkansas Virtual Academy**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for Arkansas Virtual Academy in September 2003. The charter was approved to serve students in grades K-12 with a maximum enrollment of 500. Representatives of the Arkansas Virtual Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 5-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for Arkansas Virtual Academy for a period of 5 years.

Arkansas Public School Resource Center Attorney Mr. Tripp Walter said the Arkansas Virtual Academy would work with ADE for course approval in relation to the music waiver requested.

Commissioner Wood said the Charter Authorizing Panel approved an enrollment cap of 2000 students.

Ms. Mahony moved, seconded by Ms. Newton, to review the Charter Authorizing Panel action on Open-Enrollment Public Charter School Renewal for the Arkansas Virtual Academy. Dr. Barth voted no. The final vote was 6-1. The motion carried.

#### **Charter Authorizing Panel Action on District Conversion Public Charter School Renewal: Mountain Home High School Career Academy**

Office of Educational Options Director Ms. Cindy Hogue said the State Board of Education approved the application for the Mountain Home High School Career Academy in March 2003. The charter was approved to serve students in grades 9-12 with a maximum enrollment of 1600. Representatives of the Mountain Home High School Career Academy appeared before the Charter Authorizing Panel on February 18, 2015 to request a 5-year renewal for the charter. By a unanimous vote, the panel approved the renewal application for the Mountain Home High School Career Academy for a 5-year period.

Dr. Barth moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel action on the District Conversion Public Charter School renewal for the Mountain Home High School Career Academy. Mr. Davis and Ms. Mahony voted no. The final vote was 5-2. The motion carried.

## **Consideration for Approval of ABCTE as an Accelerated Teaching Program and Approval for ABCTE Content and Pedagogy Assessments**

Assistant Commissioner for Human Resources, Licensure and Educator Effectiveness Ms. Ivy Pfeffer said under Ark. Code Ann. § 6-17-409, the ADE has approved Teach for America (TFA) and Arkansas Teacher Corps (ATC) as Accelerated Teacher Programs. The statute also allows the ADE to approve other accelerated teaching programs. Additional accelerated teacher programs in Arkansas include the Arkansas Pathway for Professional Teaching License (APPEL) and the Provisional Professional Teaching License (PPTL). She said the American Board for Certification of Teachers of Excellence (ABCTE) is a non-profit organization established by the U. S. Department of Education dedicated to building strong communities through preparing, certifying, and supporting teachers. ABCTE has asked Arkansas to license teachers with ABCTE certification. Ms. Pfeffer said the Department recommended that ABCTE be approved by the Board as an accelerated teaching program. Candidates would initially receive a provisional license, and the ADE would develop an MOU with ABCTE to outline the process to ensure Arkansas' licensing requirements are met and also a plan of support that candidates would receive for a period of up to 3 years, with the possibility of completion and issuance of a standard license after 2 years pending requirements are met. Approval of ABCTE's program would require that Arkansas accept ABCTE candidates' scores on ABCTE's required assessments (content and pedagogy), which differ from the PRAXIS assessments. She said the MOU would ensure that all assessments that Arkansas currently required are taken but allowed the substitution of the ABCTE assessment in place of the Praxis Content and Pedagogy assessments.

President and CEO of the American Board for the Certification of Teacher Excellence (ABCTE) Mr. Shawn McCollough said ABCTE offered special education and elementary certification. He said that ABCTE teachers are retained at 85%.

Ms. Mahony moved, seconded by Ms. Newton, to table consideration of ABCTE as an Accelerated Teaching Program and approval for ABCTE Content and Pedagogy Assessments. Ms. Zook voted no. The final vote was 6-1. The motion carried.

## **Declaration of Critical Academic Shortage Areas of Licensure for 2015-2016**

Assistant Commissioner for Human Resources, Licensure and Educator Effectiveness Ms. Ivy Pfeffer said pursuant to Ark. Code. Ann. § 6-15-403 and § 6-81-609 it is required that the State Board of Education declare licensure areas as the Critical Academic Shortage Areas. The Critical Shortage areas as approved by US Department of Education for 2015-2016 are as follows: Gifted

and Talented, Foreign Language, Library Media, Mathematics, Special Education, Drama/Speech, Family and Consumer Sciences, and Art.

Ms. Pfeffer said the licensure unit was working with the South Central Comprehensive Center and the Missouri State Department of Education to develop a critical shortage model that considered geography in addition to data considered in the current report.

Dr. Barth moved, seconded by Mr. Davis, to approve the Critical Academic Shortage Areas of Licensure for 2015-2016. The motion carried unanimously.

### **Hearing on Waiver Request for Teaching License – Eric Marquis Williams**

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on January 13, 2015, the Department advised Mr. Eric Marquis Williams that a background check revealed an offense that disqualified him for a teaching license under Ark. Code Ann. § 6-17-410(c) as well as employment in an Arkansas public school. Mr. Williams has requested a waiver of the grounds for denial of his standard teaching license.

Mr. Williams said he took a plea deal that included a felony. He said he is currently teaching for a university.

Ms. Zook moved, seconded by Ms. Newton, to approve a waiver request for a teaching license for Eric Marquis Williams with one-year probation with the conditions that Mr. Williams clear another background check and receive no additional ethics complaints. The motion carried unanimously.

### **A-18 Consideration of Revocation of Teaching License – Nicole Francis**

Item A-18 was pulled from the agenda.

### **A-19 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 13-047; Beverly Garner-Harris**

Item A-19 was pulled from the agenda.

### **A-20 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations –PLSB Case No. 14-066; Jason Vaughn Marshall**

Professional Licensure Standards Board (PLSB) Attorney Jennifer Liwo said Mr. Jason Vaughn Marshall was in violation of Standard 1: An educator maintains a

professional relationship with each student, both in and outside the classroom. She said following an evidentiary hearing on October 24, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended that the State Board suspend Mr. Marshall's license for twenty-four (24) months, assess a \$100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period.

Mr. Marshall's attorney, Mr. John Kennedy said Mr. Marshall resigned from his teaching position. He said the PLSB was supposed to use a preponderance of the evidence. He said two students made a complaint that an inappropriate video was shown to students. He said the State Police and Department of Human Services (DHS) investigated the complaint.

Ms. Liwo said a PLSB investigator was appointed to this case. She said the evidence hearing required a preponderance of the evidence. She said the evidence met the criteria of unethical conduct by an educator.

Ms. Newton moved, seconded by Ms. Saviers, to uphold the suspension of Mr. Marshall's license for twenty-four (24) months, assess a \$100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period.

Dr. Barth made a substitute motion, seconded by Ms. Zook, to impose a suspension of Mr. Marshall's license for twelve (12) months, assess a \$100.00 fine, and require Mr. Marshall to obtain a written statement from a licensed mental health professional stating that Mr. Marshall does not pose a threat to students by the end of the suspension period. Ms. Newton and Ms. Saviers voted no. The final vote was 5-2. The motion carried.

### **Consideration for Final Approval: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards**

Department Deputy General Counsel Mrs. Lori Freno said Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) required that each public school receive a letter grade score of "A" through "F" effective with the 2014-2015 school year, and empowered the State Board of Education to approve a method for assigning letter grades. She said following public comment, this Board approved a calculation formula, but changed how students attending an Alternative Learning Environment (ALE) with its own LEA number would be included in the calculation. On December 1, 2014, this Board released for public comment the rules with revised sections 4.03 and 4.04 (which sections addressed ALEs). The proposed rules have gone through a second and third



public comment period, and no changes were made to the rules as a result of the comments received.

Dr. Barth moved, seconded by Mr. Davis, to approve the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards. Ms. Mahony voted no. The final vote was 6-1. The motion carried.

### **Consideration of the Little Rock School District Progress Update**

Deputy Commissioner Dr. Hernandez said the State Board of Education directed the Little Rock School District (LRSD) to form a civic advisory committee to review the progress of the LRSD in meeting established goals to be removed from state authority. The application process closed February 20, 2015. Due to inclement weather, a meeting of state legislators to review the applications and select zone representatives has been rescheduled for Monday, March 16, 2015 at 3:30 pm. The legislators will select seven (7) regional representatives, and one (1) philanthropic organization representative. Principals from the six schools in academic distress will select two (2) students and two (2) teachers to complete the committee. The LRSD Civic Advisory Committee will meet monthly on the third Tuesday of each month from 5:00-6:00 pm in the Little Rock School District Administration Building, 810 W. Markham.

Dr. Hernandez said Commissioner Wood appointed Mr. Baker Kurrus to assist LRSD in a review of its finances and to develop a plan to achieve long-term stability. On Friday, February 27, 2015, Mr. Kurrus and LRSD Superintendent Dr. Suggs announced the following committee members: Roger Ball, Bruce Moore, Peggy Nabors, Bobby Roberts, Verna Simmons and Steve Strickland. The committee will make recommendations to the LRSD Superintendent and Commissioner (acting in the role of the school board).

Dr. Hernandez said the LRSD would submit a letter to the Arkansas Division of Legislative Audit for a state audit of FY15. LRSD has previously utilized a private accounting firm but will utilize the legislative audit for future reviews.

Dr. Hernandez said the LRSD would transition to APSCN, e-finance, and e-school. The transition will include staffing, professional development and support. The tentative timeline is July 2017.

Dr. Hernandez said Dr. Suggs submitted the February 26 board agenda, including a proposal for revising the general education graduation requirements, changing from an A/B Block Schedule to a 7-period day for all middle schools and three high schools, and continuation of the Hall High School reconfiguration plan. These items are under consideration by the Commissioner.

Commissioner Wood said the Department needed an accurate analysis of the financial stability of the district in order to make the best academic decisions.

Ms. Zook clarified that there are school level plans in place for academic improvement. She said once the Department has the needed financial information then a district level academic plan would be finalized.

Dr. Suggs said he was working on tentative plans for organizational structure and leadership for the six academic schools to present to the Commissioner. He said he is working for a sustainable change in these specific schools and in the district.

The Board took no action.

### **Adjournment**

The meeting adjourned at 3:26 p.m.

*Minutes recorded by Deborah Coffman.*

**Minutes**  
**State Board of Education Meeting**  
**Friday, March 13, 2015**

The State Board of Education met Friday, March 13, 2015, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 9:04 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Joe Black; Mireya Reith; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner

Absent: none

**Reports**

**Chair's Report**

Dr. Barth said he attended the Next Generation Science Standards Network Leadership Conference with members of the ADE staff to learn about communication, professional development, and transition to the science standards. He said the timeline approved by the Board was appropriate for moving instruction and student learning forward toward students thinking like scientists. He said the state is on the right path.

Ms. Mahony said that Ms. Newton and she would be sponsoring the Girls Learning about Math (GLAM) conference again this year. She said the ESEA renewal is still moving forward even though the momentum has slowed recently.

Ms. Zook said the Life Skills for Youth Program is working with the whole child. She said this is a very promising program for students. The program runs six days a week. She recommended other Board members learn more about the program.

Mr. Davis said representatives from the Northwest Arkansas Council, NorthWest Arkansas Community College, Northwest Arkansas Education Service Cooperative and Northwest Technical Institute honored students at a reception at the Northwest Arkansas Council offices. He said the top three students received \$1,000 scholarships to NWACC or NTI to continue to advance their career and technical education skills. He said the ForwARd Arkansas Project has received a good response to the surveys, conducted over 100 one-to-one interviews, and facilitated many focus groups across the state.

Mr. Crossley said he would be a panel member for the CCSSO State Consortium for Educator Effectiveness (SCEE) Summit in Atlanta. The topic will be teacher

leadership in action. He also shared one video from a series titled, *Profiles in Teacher Leadership*.

Ms. Newton said that she spoke with Little Rock School District Superintendent Dr. Dexter Suggs about inviting girls from the Henderson Middle School to attend an April conference featuring animals provided by the Arkansas Game and Fish Commission. She said this would be a great learning opportunity for the students.

### **Commissioner's Report**

Commissioner Wood said six Arkansas students were recognized for the Prudential Spirit of Community Awards. He said Heather Jackson of Caddo Gap and Colbe Cortez of Benton were selected as Arkansas' top youth volunteers for this year. He said Rebecca Aguilera (Maumelle), Mary Bryant (Valley View), Hannah Colford (Arkansas Baptist High School), and Katherine Sanders (Batesville High School) were recognized as distinguished finalists.

### **Recognition of Master Principal Designation - Arkansas Leadership Academy**

Arkansas Leadership Academy Master Principal Leader Dr. Diana Peer said the Arkansas Leadership Academy recognized Ms. Cindy Dewey, an Arkansas school principal who has successfully completed the rigorous designation process demonstrating effective principal and school practices leading to an upward trajectory in student achievement. She said Ms. Dewey is the principal of Willowbrook Elementary School in the Bentonville School District. Dr. Peer also acknowledged Mr. Mike Poore, Superintendent of Bentonville School District. Commissioner Wood presented the Master School Principal award to Ms. Dewey.

Ms. Dewey said the opportunity to complete the Arkansas Leadership Academy Master Principal program was relevant to her job. She utilized the leadership rubric to design the systems at Willowbrook Elementary School. She said she has an excellent staff and students. She said the teachers utilize teaming to review data and make decisions about the differentiated needs of students. She said her school is a project-based school and grade levels are organized in vertical teams. She invited the Board to visit her school. She encouraged all principals to participate in the Arkansas Leadership Academy Master Principal program.

### **Update on Content Standards and Assessment**

Assistant Commissioner of Learning Services Dr. Debbie Jones said the the Professional Development Unit has revised ELLA, a professional development opportunity for K-2 literacy. The unit has more than 25 math professional development opportunities available to educators. She said the Professional Development Unit would have new science professional development available this summer.

Dr. Jones said that implementation of PARCC assessment is going well in Arkansas. She said she is receiving positive feedback from the schools. She said teachers are reporting that the test is very thorough and students are enjoying the test. She said she expects to have data back to schools by November 2015.

Dr. Jones said the ELL assessment has been updated for next year. The ELPA21 will be utilized during the 2015-2016 school year and will assess students' proficiency in reading, writing, speaking, listening to, and understanding English. She said a grant would provide for an English as a Second Language (ESL) academy this summer designed to provide classroom teachers and school administrators with skills needed to successfully teach language minority/English Language Learners.

Dr. Jones said a committee of Arkansas teachers has been working to examine K-2 assessments and will submit a report to the Department by May 2015.

### **ESEA Flexibility Waiver IMO Reports for Priority Schools 2nd Quarter of 2014-15 school year**

Public School Accountability Coordinator Mr. Elbert Harvey said 36 schools continue to be identified as Priority Schools under the ESEA Flexibility Waiver requirements. He said of the 36 schools in Priority status, 21 schools are also identified as in Academic Distress through the State Accountability System. He said the ESEA Flexibility Waiver identified that schools in Priority status, in collaboration with district leadership, would develop Improvement Plans targeting the four turnaround principles of, 1) Teacher and Leadership Practices, 2) Student Progress and Achievement, 3) Student Safety and Discipline, and 4) Parent and Community Engagement. He said within the improvement plans, school leadership identified interim measurable objectives in order to monitor quarterly progress. Mr. Harvey presented a chart identifying the schools and the level of progress for the second quarter (October – December) of school year 2014-2015 and IMO reports for 2nd quarter. He said in several schools, attaining depth of understanding of the school improvement process continues to be a challenge. He said many of the IMOs continue to be at a compliance level rather than at a quality level where progress on the IMO would truly reflect progress in systems development and/or student outcomes. Despite Mr. Harvey's noted concern, he said the IMO process has improved over the

previous year with several schools approaching the tipping point in their capacity to self-sustain the improvement process.

### **Adjournment**

The meeting adjourned at 10:08 a.m.

*Minutes recorded by Deborah Coffman.*



**Minutes  
Special State Board of Education Meeting  
Wednesday, March 25, 2015**

The State Board of Education met Wednesday, March 25, 2015, in the Auditorium of the Big Mac Building, One Capitol Mall. Chairman Sam Ledbetter called the meeting to order at 10:15 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Joe Black; and Vicki Saviers

Present via phone: Mireya Reith and Kim Davis

Absent: None

**Action Agenda**

**Consideration of Johnny Key as Commissioner of Education**

Chairman Ledbetter explained the procedures for the meeting.

The Board entered into executive session at 10:17 a.m. for the purposes of considering this personnel item.

The Board exited executive session at 12:31 p.m.

Ms. Mahony moved, seconded by Ms. Newton, to approve Mr. Johnny Key as Commissioner of Education. The motion carried unanimously.

Commissioner Key thanked the Board and Governor Hutchinson. He said he is committed to work with the agency, parents, teachers, administrators, communities and stakeholders to move the state's education system forward toward excellence. He said excellence exists in Little Rock, the Delta, and the four corners of the state. He said the state was poised for great growth as demonstrated with the Governor's computer science and coding project. He said he was committed to ensuring every Arkansas child is provided the best possible education.

Mr. Key introduced his wife, Shannon, and daughter, Rachel. He said his son, Ryan, is studying abroad. Mr. Key also introduced his sister-in-law, Dana Shockley and her children Levi and Sydney.

**Adjournment**

The meeting adjourned at 12:35 p.m.

*Minutes recorded by Deborah Coffman.*

## **Section 1**

### **Second Lien Bonds**

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING  
APRIL 9, 2015  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

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<b>5</b>	<b>\$</b>	<b>15,750,000.00</b>

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2<sup>ND</sup> LIEN  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Greene County Tech	Greene	3,520.37	\$1,560,000	15.63%	\$38,838,536	Constructing, renovating, and equipping school facilities to include additions and improvements to the Junior High (\$1,500,000), cost of issuance and underwriter's discount allowance (\$60,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.
Lakeside	Garland	3,211.22	\$3,095,000	7.24%	\$30,260,000	Constructing and equipping new facilities and renovating and equipping existing facilities which will include renovations to Ram Fieldhouse, renovations to the high school library, improvements to the elementary playgrounds, awning addition to the Jr. High, Intermediate School road improvements, girls indoor softball facility, adding sidewalks and paving school streets (\$3,000,000), cost of issuance and underwriter's discount allowance (\$95,000). Any remaining funds may be used for other capital projects and/or equipment purchases.
Newport	Jackson	1,288.67	\$2,070,000	13.09%	\$17,737,423	Constructing, renovating and equipping school facilities to include projects within the Technical Science Building #303 (converting old shops to academic space) (\$2,000,000), cost of issuance and underwriter's discount allowance (\$70,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Russellville	Pope	5,052.84	\$6,695,000	8.84%	\$72,685,000	Erecting and equipping new school facilities, making additions and improvements to existing school facilities (\$6,515,000), and cost of issuance (\$180,000).
Texarkana	Miller	4,227.69	\$2,330,000	7.00%	\$26,355,000	Making various capital improvements and renovations to the District's football stadium and other athletic facilities within the District (\$2,250,000), cost of issuance and underwriter's discount allowance (\$80,000). Any remaining funds will be used for other capital improvements, renovations and equipment.

## **Section 2**

### **Voted Bonds**

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

A school district may borrow money and issue negotiable bonds to repay borrowed moneys from school funds for:

- (1) Building and equipping school buildings;
- (2) Making additions and repairs to school buildings;
- (3) Purchasing sites for school buildings;
- (4) Purchasing new or used school buses;
- (5) Refurbishing school buses;
- (6) Providing professional development and training of teachers or other programs authorized under the federally recognized qualified zone academy bond program, 26 U.S.C. § 1397E;
- (7) Paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided by law.

**STATE BOARD OF EDUCATION MEETING  
APRIL 9, 2015  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>4 Voted</b>	<b>\$</b>	<b>101,195,000.00</b>
<hr/>		<hr/>
<b>4</b>	<b>\$</b>	<b>101,195,000.00</b>



**SCHOOL DISTRICT FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Buffalo Island Central	Craighead	792.06	\$11,115,000	23.03%	\$14,228,637	Constructing and equipping a new K-6 school in Leachville and a new 7-12 school in Monette and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$10,844,470), cost of issuance and underwriter's discount allowance (\$270,530).
Hot Springs	Garland	3,622.01	\$17,900,000	7.06%	\$40,190,000	Constructing and equipping a multi-purpose building at the high school; technology updates at campuses; and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$17,480,200), cost of issuance and underwriter's discount allowance (\$419,800).
Sheridan	Grant	4,187.21	\$47,305,000	17.81%	\$52,783,053	Refunding the 7/1/08 and 11/1/09 bond issues (\$13,810,000); addition and renovation to the Sheridan High School (\$6,650,000); Improvements to the Sheridan Intermediate School (\$350,000); constructing a new East End Middle School (\$6,500,000); constructing a new arena at the Sheridan High School (\$10,000,000); improvements to the Sheridan Middle School (\$3,500,000); renovating the Sheridan High School auditorium (\$1,200,000); band room improvements (\$375,000); safety and security upgrades to four elementary schools (\$845,000); Sheridan High School and Elementary School accessibility upgrades (\$675,000); furnishings, equipment and technology (\$2,312,945); and cost of issuance and underwriter's discount allowance (\$1,087,055).

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
White Hall	Jefferson	2,960.07	\$24,875,000	17.62%	\$47,715,000	Constructing and equipping at the high school: a fine arts center, multipurpose building, and workforce ed classrooms and any remaining funds will be used for constructing, refurbishing, remodeling and equipping school facilities (\$24,301,750); and cost of issuance and underwriter's discount allowance (\$573,250).

**NEWLY EMPLOYED FOR THE PERIOD OF February 14, 2015 – March 13, 2015**

Michael Gates – Network Support Specialist, Grade C123, Division of Research and Technology, Data Reporting and Systems, effective 03/02/15.

**PROMOTIONS/DEMOTIONS/LATERALTRANSFERS FOR THE PERIOD OF February 14, 2015 – March 13, 2015**

Nancy Dill from a Grants Manager, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, to a Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Child Nutrition, effective 03/02/15. Promotion

**SEPARATIONS FOR THE PERIOD OF February 14, 2015 – March 13, 2015**

Sky Bledsoe – Public School Program Coordinator, Grade C123, Division of Learning Services, Charter/Home School, effective 03/04/15. 1 Year, 5 months, 11 days. 01

\*Minority

**AASIS Codes:**

01 – Voluntary

Additional Licensure Waiver Requests  
2014 - 2015 School Year  
April State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
1520	ARCH FORD EDUCATIONAL SERVICE	1	MCKNIGHT, NEIL	316-Sch Psych Spec PK-12	282	282-Curr/Prog Admin (Spec Ed) P-12	14-15	Granted
5401	BARTON-LEXA SCHOOL DISTRICT	1	GIBBS, JENNIFER	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	260	260-Art K-6	14-15	Granted
3212	CEDAR RIDGE SCHOOL DISTRICT	1	MCDONIEL, MISTY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
4802	CLARENDON SCHOOL DISTRICT	2	DAVIS, DANIELLE	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 14-15	Granted Granted
1802	EARLE SCHOOL DISTRICT	2	CLAY, NATASHA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	296, 295	296-Lib Media Sci 7-12, 295-Lib Media Sci PK-8	12-13 13-14 14-15 12-13 13-14 14-15	Granted Granted
7001	EL DORADO SCHOOL DISTRICT	1	HICKMAN, LAUREN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	253	253-Elementary K-6	14-15	Granted
7203	FAYETTEVILLE SCHOOL DISTRICT	1	TREMAIN, RYAN	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
	FORRESTER DAVIS DEVELOPMENT CENTER	2	JAMES, KAYLA	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			NYE, LANEE	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
6703	HORATIO SCHOOL DISTRICT	2	BARTHOLOMEW, KERRY	236-PE/Wellness/Leisure 7-12	418, 412	418-Career Development 7-8, 412-Career Preparation Endorsement 7-12	14-15 14-15	Granted Granted
0903	LAKESIDE SCHOOL DIST(CHICOT)	1	MCDONALD, STEPHEN	081-Health Education 7-12, 082-Secondary Physical Education 7-12, 087-Coaching 7-12, 271-Coaching K-12	410	410-Career Academy Endorsement 7-12	14-15	Granted

Additional Licensure Waiver Requests  
2014 - 2015 School Year  
April State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	6	ADAMS, SHANNON	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			ALLEN, KELLI	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	305	305-Gift & Talented PK-8	13-14 14-15	Granted
			CAIN, QUINTIN	200-Mathematics 7-12	289	289-Gifted & Talented K-12	14-15	Granted
			HANSON, EMILY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15 14-15	Granted Granted
			LOYE, WILLIAM	170-Life/Earth Science 7-12	269	269-Physical Science 7-12	14-15	Granted
3211	MIDLAND SCHOOL DISTRICT	2	GARNER, KHALI	002-Middle Childhood Lang Arts/SS 4-8	254, 257	254-Middle School Math 4-8, 257-Middle School Science 4-8	14-15	Granted
							14-15	Granted
3104	MINERAL SPRINGS SCHOOL DISTRICT	1	LAGRONE, TERAH	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6	BURNS, JOSIAH	082-Secondary Physical Education 7-12, 184-Elementary 1-6	167	167-Social Studies 7-12	14-15	Granted
			CROSBY, AMANDA	001-Early Childhood Education PK-4, 254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			GRIFFIN, AMANDA	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			HOGUE, JEREMY	236-PE/Wellness/Leisure 7-12, 235-PE/Wellness/Leisure PK-8	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
							14-15	Granted
			SHEA, DONNA	184-Elementary 1-6	255	255-Middle School English 4-8	14-15	Granted

Additional Licensure Waiver Requests  
2014 - 2015 School Year  
April State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
7008	SMACKOVER-NORPHLET SCHOOL DISTRICT	1	AKE, KAELE	001-Early Childhood Education PK-4, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
4605	TEXARKANA SCHOOL DISTRICT	1	WILLIAMS, DONALD	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 268-Life Science 7-12, 271-Coaching K-12	269	269-Physical Science 7-12	14-15	Granted
16	Total # Districts Requesting Waivers	31	Total # Waivers Requested this month					
Total # of Waivers Granted								31
Total # of Waivers Denied								0
Total # of Waivers this month								31

Long Term Substitutes  
April 2015  
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment
4101	Ashdown School District	1	Ward, Jaime	BS - U of A	Sheppard, Heather	Intro to Business	Granted	2nd	Maternity leave
7301	Bald Knob School District	2	Baker, Debbie	AR - Elementary 1-6; Middle Childhood Education	Jernigan, Joy	Library Media	Granted	2nd	Medical Leave
			English, Logan	BA - Harding	Johnson, Kristina	Math - 8th Grade	Granted	2nd	Medical Leave
4702	Blytheville School District	1	Edwards, James	BS - Henderson	Beecy, Carolyn	Media Specialist	Granted	2nd	Medical Leave
5502	Centerpoint School District	1	Nolen, Elizabeth	AR - Middle Childhood Education	Moon, Heather	CTE	Granted	2nd	Maternity leave
3601	Clarksville School District	1	Gamez-Alfaro, Yazmin	BS - U of A Forth Smith	Fikes, Nancy	9th Grade	Granted	2nd	Medical Leave
0402	Decatur School District	1	Pendergraft, Ethan	BA - U of A	Lee, Ashley	2nd Grade	Granted	2nd	Maternity leave
5901	Des Arc School District	2	Brock, Pam	AR - MS Math, Science & English	Holmes, Laura	Kindergarten	Granted	2nd	Maternity leave
			Holloway, Ramona	AR - Mathematics 7-12; Transitional Math	Williams, Tara	5th and 6th Math	Granted	2nd	Maternity leave
5802	Dover School District	1	Rion, Jeff	AR - Physical Science, Earth Science	Barefield, Shery	Biology; Environmental Science; Chemistry	Granted	2nd	Administrative Leave
4501	Flippin School District	1	Helmke, Dirk	BFA - U of A	Blasdel, Cheryl	Art 6-12	Granted	2nd	Extended Medical Leave
6601	Fort Smith School District	1	Freeman, Alwina C.	AR - ECE P-4; Elementary K-6; Middle Childhood Education	Jones, Brenda Gail	Special Education	Granted	2nd	Illness leading to disability 12/12/14
0203	Hamburg School District	1	Daniels, Laretta	BS - U of A Monticello	Mann, Sarah	1st Grade	Granted	2nd	Medical Leave
5403	Helena/ W.Helena School Dist.	2	King, Linda	BA - UAPB	None	Mathematics	Granted	2nd	Vacant Position
			Thomas, Tanya	MAT - Western Governor's Univ.	Jeffers, Michael	EAST Lab	Granted	2nd	Teacher retired 12/31/14
3904	Lee County School District	8	Amar, Helen	BS - Arkansas Baptist	None	Kindergarten	Granted	2nd	Vacant Position
			Bogan, April Danielle	BA - ASU	None	Special Education	Granted	2nd	Vacant Position
			Fingers, Alisha	BA - Philander Smith College	None	Special Education	Granted	2nd	Teacher resigned 10/17/14
			Joyner, Kenya	BA - UAPB	Hill, Jenny	Second Grade	Granted	2nd	Teacher resigned 9/22/14
			Leak, Betty	BA - AR Tech	Baker, Debbie	Sixth Grade	Granted	2nd	Teacher resigned 10/22/14

Long Term Substitutes  
April 2015  
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment
	Lee County School District Continued		McKinney, Sonja	BS - John Brown University	None	Keyboarding	Granted	2nd	Vacant Position
			Porter, Lucy	AR - MS Science/Secondary Math	None	Special Education	Granted	2nd	Vacant Position
			Williams, Sr., Irish	AR - Social Studies, Secondary Principal, Coach	Gibson, Judith	English	Granted	2nd	Teacher resigned 1/30/15
6001	Little Rock School District	13	Adams, Shannon	BSE - UALR	Liddell, Mary	5th Grade	Granted	2nd	Vacant Position
			Brown, Laura	BA - UCA	Corrigan, Linda	2nd Grade	Granted	2nd	Medical Leave
			Curtis, Johnie	BA - Math (Unknown)	Hart, Judith	Special Education	Granted	2nd	Medical Leave
			Ealy, Taneah	BA - AR Baptist College	None	College/Career Ready	Granted	2nd	Vacant Position
			Freeman, Allen	BSE - UALR	Virden, Anne	Special Education	Granted	2nd	Medical Leave
			James, Jordan	BA - UALR	Mitchell, Miranda	2nd Grade	Granted	2nd	Medical Leave
			Jones, Andre	BS - Out of State	Bonilla, Carillia	Art	Granted	2nd	Vacant Position
			Jones, Dennis	BA - Philander Smith College	Anderson, Linda	Career Orientation	Granted	2nd	Medical Leave
			Jordan, Brooke	BS - UAPB	Walthall, Anna	English	Granted	2nd	Medical Leave
			Layne, Tyree	BA - Philander Smith College	Fletcher, Shannon	Art	Granted	2nd	Medical Leave
			Schooley, Andrea	MA - UCA	Littrell, Jennifer	2nd Grade	Granted	2nd	Medical Leave
			Sniegocki, Ryan	BFA - U of A	None	Art	Granted	2nd	Vacant Position
			White, Victor	BA - UAPB	Jarboe, John	Music	Granted	2nd	Vacant Position
	Millcreek Behavioral Health	2	Butler, Chris	BBA - Henderson	None	Special Ed 4-12	Granted	2nd	Vacant Position
			Easterling, Seth	AR - PE/Wellness/Leisure; Coaching	None	Special Ed 4-12	Granted	2nd	Vacant Position
2404	Ozark School District	1	Seratt, Elisabeth	AR - English/Language Arts 7-12	Fitzgerald, Beth	English/Literacy 6/7	Granted	2nd	Teacher resigned 2/6/15
7206	Prairie Grove School District	2	Jamerson, Bennie	AR - Business Education	Harp, Rachel	Special Education	Granted	2nd	Maternity leave
			Seal, Rob	BA - Out of State	Shaw, Kimberly	Math - 8th Grade	Granted	2nd	Medical Leave



Long Term Substitutes  
April 2015  
State Board Agenda

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment
0405	Rogers School District	2	Glur, Peggy	AR - Business Education, Business Technology	Willett, Rose Marie	Special Education	Granted	2nd	Medical Leave
			Isabel, Gail	AR - ECE P-4; Elementary K-6	Hicks, William	Self Contained Special Education	Granted	2nd	Medical Leave
7311	Searcy School District	1	Mason, Miranda	AR - ECE P-4; Special Education P-4	Whitsett, Kristin	Special Education 4th/5th	Granted	2nd	Maternity leave
1507	So. Conway Co. School District	1	Kordsmeier, Robbie	BA - AR Tech	None	Social Studies/Writing 4th Grade	Granted	2nd	Unexpected enrollment numbers
	Southeast Education Coop-AEHS/Virtual Arkansas	1	Oliva, Karina	MA - AR Tech	Canady, Sarah	Spanish	Granted	2nd	Maternity leave
1705	Van Buren School District	2	Bailey, Michael	AR - Middle Childhood Education	Duggan, Starlene	Spanish 10-12	Granted	2nd	Maternity leave
			White, Courtney	AR - ECE P-4	Khuu, Na	Special Education K-5	Granted	2nd	Maternity leave
1505	Wonderview School District	1	West, Lorrie	BS - Out of State	Yates, Marja	7-8 Science; Physics	Granted	2nd	Resigned 1/28/15
	Woodridge Behavioral Care	1	Watson, Quala L.	BS - Out of State	Pendergrass, Neysa	Science and Health	Granted	2nd	Transferred to another facility 1/30/15
1905	Wynne School District	1	Powell, Laruen K.	BS - ASU	Wynn, Joyce	5th Grade	Granted	2nd	Teacher retired 1/9/15
# Districts Requesting Long Term Substitute Waivers		25	# Long Term Substitute Waivers Requested						
		51							

# **BOARD HEARING PROCEDURES**

**27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY  
CONSOLIDATIONS AND ANNEXATIONS**

- 27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

**28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY  
CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 28.08 The State Board shall issue a written order concerning the matter.

## **NOTICE LETTER**



# ARKANSAS DEPARTMENT OF EDUCATION

**Tony Wood**  
*Commissioner*

March 12, 2015

**State Board  
of Education**

**Sam Ledbetter**  
*Little Rock  
Chair*

**Toyce Newton**  
*Crossett  
Vice Chair*

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Kim Davis**  
*Fayetteville*

**Alice Mahony**  
*El Dorado*

**Mireya Reith**  
*Fayetteville*

**Vicki Saviers**  
*Little Rock*

**Diane Zook**  
*Melbourne*

**Ms. Sheryl Owens, Superintendent**  
Hughes School District  
310 College Street  
Hughes, AR 72348

**Mr. Rickey Nicks, Superintendent**  
Earle School District  
P.O. Box 637  
Earle, AR 72331

**Ms. Willie Murdock, Superintendent**  
Lee County School District  
188 West Chestnut Street  
Marianna, AR 72360

**Mr. Barry Scott, Superintendent**  
McCrory School District  
P.O. Box 930  
McCrory, AR 72101

**Mr. Jonathan Collins, Superintendent**  
West Memphis School District  
301 S. Avalon  
West Memphis, AR 72301

**Dr. Arthur Tucker, Superintendent**  
Brinkley School District  
200 Tiger Drive  
Brinkley, AR 72021

**Dr. Tiffany Hardrick, Superintendent**  
Forrest City School District  
625 Irving Street  
Forrest City, AR 72335

**Mr. Don Johnston, Superintendent**  
Marion School District  
200 Manor Street  
Marion, AR 72364

**Mr. Jon Estes, Superintendent**  
Palestine-Wheatley School District  
P.O. Box 790  
Palestine, AR 72372

**Mr. Carl Easley, Superintendent**  
Wynne School District  
P.O. Box 69  
Wynne, AR 72396

**Re: Proposed Administrative Consolidation  
Hughes School District  
(Regular Mail, Certified Mail and Electronic Mail)**

Dear Superintendents:

This letter is to inform you that during its regularly scheduled April 2015 meeting, the Arkansas State Board of Education (State Board) will consider the involuntary administrative consolidation of the Hughes School District with one or more of its contiguous school districts (Brinkley, Earle, Forrest City, Lee County, Marion, McCrory, Palestine-Wheatley, West Memphis, and/or Wynne).

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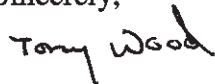
**The State Board will consider this matter on Thursday, April 9, 2015, beginning at 10:00 a.m., in the Auditorium of the Arkansas Department of Education, Four Capitol Mall, Little Rock, Arkansas.** You should plan to be in attendance and be prepared to answer questions that may be posed by the State Board. Any written materials you choose to submit should be provided to Jeremy Lasiter, Arkansas Department of Education General Counsel, **no later than noon on March 27, 2015.** You may reach Mr. Lasiter at (501) 682-4227 or at [jeremy.lasiter@arkansas.gov](mailto:jeremy.lasiter@arkansas.gov).

The State Board will consider this matter pursuant to the legal authority and jurisdiction vested in it by Ark. Code Ann. §§ 6-11-105, 6-13-1601 et seq., 6-13-1401 et seq. and the Arkansas Department of Education Rules Governing the Consolidation an Annexation of School Districts (Rules). You may find an electronic copy of the Rules here:

<http://www.arkansased.org/divisions/legal/rules/current>

You may find the State Board's hearing procedures beginning on pages 31 of the Rules, in Section 28.00. Thank you for your attention to this very important matter.

Sincerely,



Tony Wood  
Commissioner of Education

cc : *VIA U.S. MAIL*  
Arkansas State Board of Education  
Mr. Rudolph Robinson, President, Hughes School Board  
Mr. Larry Loewer, President, Brinkley School Board  
Mr. Eric Cox, President, Earle School Board  
Mr. Joey Astin, President, Forrest City School Board  
Mr. A. Jan Thomas, Jr., President, Marion School Board  
Mr. Jeff Reeves, President, McCrory School Board  
Mr. Derrick Boileau, President, Palestine-Wheatley School Board  
Mr. Gary Masner, President, West Memphis School Board  
Dr. Neall Jackson, President, Wynne School Board

## **ADM HISTORY**

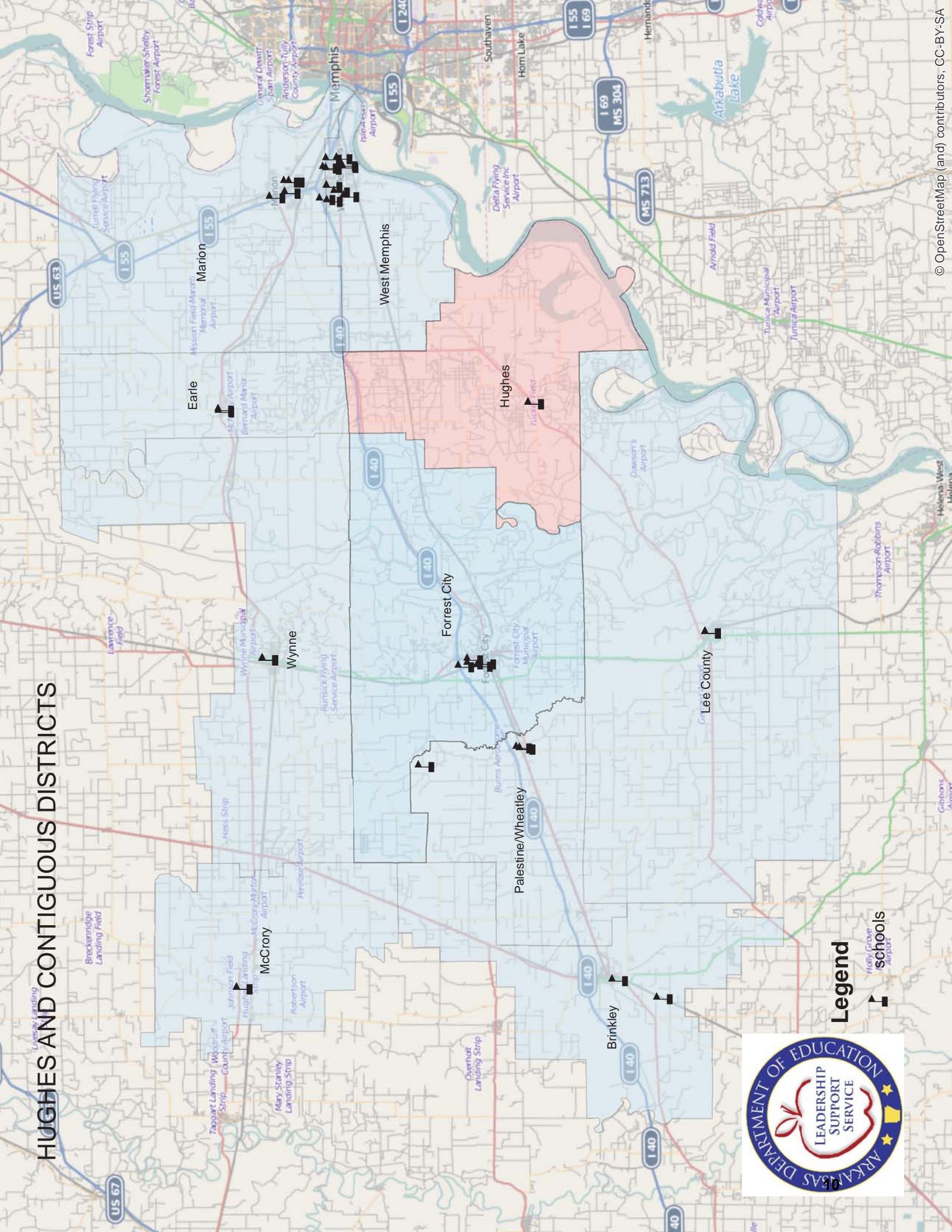


# HUGHES SCHOOL DISTRICT ADM HISTORY

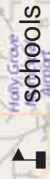
LEA	County	District	FY09 ADM	FY10 ADM	FY11 ADM	FY12 ADM	FY13 ADM	FY14 ADM
6202	St. Francis	Hughes	450.02	424.77	417.03	390.64	348.07	344.52

## MAPS

# HUGHES AND CONTIGUOUS DISTRICTS

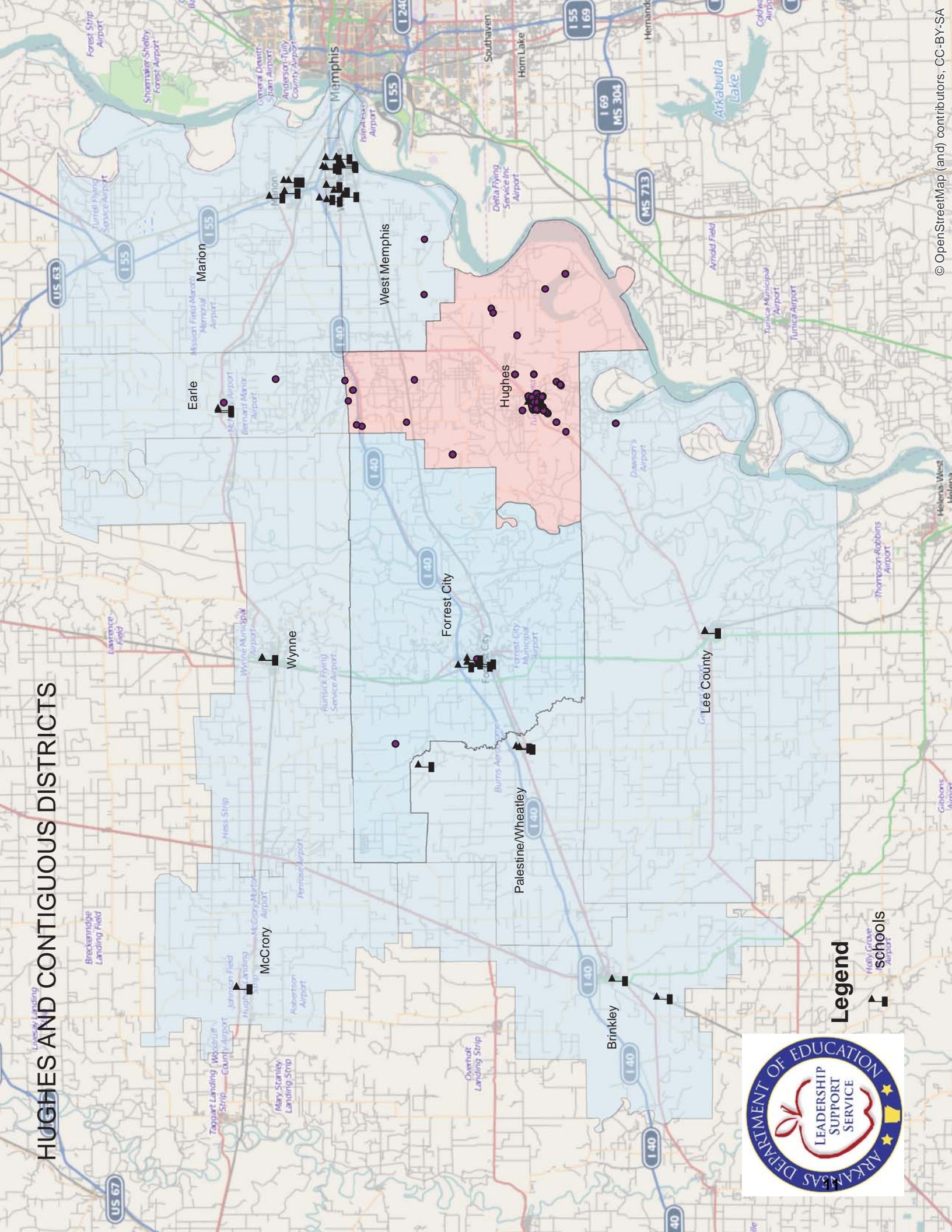


## Legend

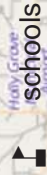




# HUGHES AND CONTIGUOUS DISTRICTS



## Legend



## **DISTRICT SUBMISSIONS**

## **FINANCIAL INFORMATION**

# Arkansas Department of Education

## Fund Balance Data

Select School Districts:  
 6202000 - HUGHES SCHOOL DISTRICT  
 6201000 - FORREST CITY SCHOOL DISTRICT  
 3904000 - LEE COUNTY SCHOOL DISTRICT  
 4801000 - BRINKLEY SCHOOL DISTRICT  
 7403000 - MCCRORY SCHOOL DISTRICT  
 1905000 - WYNNE SCHOOL DISTRICT  
 1802000 - EARLE SCHOOL DISTRICT  
 1804000 - MARION SCHOOL DISTRICT

	62020000 - HUGHES SCHOOL DISTRICT					62010000 - FORREST CITY SCHOOL DISTRICT				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
ADM (3 Qtr)	\$ 424.77	\$ 413.88	\$ 390.64	\$ 348.07	\$ 344.52	\$ 3,271.40	\$ 3,146.50	\$ 3,097.36	\$ 2,953.82	\$ 2,894.06
Total Assessment	48,879,091	50,397,589	51,579,004	52,300,105	54,291,755	163,027,250	164,698,965	176,999,050	166,977,000	171,877,095
Total Expenditures	6,991,399	6,304,707	5,566,120	5,135,712	4,728,213	39,501,364	42,616,596	35,631,308	34,986,960	33,417,610
Per Pupil Expenditures	14.842	15.558	14.466	14.475	14.077	11,118	11,383	10,762	11,064	11,088
Total Mills	39.40	39.40	39.40	39.40	39.40	32.60	32.60	32.60	32.60	32.60
Total Debt	736,673	662,584	588,091	519,268	450,000	15,695,000	15,255,000	14,805,000	15,130,000	15,235,000
Non-Federal Certified FTEs	41.7	35.1	48.4	42.3	42.0	233.88	249.50	249.72	250.70	233.75
Avg Teacher Salary (Non-Federal Certified FTEs)	50,519	57,593	37,242	41,315	32,641	54,713	53,488	51,861	50,572	52,234
Mileage From This District To:										
62020000 - HUGHES SCHOOL DISTRICT										
	39040000 - LEE COUNTY SCHOOL DISTRICT					48010000 - BRINKLEY SCHOOL DISTRICT				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
ADM (3 Qtr)	\$ 1,094.53	\$ 986.38	\$ 953.85	\$ 911.93	\$ 884.64	\$ 688.03	\$ 632.41	\$ 649.22	\$ 581.31	\$ 523.86
Total Assessment	90,873,289	95,361,565	110,986,175	116,790,227	119,579,181	58,835,471	56,271,493	63,315,383	67,424,106	69,854,361
Total Expenditures	15,612,388	16,012,107	11,492,617	11,478,808	10,989,462	8,584,613	7,959,463	7,629,532	6,122,639	6,307,869
Per Pupil Expenditures	13.556	13.685	12.258	12.785	11.994	12,221	12,552	11,619	10,710	11,823
Total Mills	26.30	26.30	26.30	26.30	28.30	35.90	35.90	35.90	35.90	35.90
Total Debt	370,000	300,000	230,000	155,000	1,355,000	1,745,000	1,670,000	1,680,939	1,666,960	1,555,000
Non-Federal Certified FTEs	98.17	102.82	89.00	79.79	89.60	71.99	69.09	59.03	57.73	53.22
Avg Teacher Salary (Non-Federal Certified FTEs)	42,938	44,009	40,078	42,669	44,185	43,838	44,131	41,127	44,005	43,580
Mileage To:										
62020000 - HUGHES SCHOOL DISTRICT										
	74030000 - MCCROY SCHOOL DISTRICT					19050000 - WYNNE SCHOOL DISTRICT				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
ADM (3 Qtr)	\$ 655.25	\$ 673.90	\$ 644.10	\$ 618.68	\$ 621.50	\$ 2,837.54	\$ 2,859.22	\$ 2,837.65	\$ 2,805.04	\$ 2,721.78
Total Assessment	42,877,120	43,318,560	56,827,602	60,094,425	62,849,401	161,507,720	160,861,050	167,003,871	171,808,773	177,261,614
Total Expenditures	5,698,853	6,075,685	6,396,020	7,540,957	6,518,010	27,207,292	27,080,311	26,773,549	24,913,272	25,340,080
Per Pupil Expenditures	8.147	8.131	8,490	8,852	9,437	8,881	8,799	8,535	8,397	8,546
Total Mills	35.70	35.70	35.70	35.70	35.70	35.00	35.00	35.00	35.00	35.00
Total Debt	2,500,000	2,360,000	2,995,000	2,765,000	2,530,000	5,082,930	4,440,869	3,770,000	5,120,000	4,915,000
Non-Federal Certified FTEs	52.43	53.42	54.41	55.01	55.58	209.36	213.69	212.60	209.96	204.91
Avg Teacher Salary (Non-Federal Certified FTEs)	45,416	45,104	46,693	47,076	47,639	54,249	53,375	52,962	52,848	53,214
Mileage To:										
62020000 - HUGHES SCHOOL DISTRICT										
	18020000 - EARLE SCHOOL DISTRICT					18040000 - MARION SCHOOL DISTRICT				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
ADM (3 Qtr)	\$ 755.21	\$ 696.51	\$ 669.37	\$ 649.96	\$ 614.82	\$ 4,005.86	\$ 4,249.59	\$ 4,168.47	\$ 4,102.88	\$ 4,183.69
Total Assessment	24,341,951	24,330,476	24,656,121	25,522,151	26,245,097	295,380,789	315,196,506	327,019,667	333,672,243	345,641,693
Total Expenditures	11,583,413	12,247,534	9,045,146	9,395,767	8,903,789	41,491,079	42,923,623	44,846,483	45,205,628	39,897,612
Per Pupil Expenditures	13.287	13.543	12,479	13,406	12,729	7,921	8,276	8,381	8,542	8,347
Total Mills	44.80	44.80	44.80	44.80	44.80	40.70	40.70	40.70	40.70	40.70
Total Debt	7,798,172	7,956,455	7,726,953	7,403,024	7,110,237	32,654,657	35,695,467	37,616,812	36,092,975	44,751,432
Non-Federal Certified FTEs	76.84	55.04	65.75	77.57	59.38	283.36	298.34	306.67	306.26	301.02
Avg Teacher Salary (Non-Federal Certified FTEs)	39,643	48,971	37,787	33,726	41,277	51,446	50,850	53,570	53,461	52,568
Mileage To:										
20202000 - HUGHES SCHOOL DISTRICT										

Notes:

ADM figures represent actual fiscal year three-quarter average daily membership.  
 Total Debt includes bonded and non-bonded debt filed with ADE.

14 Sources:  
 Annual Statistical Reports - Total Assessment, Total Expenditures, Per Pupil Expenditures, Total Mills, Total Debt, Non-Federal Certified FTEs, Avg Teacher Salary  
 State Aid Notices - ADM  
 Mileage - MapQuest

# Arkansas Department of Education

## Fund Balance Data

Select School Districts:  
 6205000 - PALESTINE-WHEATLEY SCHOOL DISTRICT  
 1803000 - WEST MEMPHIS SCHOOL DISTRICT

	6205000 - PALESTINE-WHEATLEY SCHOOL DISTRICT					1803000 - WEST MEMPHIS SCHOOL DISTRICT				
	09-10	10-11	11-12	12-13	13-14	09-10	10-11	11-12	12-13	13-14
ADM (3 Qtr)	647.54	671.15	660.43	663.30	654.59	5896.66	5670.23	5607.89	5540.71	5454.08
Total Assessment	\$ 31,187,061	\$ 32,545,581	\$ 33,963,276	\$ 41,100,783	\$ 43,509,343	\$ 286,952,844	\$ 283,741,081	\$ 292,623,645	\$ 295,685,291	\$ 296,845,571
Total Expenditures	\$ 6,019,943	\$ 6,664,911	\$ 8,719,218	\$ 8,491,420	\$ 6,100,707	\$ 56,572,844	\$ 56,969,911	\$ 53,210,707	\$ 50,822,184	\$ 51,433,139
Per Pupil Expenditures	\$ 9,030	\$ 9,681	\$ 8,987	\$ 8,854	\$ 8,441	\$ 9,182	\$ 9,377	\$ 9,524	\$ 9,177	\$ 9,468
Total Mills	\$ 28.90	\$ 36.80	\$ 36.80	\$ 36.80	\$ 36.80	\$ 29.00	\$ 29.00	\$ 29.00	\$ 29.00	\$ 29.00
Total Debt	\$ 846,175	\$ 5,116,175	\$ 5,006,175	\$ 5,526,175	\$ 5,526,175	\$ 3,435,000	\$ 3,285,000	\$ 3,265,000	\$ 3,135,000	\$ 2,945,000
Non-Federal Certified FTEs	56.6	60.9	57.6	56.4	52.8	443.24	436.99	439.96	442.48	435.02
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 43,730	\$ 39,765	\$ 39,205	\$ 43,553	\$ 45,468	\$ 52,836	\$ 53,044	\$ 53,222	\$ 53,195	\$ 54,282
Mileage From This District To:										
6202000 - HUGHES SCHOOL DISTRICT										

Notes:

ADM figures represent actual fiscal year three-quarter average daily membership.  
 Total Debt includes bonded and non-bonded debt filed with ADE.

Data Sources:  
 Annual Statistical Reports - Total Assessment, Total Expenditures, Per Pupil Expenditures, Total Mills, Total Debt, Non-Federal Certified FTEs, Avg Teacher Salary  
 State Aid Notices - ADM  
 Mileage - MapQuest



# Annual Statistical Report 2013/2014

County: CRITTENDEN

EARLE SCHOOL DISTRICT

LEA: 1802000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	136		<b>CURRENT EXPENDITURES</b>		
2 ADA	583		<b>Instruction:</b>		
3 ADA Pct Change over 5 Years	-22%		49 Regular Instruction	2,921,306	2,666,495
4 4 Qtr ADM	611		50 Special Education	407,284	366,712
5 Prior Year 3 Qtr ADM	650		51 Career Education	379,194	284,290
6 Assessment	26,245,097		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	576,363	317,281
8 URT Mills	25.00		54 Other	232,306	243,330
9 M&O Mills in Excess of URT	0.00		<b>55 Total Instruction</b>	<b>4,516,452</b>	<b>3,878,108</b>
10 Dedicated M&O Mills	0.00		<b>District Level Support:</b>		
11 Debt Service Mills	19.80		56 General Administration	385,432	331,908
12 Total Mills	44.80		57 Central Services	236,600	221,344
13 Total Debt Bond/Non Bond	7,110,237		58 Maintenance & Operations Of Plant	1,251,214	946,316
<b>State and Local Revenue</b>			59 Student Transportation	335,828	281,387
14 Property Tax Receipts (Incl URT)	1,155,323	1,155,000	60 Othr District Level Support Service	0	0
15 Other Local Receipts	861,646	94,000	<b>61 Total District Support Services</b>	<b>2,209,073</b>	<b>1,780,955</b>
16 Revenue From Interm Srcs	0	0	<b>School Level Support:</b>		
17.1 Foundation Funding (Excl URT)	3,529,901	3,366,236	62 Student Support Services	356,898	309,148
17.2 98% of URT X Assessment less Net Revenues	10,124	0	63 Instructional Staff Support Service	530,493	593,609
18 Student Growth Funding	0	0	64 School Administration	248,400	223,531
19 Declining Enrollment Funding	62,044	114,574	<b>65 Total District Support Services</b>	<b>1,135,791</b>	<b>1,126,289</b>
20 Consolidation Incentive/Assistance	0	0	<b>Non-Instructional Services:</b>		
21 Isolated Funding	0	0	66 Food Service Operations	525,111	506,561
22 Supplemental Millage Incent. Funds	11,984	5,992	67 Other Enterprise Operations	0	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	0
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>5,631,022</b>	<b>4,735,802</b>	69 Other Non-Instructional Services	0	0
<b>Restricted Revenue from State Sources:</b>			<b>70 Total Non-Instructional Services</b>	<b>525,111</b>	<b>506,561</b>
25 Adult Education	0	0	71 Facilities Acquisition And Const.	0	0
<b>Regular Education:</b>			72 Debt Service	517,361	517,362
26 Professional Development	28,891	16,397	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	136,865	140,000	<b>76 Total Expenditures</b>	<b>8,903,789</b>	<b>7,809,274</b>
<b>Special Education:</b>			77 Less: Capital Expenditures	(43,741)	0
28 Gifted And Talented	0	0	78 Less: Debt Service	(517,361)	-517,362
29 Alt. Learning Environment (ALE)	0	0	<b>79 Total Current Expenditures</b>	<b>8,342,686</b>	<b>7,291,912</b>
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(916,861)	-387,812
31 National School Lunch State Categorical Funds (NSL)	947,988	896,871	<b>81 Net Current Expenditures</b>	<b>7,425,825</b>	<b>6,904,101</b>
32 Other Special Education	14,436	0	82 Per Pupil Expenditures	12,729	
33 Career Education	44,149	26,952	83 Personnel - Non-Federal Licensed Classroom FTEs	54.58	
34 School Food Service	3,131	3,000	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	2,054,451	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	37,641	
36 Early Childhood Programs	285,756	272,825	85 Personnel - Non-Federal Licensed FTEs	59.38	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	2,451,057	
38 Other Non-Instructional Program Aid	142,421	128,311	86 Avg Salary - Non-Federal Licensed FTEs	41,277	
<b>39 Total Restricted Revenue from State Sources</b>	<b>1,603,638</b>	<b>1,484,356</b>	87.1 Legal Balance (funds 1-2-4)	1,018,868	850,007
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>1,586,125</b>	<b>1,416,248</b>	87.2 Categorical Fund Balance	797	797
<b>Other Sources of Funds:</b>			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	150,000	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,018,071	849,210
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	1,980	1,980
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	0	0			
46 Other	0	0			
<b>47 Total Other Sources of Funds</b>	<b>150,000</b>	<b>0</b>			
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>8,970,785</b>	<b>7,636,406</b>			

# Annual Statistical Report 2013/2014

County: ST FRANCIS

FORREST CITY SCHOOL DISTRICT

LEA: 6201000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	345		<b>CURRENT EXPENDITURES</b>		
2 ADA	2,741		<b>Instruction:</b>		
3 ADA Pct Change over 5 Years	-14%		49 Regular Instruction	10,022,320	10,395,211
4 4 Qtr ADM	2,875		50 Special Education	3,110,353	3,091,621
5 Prior Year 3 Qtr ADM	2,954		51 Career Education	731,462	665,830
6 Assessment	171,877,095		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	1,867,115	2,646,898
8 URT Mills	25.00		54 Other	1,870,950	1,478,866
9 M&O Mills in Excess of URT	0.00		<b>55 Total Instruction</b>	<b>17,602,199</b>	<b>18,278,425</b>
10 Dedicated M&O Mills	0.00		<b>District Level Support:</b>		
11 Debt Service Mills	7.60		56 General Administration	844,338	1,095,611
12 Total Mills	32.60		57 Central Services	500,635	447,410
13 Total Debt Bond/Non Bond	15,235,000		58 Maintenance & Operations Of Plant	2,682,683	2,713,289
<b>State and Local Revenue</b>			59 Student Transportation	1,153,872	963,803
14 Property Tax Receipts (Incl URT)	5,510,209	5,647,000	60 Othr District Level Support Service	129,763	115,000
15 Other Local Receipts	1,160,783	656,918	<b>61 Total District Support Services</b>	<b>5,311,292</b>	<b>5,335,112</b>
16 Revenue From Interm Srcs	0	0	<b>School Level Support:</b>		
17.1 Foundation Funding (Excl URT)	14,775,291	14,638,901	62 Student Support Services	1,290,001	1,386,709
17.2 98% of URT X Assessment less Net Revenues	23,184	25,000	63 Instructional Staff Support Service	3,970,803	5,552,135
18 Student Growth Funding	0	0	64 School Administration	1,724,298	1,699,665
19 Declining Enrollment Funding	458,826	194,847	<b>65 Total District Support Services</b>	<b>6,985,101</b>	<b>8,638,508</b>
20 Consolidation Incentive/Assistance	0	0	<b>Non-Instructional Services:</b>		
21 Isolated Funding	0	0	66 Food Service Operations	2,375,120	2,196,414
22 Supplemental Millage Incent. Funds	28,756	14,378	67 Other Enterprise Operations	39,767	0
23 Other Unrestricted State Funding	0	1,000	68 Community Operations	4,559	4,300
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>21,957,049</b>	<b>21,178,044</b>	69 Other Non-Instructional Services	0	0
<b>Restricted Revenue from State Sources:</b>			<b>70 Total Non-Instructional Services</b>	<b>2,419,445</b>	<b>2,200,714</b>
25 Adult Education	0	0	71 Facilities Acquisition And Const.	439,133	115,100
<b>Regular Education:</b>			72 Debt Service	660,439	686,923
26 Professional Development	131,297	77,185	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	13,118	0	<b>76 Total Expenditures</b>	<b>33,417,610</b>	<b>35,254,783</b>
<b>Special Education:</b>			77 Less: Capital Expenditures	(559,303)	-252,100
28 Gifted And Talented	700	500	78 Less: Debt Service	(660,439)	-686,923
29 Alt. Learning Environment (ALE)	252,273	195,760	<b>79 Total Current Expenditures</b>	<b>32,197,868</b>	<b>34,315,760</b>
30 English Language Learner (ELL)	9,019	9,000	80 Exclusions from Current Expenditures	(1,805,778)	-1,847,458
31 National School Lunch State Categorical Funds (NSL)	2,529,817	2,494,695	<b>81 Net Current Expenditures</b>	<b>30,392,090</b>	<b>32,468,302</b>
32 Other Special Education	519,401	516,000	82 Per Pupil Expenditures	11,088	
33 Career Education	31,417	31,000	83 Personnel - Non-Federal Licensed Classroom FTEs	207.70	
34 School Food Service	15,360	15,000	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	10,370,974	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	49,932	
36 Early Childhood Programs	1,180,363	1,156,000	85 Personnel - Non-Federal Licensed FTEs	233.75	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	12,209,808	
38 Other Non-Instructional Program Aid	198,840	177,115	86 Avg Salary - Non-Federal Licensed FTEs	52,234	
<b>39 Total Restricted Revenue from State Sources</b>	<b>4,881,604</b>	<b>4,672,255</b>	87.1 Legal Balance (funds 1-2-4)	3,403,512	3,424,164
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>6,971,639</b>	<b>9,364,223</b>	87.2 Categorical Fund Balance	235,059	1
<b>Other Sources of Funds:</b>			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	9,153	100	87.4 Net Legal Bal (Excl Cat & QZAB)	3,168,452	3,424,163
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	1,368,674	1,350,808
43 Indirect Cost Reimbursement	69,542	77,600	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	67,109	0			
46 Other	0	0			
<b>47 Total Other Sources of Funds</b>	<b>145,804</b>	<b>77,700</b>			
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>33,956,096</b>	<b>35,292,222</b>			

# Annual Statistical Report 2013/2014

County: ST FRANCIS

HUGHES SCHOOL DISTRICT

LEA: 6202000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	242		<b>CURRENT EXPENDITURES</b>		
2 ADA	322		<b>Instruction:</b>		
3 ADA Pct Change over 5 Years	-20%		49 Regular Instruction	1,332,741	1,184,778
4 4 Qtr ADM	341		50 Special Education	273,469	238,749
5 Prior Year 3 Qtr ADM	348		51 Career Education	42,634	90,435
6 Assessment	54,291,755		52 Adult Education	0	0
7 M&O Mills	37.00		53 Compensatory Education	787,649	704,316
8 URT Mills	25.00		54 Other	92,583	127,852
9 M&O Mills in Excess of URT	12.00		<b>55 Total Instruction</b>	<b>2,529,076</b>	<b>2,346,130</b>
10 Dedicated M&O Mills	0.00		<b>District Level Support:</b>		
11 Debt Service Mills	2.40		56 General Administration	330,389	422,118
12 Total Mills	39.40		57 Central Services	136,621	141,165
13 Total Debt Bond/Non Bond	450,000		58 Maintenance & Operations Of Plant	491,956	514,286
<b>State and Local Revenue</b>			59 Student Transportation	66,207	75,160
14 Property Tax Receipts (Incl URT)	2,098,025	2,089,000	60 Othr District Level Support Service	46,475	26,228
15 Other Local Receipts	170,735	105,800	<b>61 Total District Support Services</b>	<b>1,071,648</b>	<b>1,178,957</b>
16 Revenue From Interm Srcs	0	0	<b>School Level Support:</b>		
17.1 Foundation Funding (Excl URT)	943,859	916,467	62 Student Support Services	163,230	183,791
17.2 98% of URT X Assessment less Net Revenues	5,874	5,000	63 Instructional Staff Support Service	490,771	741,031
18 Student Growth Funding	0	0	64 School Administration	109,925	116,873
19 Declining Enrollment Funding	136,075	0	<b>65 Total District Support Services</b>	<b>763,926</b>	<b>1,041,695</b>
20 Consolidation Incentive/Assistance	0	0	<b>Non-Instructional Services:</b>		
21 Isolated Funding	0	0	66 Food Service Operations	269,542	289,172
22 Supplemental Millage Incent. Funds	0	0	67 Other Enterprise Operations	0	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	1,500
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>3,354,567</b>	<b>3,116,267</b>	69 Other Non-Instructional Services	0	0
<b>Restricted Revenue from State Sources:</b>			<b>70 Total Non-Instructional Services</b>	<b>269,542</b>	<b>290,672</b>
25 Adult Education	0	0	71 Facilities Acquisition And Const.	0	0
<b>Regular Education:</b>			72 Debt Service	94,022	94,408
26 Professional Development	15,472	9,188	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	80,026	195,000	<b>76 Total Expenditures</b>	<b>4,728,213</b>	<b>4,951,861</b>
<b>Special Education:</b>			77 Less: Capital Expenditures	(10,219)	-8,000
28 Gifted And Talented	0	0	78 Less: Debt Service	(94,022)	-94,408
29 Alt. Learning Environment (ALE)	1,076	7,597	<b>79 Total Current Expenditures</b>	<b>4,623,972</b>	<b>4,849,453</b>
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(90,666)	-50,300
31 National School Lunch State Categorical Funds (NSL)	279,208	305,768	<b>81 Net Current Expenditures</b>	<b>4,533,306</b>	<b>4,799,153</b>
32 Other Special Education	1,333	1,200	82 Per Pupil Expenditures	14,077	
33 Career Education	2,709	2,000	83 Personnel - Non-Federal Licensed Classroom FTEs	40.02	
34 School Food Service	1,961	2,000	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,232,659	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	30,801	
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	42.04	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,372,210	
38 Other Non-Instructional Program Aid	3,066	1,533	86 Avg Salary - Non-Federal Licensed FTEs	32,641	
<b>39 Total Restricted Revenue from State Sources</b>	<b>384,850</b>	<b>524,286</b>	87.1 Legal Balance (funds 1-2-4)	1,802,338	2,210,168
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>1,566,223</b>	<b>1,689,352</b>	87.2 Categorical Fund Balance	60,661	0
<b>Other Sources of Funds:</b>			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	-136,181	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,741,676	2,210,168
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	0	0
43 Indirect Cost Reimbursement	36,326	14,228	89 Capital Outlay Balance/Dedicated M&O (fund 5)	179	179
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	0	0			
46 Other	0	0			
<b>47 Total Other Sources of Funds</b>	<b>-99,855</b>	<b>14,228</b>			
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>5,205,785</b>	<b>5,344,133</b>			

# Annual Statistical Report 2013/2014

County: LEE

LEE COUNTY SCHOOL DISTRICT

LEA: 3904000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	624		<b>CURRENT EXPENDITURES</b>		
2 ADA	854		<b>Instruction:</b>		
3 ADA Pct Change over 5 Years	-19%		49 Regular Instruction	3,576,109	3,121,082
4 4 Qtr ADM	889		50 Special Education	436,402	395,165
5 Prior Year 3 Qtr ADM	912		51 Career Education	237,100	120,546
6 Assessment	119,579,181		52 Adult Education	0	0
7 M&O Mills	27.00		53 Compensatory Education	679,306	1,290,471
8 URT Mills	25.00		54 Other	159,356	265,439
9 M&O Mills in Excess of URT	2.00		<b>55 Total Instruction</b>	<b>5,088,273</b>	<b>5,192,703</b>
10 Dedicated M&O Mills	0.00		<b>District Level Support:</b>		
11 Debt Service Mills	1.30		56 General Administration	315,257	284,343
12 Total Mills	28.30		57 Central Services	344,267	318,587
13 Total Debt Bond/Non Bond	1,355,000		58 Maintenance & Operations Of Plant	1,030,047	1,038,172
<b>State and Local Revenue</b>			59 Student Transportation	455,955	334,817
14 Property Tax Receipts (Incl URT)	2,980,094	2,618,000	60 Othr District Level Support Service	107,526	222,872
15 Other Local Receipts	295,797	178,200	<b>61 Total District Support Services</b>	<b>2,253,052</b>	<b>2,198,790</b>
16 Revenue From Interm Srcs	0	0	<b>School Level Support:</b>		
17.1 Foundation Funding (Excl URT)	2,953,190	2,795,636	62 Student Support Services	609,756	546,710
17.2 98% of URT X Assessment less Net Revenues	174,539	170,000	63 Instructional Staff Support Service	1,738,984	2,844,666
18 Student Growth Funding	0	0	64 School Administration	427,343	440,230
19 Declining Enrollment Funding	133,997	88,979	<b>65 Total District Support Services</b>	<b>2,776,084</b>	<b>3,831,606</b>
20 Consolidation Incentive/Assistance	0	0	<b>Non-Instructional Services:</b>		
21 Isolated Funding	0	0	66 Food Service Operations	723,096	751,494
22 Supplemental Millage Incent. Funds	0	0	67 Other Enterprise Operations	0	0
23 Other Unrestricted State Funding	59	0	68 Community Operations	463	10,000
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>6,537,676</b>	<b>5,850,815</b>	69 Other Non-Instructional Services	0	0
<b>Restricted Revenue from State Sources:</b>			<b>70 Total Non-Instructional Services</b>	<b>723,559</b>	<b>761,494</b>
25 Adult Education	0	0	71 Facilities Acquisition And Const.	49,170	85,000
<b>Regular Education:</b>			72 Debt Service	97,039	131,044
26 Professional Development	40,535	23,593	75 Other Non-Programmed Costs	2,286	0
27 Other Regular Education	206,772	200,000	<b>76 Total Expenditures</b>	<b>10,989,462</b>	<b>12,200,637</b>
<b>Special Education:</b>			77 Less: Capital Expenditures	(58,736)	-624,527
28 Gifted And Talented	0	0	78 Less: Debt Service	(97,039)	-131,044
29 Alt. Learning Environment (ALE)	19,760	44,275	<b>79 Total Current Expenditures</b>	<b>10,833,687</b>	<b>11,445,066</b>
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(596,256)	-646,864
31 National School Lunch State Categorical Funds (NSL)	1,290,317	1,237,651	<b>81 Net Current Expenditures</b>	<b>10,237,432</b>	<b>10,798,203</b>
32 Other Special Education	3,317	3,000	82 Per Pupil Expenditures	11,994	
33 Career Education	0	0	83 Personnel - Non-Federal Licensed Classroom FTEs	76.60	
34 School Food Service	4,493	4,500	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	3,187,250	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	41,609	
36 Early Childhood Programs	473,850	475,000	85 Personnel - Non-Federal Licensed FTEs	89.60	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	3,959,016	
38 Other Non-Instructional Program Aid	6,879	3,404	86 Avg Salary - Non-Federal Licensed FTEs	44,185	
<b>39 Total Restricted Revenue from State Sources</b>	<b>2,045,923</b>	<b>1,991,423</b>	87.1 Legal Balance (funds 1-2-4)	637,376	896,445
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>2,034,721</b>	<b>4,446,112</b>	87.2 Categorical Fund Balance	270,122	53,038
<b>Other Sources of Funds:</b>			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	1,232,430	0	87.4 Net Legal Bal (Excl Cat & QZAB)	367,255	843,408
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	1,179,532	1,094,532
43 Indirect Cost Reimbursement	75,220	188,872	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	0	0			
46 Other	0	0			
<b>47 Total Other Sources of Funds</b>	<b>1,307,651</b>	<b>188,872</b>			
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>11,925,971</b>	<b>12,477,222</b>			

# Annual Statistical Report 2013/2014

County: CRITTENDEN

MARION SCHOOL DISTRICT

LEA: 1804000

	2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	311	
2 ADA	3,954	
3 ADA Pct Change over 5 Years	-1%	
4 4 Qtr ADM	4,176	
5 Prior Year 3 Qtr ADM	4,103	
6 Assessment	345,641,693	
7 M&O Mills	25.00	
8 URT Mills	25.00	
9 M&O Mills in Excess of URT	0.00	
10 Dedicated M&O Mills	0.00	
11 Debt Service Mills	15.70	
12 Total Mills	40.70	
13 Total Debt Bond/Non Bond	44,751,432	
<b>State and Local Revenue</b>		
14 Property Tax Receipts (Incl URT)	12,964,835	13,020,000
15 Other Local Receipts	3,220,441	575,500
16 Revenue From Interm Srcs	0	0
17.1 Foundation Funding (Excl URT)	17,629,866	18,490,879
17.2 98% of URT X Assessment less Net Revenues	0	0
18 Student Growth Funding	470,141	0
19 Declining Enrollment Funding	0	0
20 Consolidation Incentive/Assistance	0	0
21 Isolated Funding	0	0
22 Supplemental Millage Incent. Funds	27,567	13,784
23 Other Unrestricted State Funding	0	0
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>34,312,850</b>	<b>32,100,163</b>
<b>Restricted Revenue from State Sources:</b>		
25 Adult Education	0	0
<b>Regular Education:</b>		
26 Professional Development	182,373	111,579
27 Other Regular Education	197,079	26,055
<b>Special Education:</b>		
28 Gifted And Talented	2,300	2,000
29 Alt. Learning Environment (ALE)	216,154	230,034
30 English Language Learner (ELL)	15,861	15,000
31 National School Lunch State Categorical Funds (NSL)	1,288,881	1,483,919
32 Other Special Education	242,452	322,594
33 Career Education	98,312	99,125
34 School Food Service	0	0
35 Educational Service Cooperatives	0	0
36 Early Childhood Programs	292,128	0
37 Magnet School Programs	0	0
38 Other Non-Instructional Program Aid	325,454	164,273
<b>39 Total Restricted Revenue from State Sources</b>	<b>2,860,994</b>	<b>2,454,579</b>
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>2,546,686</b>	<b>2,917,497</b>
<b>Other Sources of Funds:</b>		
41 Financing Sources	10,038,813	0
42 Balances Consol/Annexed District	0	0
43 Indirect Cost Reimbursement	0	0
44 Gains & Losses - Sale Fixed Assets	0	0
45 Compensation - Loss Of Fixed Assets	0	0
46 Other	0	0
<b>47 Total Other Sources of Funds</b>	<b>10,038,813</b>	<b>0</b>
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>49,759,344</b>	<b>37,472,238</b>

## CURRENT EXPENDITURES

### Instruction:

49 Regular Instruction	15,198,259	14,288,914
50 Special Education	3,067,663	3,377,270
51 Career Education	827,046	818,996
52 Adult Education	0	0
53 Compensatory Education	1,150,039	1,161,740
54 Other	652,230	629,318
<b>55 Total Instruction</b>	<b>20,895,238</b>	<b>20,276,238</b>

### District Level Support:

56 General Administration	1,002,553	1,101,644
57 Central Services	319,509	327,653
58 Maintenance & Operations Of Plant	2,892,059	3,820,182
59 Student Transportation	1,637,189	1,764,757
60 Othr District Level Support Service	112,242	80,092
<b>61 Total District Support Services</b>	<b>5,963,552</b>	<b>7,094,327</b>

### School Level Support:

62 Student Support Services	1,664,711	1,603,584
63 Instructional Staff Support Service	2,037,964	2,778,813
64 School Administration	2,016,069	2,021,642
<b>65 Total District Support Services</b>	<b>5,718,743</b>	<b>6,404,039</b>

### Non-Instructional Services:

66 Food Service Operations	2,134,400	0
67 Other Enterprise Operations	0	0
68 Community Operations	5,137	8,000
69 Other Non-Instructional Services	0	0
<b>70 Total Non-Instructional Services</b>	<b>2,139,537</b>	<b>8,000</b>
71 Facilities Acquisition And Const.	2,451,089	0
72 Debt Service	2,729,454	3,727,006
75 Other Non-Programmed Costs	0	0

<b>76 Total Expenditures</b>	<b>39,897,612</b>	<b>37,509,611</b>
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77 Less: Capital Expenditures	(3,295,884)	-514,392
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78 Less: Debt Service	(2,729,454)	-3,727,006
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<b>79 Total Current Expenditures</b>	<b>33,872,275</b>	<b>33,268,213</b>
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80 Exclusions from Current Expenditures	(867,354)	-32,520
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<b>81 Net Current Expenditures</b>	<b>33,004,920</b>	<b>33,235,693</b>
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82 Per Pupil Expenditures	8,347	
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83 Personnel - Non-Federal Licensed Classroom FTEs	278.02	
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83.5 Total Salary - Non-Federal Licensed Classroom FTEs	13,847,762	
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84 Avg Salary - Non-Federal Licensed Classroom FTEs	49,809	
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85 Personnel - Non-Federal Licensed FTEs	301.02	
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85.5 Total Salary - Non-Federal Licensed FTEs	15,823,995	
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86 Avg Salary - Non-Federal Licensed FTEs	52,568	
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87.1 Legal Balance (funds 1-2-4)	5,423,775	5,479,140
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87.2 Categorical Fund Balance	330,871	113,353
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87.3 Deposits With Paying Agents (QZAB)	0	0
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87.4 Net Legal Bal (Excl Cat & QZAB)	5,092,903	5,365,787
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88 Building Fund Balance (fund 3)	15,248,108	15,248,108
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89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
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# Annual Statistical Report 2013/2014

County: CRITTENDEN

WEST MEMPHIS SCHOOL DISTRICT

LEA: 1803000

	2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	108	
2 ADA	5,114	
3 ADA Pct Change over 5 Years	-7%	
4 4 Qtr ADM	5,438	
5 Prior Year 3 Qtr ADM	5,541	
6 Assessment	296,845,571	
7 M&O Mills	27.00	
8 URT Mills	25.00	
9 M&O Mills in Excess of URT	2.00	
10 Dedicated M&O Mills	0.00	
11 Debt Service Mills	2.00	
12 Total Mills	29.00	
13 Total Debt Bond/Non Bond	2,945,000	
<b>State and Local Revenue</b>		
14 Property Tax Receipts (Incl URT)	7,773,676	8,152,243
15 Other Local Receipts	1,484,353	729,680
16 Revenue From Interm Srcs	0	0
17.1 Foundation Funding (Excl URT)	28,153,014	28,268,884
17.2 98% of URT X Assessment less Net Revenues	217,609	100,000
18 Student Growth Funding	0	0
19 Declining Enrollment Funding	214,741	282,457
20 Consolidation Incentive/Assistance	0	0
21 Isolated Funding	0	0
22 Supplemental Millage Incent. Funds	58,454	29,227
23 Other Unrestricted State Funding	0	0
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>37,901,847</b>	<b>37,562,491</b>
<b>Restricted Revenue from State Sources:</b>		
25 Adult Education	0	0
<b>Regular Education:</b>		
26 Professional Development	246,285	145,460
27 Other Regular Education	221,489	110,896
<b>Special Education:</b>		
28 Gifted And Talented	3,150	0
29 Alt. Learning Environment (ALE)	83,259	186,208
30 English Language Learner (ELL)	2,488	2,536
31 National School Lunch State Categorical Funds (NSL)	4,301,412	4,185,716
32 Other Special Education	21,128	0
33 Career Education	226,688	226,687
34 School Food Service	23,543	24,250
35 Educational Service Cooperatives	0	0
36 Early Childhood Programs	702,914	668,533
37 Magnet School Programs	0	0
38 Other Non-Instructional Program Aid	101,569	84,799
<b>39 Total Restricted Revenue from State Sources</b>	<b>5,933,924</b>	<b>5,635,085</b>
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>8,798,315</b>	<b>11,142,339</b>
<b>Other Sources of Funds:</b>		
41 Financing Sources	0	0
42 Balances Consol/Annexed District	0	0
43 Indirect Cost Reimbursement	0	0
44 Gains & Losses - Sale Fixed Assets	0	0
45 Compensation - Loss Of Fixed Assets	0	0
46 Other	0	0
<b>47 Total Other Sources of Funds</b>	<b>0</b>	<b>0</b>
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>52,634,087</b>	<b>54,339,915</b>

## CURRENT EXPENDITURES

### Instruction:

49 Regular Instruction	21,505,761	19,924,424
50 Special Education	3,803,427	3,499,575
51 Career Education	1,171,864	1,193,027
52 Adult Education	0	0
53 Compensatory Education	1,865,347	2,227,249
54 Other	1,286,292	1,275,026
<b>55 Total Instruction</b>	<b>29,632,691</b>	<b>28,119,301</b>

### District Level Support:

56 General Administration	1,104,363	1,408,370
57 Central Services	785,154	1,294,388
58 Maintenance & Operations Of Plant	4,384,383	5,067,601
59 Student Transportation	618,760	758,010
60 Othr District Level Support Service	93,648	71,503
<b>61 Total District Support Services</b>	<b>6,986,307</b>	<b>8,599,872</b>

### School Level Support:

62 Student Support Services	2,194,071	2,195,565
63 Instructional Staff Support Service	5,801,618	7,395,030
64 School Administration	2,710,511	2,762,703
<b>65 Total District Support Services</b>	<b>10,706,200</b>	<b>12,353,298</b>

### Non-Instructional Services:

66 Food Service Operations	3,516,337	3,271,896
67 Other Enterprise Operations	0	0
68 Community Operations	6,542	32,232
69 Other Non-Instructional Services	0	0
<b>70 Total Non-Instructional Services</b>	<b>3,522,879</b>	<b>3,304,128</b>
71 Facilities Acquisition And Const.	284,295	1,074,616
72 Debt Service	282,677	278,618
75 Other Non-Programmed Costs	18,090	8,868

<b>76 Total Expenditures</b>	<b>51,433,139</b>	<b>53,738,701</b>
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77 Less: Capital Expenditures	(727,583)	-1,701,973
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78 Less: Debt Service	(282,677)	-278,618
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<b>79 Total Current Expenditures</b>	<b>50,422,879</b>	<b>51,758,110</b>
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80 Exclusions from Current Expenditures	(2,006,236)	-1,315,859
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<b>81 Net Current Expenditures</b>	<b>48,416,643</b>	<b>50,442,251</b>
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82 Per Pupil Expenditures	9,468	
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83 Personnel - Non-Federal Licensed Classroom FTEs	378.36	
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83.5 Total Salary - Non-Federal Licensed Classroom FTEs	19,544,197	
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84 Avg Salary - Non-Federal Licensed Classroom FTEs	51,655	
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85 Personnel - Non-Federal Licensed FTEs	435.02	
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85.5 Total Salary - Non-Federal Licensed FTEs	23,613,895	
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86 Avg Salary - Non-Federal Licensed FTEs	54,282	
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87.1 Legal Balance (funds 1-2-4)	26,638,125	26,977,369
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87.2 Categorical Fund Balance	308,723	0
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87.3 Deposits With Paying Agents (QZAB)	0	0
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87.4 Net Legal Bal (Excl Cat & QZAB)	26,329,402	26,977,369
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88 Building Fund Balance (fund 3)	13,514,743	13,265,013
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89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
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# Annual Statistical Report 2013/2014

County: CROSS

WYNNE SCHOOL DISTRICT

LEA: 1905000

	2013/2014 Actual	2014/2015 Budget		2013/2014 Actual	2014/2015 Budget
1 Area in Square Miles	338		<b>CURRENT EXPENDITURES</b>		
2 ADA	2,609		<b>Instruction:</b>		
3 ADA Pct Change over 5 Years	-5%		49 Regular Instruction	9,549,750	9,410,299
4 4 Qtr ADM	2,721		50 Special Education	2,137,028	2,246,134
5 Prior Year 3 Qtr ADM	2,805		51 Career Education	922,004	927,400
6 Assessment	177,261,614		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	494,662	601,155
8 URT Mills	25.00		54 Other	930,768	1,006,112
9 M&O Mills in Excess of URT	0.00		<b>55 Total Instruction</b>	<b>14,034,213</b>	<b>14,191,100</b>
10 Dedicated M&O Mills	0.00		<b>District Level Support:</b>		
11 Debt Service Mills	10.00		56 General Administration	463,623	566,607
12 Total Mills	35.00		57 Central Services	394,012	407,152
13 Total Debt Bond/Non Bond	4,915,000		58 Maintenance & Operations Of Plant	2,046,126	1,928,716
<b>State and Local Revenue</b>			59 Student Transportation	1,096,964	1,137,367
14 Property Tax Receipts (Incl URT)	5,671,686	5,810,000	60 Othr District Level Support Service	89,991	82,000
15 Other Local Receipts	1,591,448	541,300	<b>61 Total District Support Services</b>	<b>4,090,716</b>	<b>4,121,842</b>
16 Revenue From Interm Srcs	2,567	2,000	<b>School Level Support:</b>		
17.1 Foundation Funding (Excl URT)	13,721,833	13,404,345	62 Student Support Services	1,165,580	1,498,483
17.2 98% of URT X Assessment less Net Revenues	32,259	0	63 Instructional Staff Support Service	1,697,852	1,858,418
18 Student Growth Funding	0	0	64 School Administration	1,252,980	1,258,029
19 Declining Enrollment Funding	104,238	271,469	<b>65 Total District Support Services</b>	<b>4,116,412</b>	<b>4,614,930</b>
20 Consolidation Incentive/Assistance	0	0	<b>Non-Instructional Services:</b>		
21 Isolated Funding	0	0	66 Food Service Operations	1,525,209	1,476,695
22 Supplemental Millage Incent. Funds	47,006	23,503	67 Other Enterprise Operations	990	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	165	4,800
<b>24 Total Unrestricted Revenue from State and Local Sources</b>	<b>21,171,037</b>	<b>20,052,617</b>	69 Other Non-Instructional Services	0	0
<b>Restricted Revenue from State Sources:</b>			<b>70 Total Non-Instructional Services</b>	<b>1,526,365</b>	<b>1,481,495</b>
25 Adult Education	0	0	71 Facilities Acquisition And Const.	1,252,698	2,279,444
<b>Regular Education:</b>			72 Debt Service	319,678	393,483
26 Professional Development	124,684	72,590	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	10,961	11,100	<b>76 Total Expenditures</b>	<b>25,340,080</b>	<b>27,082,295</b>
<b>Special Education:</b>			77 Less: Capital Expenditures	(1,751,390)	-2,932,286
28 Gifted And Talented	850	1,000	78 Less: Debt Service	(319,678)	-393,483
29 Alt. Learning Environment (ALE)	109,734	110,075	<b>79 Total Current Expenditures</b>	<b>23,269,012</b>	<b>23,756,526</b>
30 English Language Learner (ELL)	4,043	0	80 Exclusions from Current Expenditures	(969,708)	-457,970
31 National School Lunch State Categorical Funds (NSL)	864,941	853,050	<b>81 Net Current Expenditures</b>	<b>22,299,304</b>	<b>23,298,556</b>
32 Other Special Education	22,813	21,023	82 Per Pupil Expenditures	8,546	
33 Career Education	2,709	25,167	83 Personnel - Non-Federal Licensed Classroom FTEs	186.26	
34 School Food Service	10,369	11,000	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	9,490,532	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	50,953	
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	204.91	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	10,903,982	
38 Other Non-Instructional Program Aid	176,901	587,145	86 Avg Salary - Non-Federal Licensed FTEs	53,214	
<b>39 Total Restricted Revenue from State Sources</b>	<b>1,328,005</b>	<b>1,692,150</b>	87.1 Legal Balance (funds 1-2-4)	2,663,448	2,577,721
<b>40 Total Restricted Revenue from Federal Sources</b>	<b>2,880,600</b>	<b>3,457,523</b>	87.2 Categorical Fund Balance	151,946	0
<b>Other Sources of Funds:</b>			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	0	910,638	87.4 Net Legal Bal (Excl Cat & QZAB)	2,511,502	2,577,721
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	2,222,028	1,359,222
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	5,000			
45 Compensation - Loss Of Fixed Assets	2,747	0			
46 Other	0	0			
<b>47 Total Other Sources of Funds</b>	<b>2,747</b>	<b>915,638</b>			
<b>48 Total Revenue and Other Sources of Funds from All Sources</b>	<b>25,382,389</b>	<b>26,117,928</b>			

DATA			
1. 2012 Real Assessment	\$	18,025,756	15. Initial Per-Student Revenue \$ 962.05
2. 2012 Personal Assessment	\$	4,277,145	16. Initial Per-Student Foundation Funding Amount \$ 6,393.00
3. 2012 Utility Assessment	\$	3,219,250	17. Initial Per-Student State Foundation Funding Aid \$ 5,430.95
4. 2012 Total Assessment	\$	25,522,151	18. PY ALE FTEs (Qtrs. 1-4) 0.00
5. 98% of URT X Assessment	\$	625,293	19. CY English Language Learner Students 0
6. Net Revenues	\$	615,169	20. PY NSL Students (Free and Reduced) 612
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	0	21. Adjusted 1/1/05 Scheduled Debt Payment \$ 366,216.75
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	0	22. State Wealth Index for Bonded Debt Assistance 0.82286
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		669.37	23. PY ADM of Isolated School Area \$ 0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		649.96	24. Isolated Funding Amount \$ 0
11. 2013-14 ADM for SGF (Qtr. 1)		615.91	25. District Square Miles 136.45
12. 2013-14 ADM for SGF (Qtr. 2)		616.22	26. District Total Millage Rate as of 1/1/12 44.80
13. 2013-14 ADM for SGF (Qtr. 3)		612.63	27. District Total Millage Rate as of 1/1/13 44.80
14. 2013-14 ADM for SGF (Qtr. 4)		602.55	

FUNDING			
Funding Category	Amount	Statutory Code/Act	Restricted
28. State Foundation Funding Aid (\$6,393)	\$ 3,529,901	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 10,124	6-20-2303, 6-20-2305, Act 557	No
30. Educational Excellence Trust <sup>3</sup> - R	\$ 358,111	6-5-301 et seq., Acts 1138 & 1278	Yes
31. Alternative Learning Environment (\$4,305) - R	\$ 0	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes
32. English Language Learners (\$311) - R	\$ 0	6-20-2303, 6-20-2305, Act 1467	Yes
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 947,988	6-20-2303, 6-20-2305, Act 1467	Yes
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2303, 6-20-2305	Yes
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011	Yes
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes
37. Professional Development (\$44.45) - R	\$ 28,891	6-20-2303, 6-20-2305, Act 1467	Yes
38. Bonded Debt Assistance (\$18.03) - R	\$ 138,366	6-20-2503, Act 322	Yes
39. State Financial Assistance - GFF - R	\$ 4,055	6-20-2503	No
40. State Financial Assistance - SMIF - R	\$ 11,984	6-20-2503	No
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 62,044	6-20-2305	No
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.



## DATA

1. 2012 Real Assessment	\$	107,537,710	15. Initial Per-Student Revenue	\$	1,392.51
2. 2012 Personal Assessment	\$	38,170,505	16. Initial Per-Student Foundation Funding Amount	\$	6,393.00
3. 2012 Utility Assessment	\$	21,268,785	17. Initial Per-Student State Foundation Funding Aid	\$	5,000.49
4. 2012 Total Assessment	\$	166,977,000	18. PY ALE FTEs (Qtrs. 1-4)	\$	58.60
5. 98% of URT X Assessment	\$	4,090,937	19. CY English Language Learner Students		29
6. Net Revenues	\$	4,067,752	20. PY NSL Students (Free and Reduced)	\$	2,449
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	22,275	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	778,936.75
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	17,544	22. State Wealth Index for Bonded Debt Assistance		0.72153
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		3,097.36	23. PY ADM of Isolated School Area	\$	0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		2,953.82	24. Isolated Funding Amount		0
11. 2013-14 ADM for SGF (Qtr. 1)		2,933.86	25. District Square Miles		345.41
12. 2013-14 ADM for SGF (Qtr. 2)		2,895.83	26. District Total Millage Rate as of 1/1/12		32.60
13. 2013-14 ADM for SGF (Qtr. 3)		2,859.21	27. District Total Millage Rate as of 1/1/13		32.60
14. 2013-14 ADM for SGF (Qtr. 4)		2,821.79			

## FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 14,775,291	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 23,184	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 1,498,964	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 252,273	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 9,019	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 2,529,817	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2303, 6-20-2305	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 131,297	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 179,258	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 19,582	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 28,756	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 458,826	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.

2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.

3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.

4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.

5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.

DATA			
1. 2012 Real Assessment	\$	42,311,700	15. Initial Per-Student Revenue \$ 3,681.31
2. 2012 Personal Assessment	\$	6,854,550	16. Initial Per-Student Foundation Funding Amount \$ 6,393.00
3. 2012 Utility Assessment	\$	3,133,855	17. Initial Per-Student State Foundation Funding Aid \$ 2,711.69
4. 2012 Total Assessment	\$	52,300,105	18. PY ALE FTEs (Qtrs. 1-4) 0.25
5. 98% of URT X Assessment	\$	1,281,353	19. CY English Language Learner Students 0
6. Net Revenues	\$	1,275,478	20. PY NSL Students (Free and Reduced) 291
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	0	21. Adjusted 1/1/05 Scheduled Debt Payment \$ 85,168.76
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	0	22. State Wealth Index for Bonded Debt Assistance 0.00000
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		390.64	23. PY ADM of Isolated School Area \$ 0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		348.07	24. Isolated Funding Amount 242.18
11. 2013-14 ADM for SGF (Qtr. 1)		345.28	25. District Square Miles 39.40
12. 2013-14 ADM for SGF (Qtr. 2)		346.96	26. District Total Millage Rate as of 1/1/12
13. 2013-14 ADM for SGF (Qtr. 3)		341.53	27. District Total Millage Rate as of 1/1/13
14. 2013-14 ADM for SGF (Qtr. 4)		331.22	

FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 943,859	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 5,874	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 95,755	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 1,076	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 0	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 300,603	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2303, 6-20-2305	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ -21,395	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 15,472	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 0	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 3,066	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 0	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 136,075	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No	31450	217

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1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.

2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.

3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.

4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.

5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.

## DATA

1. 2012 Real Assessment	\$	59,450,397	15. Initial Per-Student Revenue	\$	3,185.30
2. 2012 Personal Assessment	\$	20,500,810	16. Initial Per-Student Foundation Funding Amount	\$	6,393.00
3. 2012 Utility Assessment	\$	36,839,020	17. Initial Per-Student State Foundation Funding Aid	\$	3,207.70
4. 2012 Total Assessment	\$	116,790,227	18. PY ALE FTEs (Qtrs. 1-4)	\$	4.59
5. 98% of URT X Assessment	\$	2,861,361	19. CY English Language Learner Students		0
6. Net Revenues	\$	2,686,821	20. PY NSL Students (Free and Reduced)		833
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	43,412	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	72,033.75
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	15,417	22. State Wealth Index for Bonded Debt Assistance		0.00698
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		953.85	23. PY ADM of Isolated School Area	\$	0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		911.93	24. Isolated Funding Amount		0
11. 2013-14 ADM for SGF (Qtr. 1)		879.05	25. District Square Miles		623.85
12. 2013-14 ADM for SGF (Qtr. 2)		894.88	26. District Total Millage Rate as of 1/1/12		26.30
13. 2013-14 ADM for SGF (Qtr. 3)		881.00	27. District Total Millage Rate as of 1/1/13		26.30
14. 2013-14 ADM for SGF (Qtr. 4)		901.59			

## FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 2,953,190	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 174,539	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 299,603	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 19,760	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 0	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 1,290,317	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 40,535	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 71	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 6,808	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 0	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 133,997	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.

2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.

3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.

4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.

5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.



DATA

1. 2012 Real Assessment	\$	237,796,228	15. Initial Per-Student Revenue	\$	2,071.16
2. 2012 Personal Assessment	\$	58,495,335	16. Initial Per-Student Foundation Funding Amount	\$	6,393.00
3. 2012 Utility Assessment	\$	37,380,680	17. Initial Per-Student State Foundation Funding Aid	\$	4,321.84
4. 2012 Total Assessment	\$	333,672,243	18. PY ALE FTEs (Qtrs. 1-4)	\$	50.21
5. 98% of URT X Assessment	\$	8,174,970	19. CY English Language Learner Students		51
6. Net Revenues	\$	8,277,104	20. PY NSL Students (Free and Reduced)	\$	2,493
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	322,742	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	1,375,031.49
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	334,383	22. State Wealth Index for Bonded Debt Assistance		0.52077
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		4,168.47	23. PY ADM of Isolated School Area	\$	0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		4,102.88	24. Isolated Funding Amount		642
11. 2013-14 ADM for SGF (Qtr. 1)		4,205.02	25. District Square Miles		311.04
12. 2013-14 ADM for SGF (Qtr. 2)		4,174.43	26. District Total Millage Rate as of 1/1/12		40.70
13. 2013-14 ADM for SGF (Qtr. 3)		4,170.17	27. District Total Millage Rate as of 1/1/13		40.70
14. 2013-14 ADM for SGF (Qtr. 4)		4,156.06			

FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 17,732,000	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ -102,134	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 1,798,925	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 216,154	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 15,861	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 1,288,881	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2305	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 182,373	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 158,753	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 17,953	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 27,567	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 0	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 470,141	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.
- Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.
- Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.

## DATA

1. 2012 Real Assessment	\$	199,460,981	15. Initial Per-Student Revenue	\$	1,311.88
2. 2012 Personal Assessment	\$	79,159,235	16. Initial Per-Student Foundation Funding Amount	\$	6,393.00
3. 2012 Utility Assessment	\$	17,065,075	17. Initial Per-Student State Foundation Funding Aid	\$	5,081.12
4. 2012 Total Assessment	\$	295,685,291	18. PY ALE FTEs (Qtrs. 1-4)		19.34
5. 98% of URT X Assessment	\$	7,244,290	19. CY English Language Learner Students		8
6. Net Revenues	\$	7,026,680	20. PY NSL Students (Free and Reduced)		4,164
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	24,455	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	284,577.50
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	61,362	22. State Wealth Index for Bonded Debt Assistance		0.74181
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		5,607.89	23. PY ADM of Isolated School Area	\$	0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		5,540.71	24. Isolated Funding Amount		0
11. 2013-14 ADM for SGF (Qtr. 1)		5,481.23	25. District Square Miles		108.47
12. 2013-14 ADM for SGF (Qtr. 2)		5,461.13	26. District Total Millage Rate as of 1/1/12		29.00
13. 2013-14 ADM for SGF (Qtr. 3)		5,424.54	27. District Total Millage Rate as of 1/1/13		29.00
14. 2013-14 ADM for SGF (Qtr. 4)		5,390.75			

## FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 28,153,014	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 217,609	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 2,856,145	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 83,259	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 2,488	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 4,301,412	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 246,285	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 71,322	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 30,247	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 58,454	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 214,741	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, Avg.-average, ALE-alternative learning environment, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.

2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts receive written notification that includes information on how to code the repayment transaction.

3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.

4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.

5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY14 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY14 state aid notices reflect these comparisons. The final determination of FY14 student growth funding is made in FY15.

DATA

1. 2012 Real Assessment	\$	116,490,183	15. Initial Per-Student Revenue	\$	1,501.15
2. 2012 Personal Assessment	\$	40,336,930	16. Initial Per-Student Foundation Funding Amount	\$	6,393.00
3. 2012 Utility Assessment	\$	14,981,660	17. Initial Per-Student State Foundation Funding Aid	\$	4,891.85
4. 2012 Total Assessment	\$	171,808,773	18. PY ALE FTEs (Qtrs. 1-4)	\$	25.49
5. 98% of URT X Assessment	\$	4,209,315	19. CY English Language Learner Students		13
6. Net Revenues	\$	4,177,056	20. PY NSL Students (Free and Reduced)		1,673
7. 2012 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	1,473	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	792,986.77
8. 2013 Calendar Year Calculated Misc. Funds <sup>1</sup>	\$	9,766	22. State Wealth Index for Bonded Debt Assistance		0.69313
9. 2011-12 ADM (Qtrs. 1-3 Avg.)		2,837.65	23. PY ADM of Isolated School Area	\$	0.00
10. 2012-13 ADM (Qtrs. 1-3 Avg.)		2,805.04	24. Isolated Funding Amount		0
11. 2013-14 ADM for SGF (Qtr. 1)		2,722.83	25. District Square Miles		337.93
12. 2013-14 ADM for SGF (Qtr. 2)		2,724.49	26. District Total Millage Rate as of 1/1/12		35.00
13. 2013-14 ADM for SGF (Qtr. 3)		2,718.30	27. District Total Millage Rate as of 1/1/13		35.00
14. 2013-14 ADM for SGF (Qtr. 4)		2,718.36			

FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,393)	\$ 13,721,833	6-20-2303, 6-20-2305, Acts 322, 557 & 1467	No	31101	2001
29. 98% of URT X Assessment less Net Revenues <sup>2</sup>	\$ 32,259	6-20-2303, 6-20-2305, Act 557	No	31103	2001
30. Educational Excellence Trust <sup>3</sup> - R	\$ 1,392,090	6-5-301 et seq., Acts 1138 & 1278	Yes		
31. Alternative Learning Environment (\$4,305) - R	\$ 109,734	6-20-2303, 6-20-2305, Acts 1309 & 1467	Yes	32370	275
32. English Language Learners (\$311) - R	\$ 4,043	6-20-2303, 6-20-2305, Act 1467	Yes	32371	276
33. NSL State Categorical <sup>4</sup> (\$517/\$1,033/\$1,549) - R	\$ 864,941	6-20-2303, 6-20-2305, Act 1467	Yes	32381	281
34. NSL Transitional Funding <sup>4</sup> (Rate Varies) - R	\$ 0	6-20-2305	Yes	32381	281
35. NSL State Categorical Withholding <sup>4</sup>	\$ 0	6-20-2305, Act 1220 of 2011			
36. NSL Growth Funding <sup>4</sup> - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$44.45) - R	\$ 124,684	6-20-2303, 6-20-2305, Act 1467	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 161,797	6-20-2503, Act 322	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 15,104	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 47,006	6-20-2503	No	31620	001
41. Isolated Funding	\$ 0	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding <sup>5</sup>	\$ 0	6-20-604 (c), (d) & (e), Acts 1073 & 1309	Yes	31500	212
43. Special Needs Small District Funding <sup>5</sup>	\$ 0	6-20-604 (f), Act 1309	No	32249	2920
44. Special Needs Isolated Transportation <sup>5</sup>	\$ 0	6-20-604 (h), Act 1309	Yes	32248	228
45. Declining Enrollment Funding <sup>5</sup> - R	\$ 104,238	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$ 0	6-20-2305	No	31460	218
47. Student Growth-Qtrs. 1, 2, 3, & 4 <sup>5</sup> - R	\$ 0	6-20-2303 & 2305	No	31450	217

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1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.

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## **ENROLLMENT/DEMOGRAPHIC INFORMATION**

## DISTRICT ENROLLMENT BY RACE (2014-2015)

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
6202000	HUGHES SCHOOL DISTRICT	0	1	270	7	0	0	40	318
6201000	FORREST CITY SCHOOL DISTRICT	17	8	2291	31	4	0	317	2668
1802000	EARLE SCHOOL DISTRICT	0	1	600	0	0	0	11	612
3904000	LEE COUNTY SCHOOL DISTRICT	0	3	750	17	0	0	57	827
1804000	MARION SCHOOL DISTRICT	53	43	2010	202	11	0	1803	4122
1803000	WEST MEMPHIS SCHOOL DISTRICT	32	12	4193	74	0	0	1126	5437
1905000	WYNNE SCHOOL DISTRICT	23	20	862	67	1	0	1837	2810

**Source: ADE Data Center (October 1 Counts)**



## DISTRICT ENROLLMENT BY GRADE (2014-2015)

HUGHES SCHOOL DISTRICT																LEA: 6202000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL		
27	29	29	23	18	23	23	27	23	25	20	23	28	0	0	318		

FORREST CITY SCHOOL DISTRICT																LEA: 6201000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL		
229	216	247	183	181	193	181	213	205	202	224	198	195	0	1	2668		

EARLE SCHOOL DISTRICT																LEA: 1802000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL		
53	41	34	51	31	49	43	51	56	46	54	50	48	0	5	612		

LEE COUNTY SCHOOL DISTRICT																LEA: 3904000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL		
72	76	70	58	47	53	60	63	57	81	80	47	63	0	0	827		

MARION SCHOOL DISTRICT														LEA: 1804000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
313	356	323	307	301	316	316	311	334	355	341	286	263	0	0	4122

WEST MEMPHIS SCHOOL DISTRICT														LEA: 1803000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
519	490	475	400	401	409	434	408	387	386	404	366	358	0	0	5437

WYNNE SCHOOL DISTRICT														LEA: 1905000	
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
221	240	227	191	235	228	204	227	228	215	210	202	182	0	0	2810

Source: ADE Data Center (October 1 Counts)

## **ESEA REPORTS**

<b>District:</b> EARLE SCHOOL DISTRICT	<b>Superintendent:</b> RICKEY NICKS	Report created on: 10/29/2014
<b>LEA:</b> 1802000	<b>Enrollment:</b> 611	<b>% Prof/Adv.</b>
<b>Address:</b> P.O.BOX 637	<b>Attendance:</b> 96.65	<b>2014 Math + Literacy</b> 63.7
<b>Address:</b> EARLE, AR 72331	<b>Poverty Rate:</b> 100.00	<b>2013 Math + Literacy</b> 65.2
<b>Phone:</b> 870-792-8486		<b>2012 Math + Literacy</b> 62.0

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	324	326	99.39	340	342	99.42
Targeted Achievement Gap Group	321	323	99.38	338	340	99.41
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	314	315	99.68	331	332	99.70
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Economically Disadvantaged	319	321	99.38	338	340	99.41
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	48	48	100.00	49	49	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	214	315	67.94	66.33	91.00	156	212	73.58	70.72	93.00
Targeted Achievement Gap Group	214	312	68.59	65.30	91.00	156	212	73.58	69.30	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	665	962	69.13	66.33	91.00	498	658	75.68	70.72	93.00
Targeted Achievement Gap Group	665	958	69.42	65.30	91.00	498	658	75.68	69.30	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	209	305	68.52	65.87		154	208	74.04	70.74	
Hispanic	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	89.28		n < 10	n < 10	n < 10	70.00	
Economically Disadvantaged	214	310	69.03	65.30		156	212	73.58	69.30	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	6	48	12.50	35.23		7	27	25.93	32.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	194	326	59.51	68.16	92.00	105	213	49.30	70.07	81.00
Targeted Achievement Gap Group	194	324	59.88	67.62	92.00	105	213	49.30	69.30	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	627	1071	58.54	68.16	92.00	349	659	52.96	70.07	81.00
Targeted Achievement Gap Group	627	1069	58.65	67.62	92.00	349	659	52.96	69.30	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	189	317	59.62	67.80		102	209	48.80	69.39	
Hispanic	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	83.34		n < 10	n < 10	n < 10	100.00	
Economically Disadvantaged	194	324	59.88	67.62		105	213	49.30	69.30	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	12	48	25.00	35.23		4	27	14.81	40.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	41	46	89.13	77.94	94.00
Targeted Achievement Gap Group	41	46	89.13	77.01	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	158	186	84.95	77.94	94.00
Targeted Achievement Gap Group	151	176	85.80	77.01	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	38	43	88.37	77.73	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	62.50	
Economically Disadvantaged	41	46	89.13	76.64	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	11	12	91.67	70.00	

<b>District:</b> FORREST CITY SCHOOL DISTRICT	<b>Superintendent:</b> JOYCE HUGHES	Report created on: 10/29/2014
<b>LEA:</b> 6201000	<b>Enrollment:</b> 2942	<b>% Prof/Adv.</b>
<b>Address:</b> 625 IRVING STREET	<b>Attendance:</b> 95.29	<b>2014 Math + Literacy</b> 48.7
<b>Address:</b> FORREST CITY, AR 72335	<b>Poverty Rate:</b> 100.00	<b>2013 Math + Literacy</b> 49.9
<b>Phone:</b> 870-633-1485		<b>2012 Math + Literacy</b> 55.0

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1445	1491	96.91	1700	1757	96.76
Targeted Achievement Gap Group	1445	1491	96.91	1699	1756	96.75
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1215	1245	97.59	1417	1455	97.39
Hispanic	13	13	100.00	19	19	100.00
White	203	219	92.69	254	273	93.04
Economically Disadvantaged	1444	1490	96.91	1698	1755	96.75
English Language Learners	12	12	100.00	15	15	100.00
Students with Disabilities	206	216	95.37	215	224	95.98

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	667	1387	48.09	60.15	91.00	473	954	49.58	64.96	93.00
Targeted Achievement Gap Group	667	1387	48.09	60.15	91.00	473	954	49.58	64.96	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2211	4392	50.34	60.15	91.00	1620	3027	53.52	64.96	93.00
Targeted Achievement Gap Group	2068	4213	49.09	60.15	91.00	1513	2899	52.19	64.96	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	534	1164	45.88	57.90		380	814	46.68	63.55	
Hispanic	7	13	53.85	69.12		n < 10	n < 10	n < 10	71.16	
White	123	197	62.44	71.11		87	127	68.50	71.28	
Economically Disadvantaged	667	1386	48.12	60.15		473	954	49.58	64.96	
English Language Learners	2	11	18.18	40.00		n < 10	n < 10	n < 10	46.43	
Students with Disabilities	23	199	11.56	34.07		26	120	21.67	34.02	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	804	1633	49.23	64.23	92.00	314	975	32.21	54.51	81.00
Targeted Achievement Gap Group	804	1632	49.26	64.34	92.00	314	975	32.21	54.51	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2623	5032	52.13	64.23	92.00	1115	3049	36.57	54.51	81.00
Targeted Achievement Gap Group	2450	4802	51.02	64.34	92.00	1028	2921	35.19	54.51	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	628	1359	46.21	61.37		243	827	29.38	51.09	
Hispanic	9	19	47.37	76.32		5	10	50.00	65.39	
White	163	245	66.53	78.12		64	132	48.48	69.68	
Economically Disadvantaged	804	1631	49.29	64.32		314	975	32.21	54.51	
English Language Learners	8	15	53.33	50.00		n < 10	n < 10	n < 10	57.15	
Students with Disabilities	55	208	26.44	34.07		14	123	11.38	35.72	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	164	211	77.73	93.52	94.00
Targeted Achievement Gap Group	162	202	80.20	93.75	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	542	724	74.86	93.52	94.00
Targeted Achievement Gap Group	478	645	74.11	93.75	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	146	185	78.92	93.85	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	15	23	65.22	91.97	
Economically Disadvantaged	161	200	80.50	93.75	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	29	37	78.38	89.28	

<b>District:</b> HUGHES SCHOOL DISTRICT	<b>Superintendent:</b> SHERYL OWENS	Report created on: 10/29/2014
<b>LEA:</b> 6202000	<b>Enrollment:</b> 354	<b>% Prof/Adv.</b>
<b>Address:</b> 310 COLLEGE ST	<b>Attendance:</b> 94.79	<b>2014 Math + Literacy</b> 45.8
<b>Address:</b> HUGHES, AR 72348	<b>Poverty Rate:</b> 100.00	<b>2013 Math + Literacy</b> 54.4
<b>Phone:</b> 870-339-2570		<b>2012 Math + Literacy</b> 57.3

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	169	170	99.41	188	189	99.47
Targeted Achievement Gap Group	169	170	99.41	188	189	99.47
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	141	142	99.30	158	158	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	26	26	100.00	28	29	96.55
Economically Disadvantaged	169	170	99.41	188	189	99.47
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	17	94.12	23	23	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	87	162	53.70	62.50	91.00	59	119	49.58	62.50	93.00
Targeted Achievement Gap Group	87	162	53.70	62.50	91.00	59	119	49.58	62.50	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	321	543	59.12	62.50	91.00	232	365	63.56	62.50	93.00
Targeted Achievement Gap Group	321	543	59.12	62.50	91.00	232	365	63.56	62.50	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	70	137	51.09	60.42		48	99	48.48	59.09	
Hispanic	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
White	15	23	65.22	72.92		10	19	52.63	78.57	
Economically Disadvantaged	87	162	53.70	62.50		59	119	49.58	62.50	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities		16		30.36		2	11	18.18	25.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	72	185	38.92	67.19	92.00	25	119	21.01	56.88	81.00
Targeted Achievement Gap Group	72	185	38.92	67.19	92.00	25	119	21.01	56.88	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	270	576	46.88	67.19	92.00	103	365	28.22	56.88	81.00
Targeted Achievement Gap Group	270	576	46.88	67.19	92.00	103	365	28.22	56.88	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	58	156	37.18	63.43		21	99	21.21	54.54	
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10		
White	13	27	48.15	86.19		4	19	21.05	67.86	
Economically Disadvantaged	72	185	38.92	67.19		25	119	21.01	56.88	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	5	23	21.74	30.36		1	11	9.09	25.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	37	43	86.05	91.48	94.00
Targeted Achievement Gap Group	36	42	85.71	91.28	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	100	126	79.37	91.48	94.00
Targeted Achievement Gap Group	98	123	79.67	91.28	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	33	39	84.62	91.67	
Hispanic	n < 10	n < 10	n < 10		
White	n < 10	n < 10	n < 10	90.63	
Economically Disadvantaged	36	42	85.71	91.28	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	78.57	

**District:** LEE COUNTY SCHOOL DISTRICT  
**LEA:** 3904000  
**Address:** 188 W. CHESTNUT ST.  
**Address:** MARIANNA, AR 72360  
**Phone:** 870-295-7100

**Superintendent:** WILLIE MURDOCK  
**Enrollment:** 881  
**Attendance:** 96.41  
**Poverty Rate:** 100.00

Report created on: 10/29/2014

**% Prof/Adv.**  
**2014 Math + Literacy** 50.7  
**2013 Math + Literacy** 50.2  
**2012 Math + Literacy** 47.9

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	457	458	99.78	536	542	98.89
Targeted Achievement Gap Group	454	455	99.78	531	537	98.88
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	408	409	99.76	479	485	98.76
Hispanic	n < 10	n < 10	n < 10	10	10	100.00
White	35	35	100.00	38	38	100.00
Economically Disadvantaged	454	455	99.78	531	537	98.88
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	78	78	100.00	68	68	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	225	418	53.83	58.30	91.00	155	294	52.72	65.76	93.00
Targeted Achievement Gap Group	225	417	53.96	56.18	91.00	155	294	52.72	64.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	684	1348	50.74	58.30	91.00	539	945	57.04	65.76	93.00
Targeted Achievement Gap Group	684	1346	50.82	56.18	91.00	539	944	57.10	64.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	206	387	53.23	58.30		141	270	52.22	65.87	
Hispanic	n < 10	n < 10	n < 10	71.16		n < 10	n < 10	n < 10	81.25	
White	11	21	52.38	47.50		8	15	53.33	55.00	
Economically Disadvantaged	225	417	53.96	56.40		155	294	52.72	64.50	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	9	69	13.04	30.36		10	41	24.39	27.68	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	235	490	47.96	61.18	92.00	109	299	36.45	57.61	81.00
Targeted Achievement Gap Group	235	487	48.25	59.88	92.00	109	299	36.45	55.74	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	738	1524	48.43	61.18	92.00	376	951	39.54	57.61	81.00
Targeted Achievement Gap Group	738	1520	48.55	59.88	92.00	376	950	39.58	55.74	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	215	453	47.46	61.02		99	275	36.00	56.64	
Hispanic	4	10	40.00	72.73		n < 10	n < 10	n < 10	81.25	
White	12	23	52.17	56.58		5	15	33.33	62.50	
Economically Disadvantaged	235	487	48.25	60.18		109	299	36.45	55.96	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	13	61	21.31	30.36		3	41	7.32	38.40	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	52	81	64.20	80.00	94.00
Targeted Achievement Gap Group	52	78	66.67	80.88	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	210	287	73.17	80.00	94.00
Targeted Achievement Gap Group	198	267	74.16	80.88	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	48	72	66.67	85.83	
Hispanic	n < 10	n < 10	n < 10	81.25	
White	n < 10	n < 10	n < 10	31.82	
Economically Disadvantaged	52	78	66.67	80.88	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	8	10	80.00	78.57	

<b>District:</b> MARION SCHOOL DISTRICT	<b>Superintendent:</b> DON JOHNSON	Report created on: 10/29/2014
<b>LEA:</b> 1804000	<b>Enrollment:</b> 4231	<b>% Prof/Adv.</b>
<b>Address:</b> 200 MANOR STREET	<b>Attendance:</b> 95.62	<b>2014 Math + Literacy</b> 73.4
<b>Address:</b> MARION, AR 72364	<b>Poverty Rate:</b> 62.66	<b>2013 Math + Literacy</b> 78.8
<b>Phone:</b> 870-739-5100		<b>2012 Math + Literacy</b> 81.4

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2215	2231	99.28	2604	2620	99.39
Targeted Achievement Gap Group	1469	1485	98.92	1692	1708	99.06
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	1081	1090	99.17	1229	1238	99.27
Hispanic	80	81	98.77	105	105	100.00
White	1012	1018	99.41	1222	1229	99.43
Economically Disadvantaged	1406	1418	99.15	1618	1630	99.26
English Language Learners	26	26	100.00	33	33	100.00
Students with Disabilities	284	291	97.59	295	303	97.36

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1650	2114	78.05	83.04	91.00	1121	1479	75.79	83.69	93.00
Targeted Achievement Gap Group	976	1386	70.42	75.67	91.00	661	962	68.71	77.52	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5115	6352	80.53	83.04	91.00	3483	4367	79.76	83.69	93.00
Targeted Achievement Gap Group	2895	3984	72.67	75.67	91.00	1991	2731	72.90	77.52	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	703	1007	69.81	74.87		484	688	70.35	77.34	
Hispanic	62	77	80.52	87.11		38	54	70.37	85.37	
White	850	990	85.86	89.57		576	711	81.01	88.64	
Economically Disadvantaged	954	1325	72.00	76.29		649	928	69.94	77.80	
English Language Learners	15	26	57.69	62.50		9	13	69.23	81.25	
Students with Disabilities	67	261	25.67	45.94		48	163	29.45	55.30	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1725	2484	69.44	83.92	92.00	702	1532	45.82	75.15	81.00
Targeted Achievement Gap Group	956	1592	60.05	77.76	92.00	386	1003	38.48	67.65	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5522	7311	75.53	83.92	92.00	2500	4421	56.55	75.15	81.00
Targeted Achievement Gap Group	3057	4554	67.13	77.76	92.00	1337	2773	48.21	67.65	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	629	1145	54.93	74.64		238	710	33.52	65.84	
Hispanic	73	99	73.74	83.93		24	54	44.44	76.22	
White	984	1194	82.41	91.35		422	738	57.18	82.81	
Economically Disadvantaged	927	1522	60.91	77.74		375	964	38.90	67.54	
English Language Learners	18	28	64.29	73.22		10	16	62.50	81.25	
Students with Disabilities	83	273	30.40	45.94		30	171	17.54	41.39	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	274	317	86.44	85.53	94.00
Targeted Achievement Gap Group	130	164	79.27	77.04	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	763	909	83.94	85.53	94.00
Targeted Achievement Gap Group	374	475	78.74	77.04	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	121	145	83.45	84.60	
Hispanic	n < 10	n < 10	n < 10	85.00	
White	142	156	91.03	85.56	
Economically Disadvantaged	126	158	79.75	76.35	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	25	32	78.13	66.67	



<b>District:</b> WEST MEMPHIS SCHOOL DISTRICT	<b>Superintendent:</b> ONATHAN COLLINS	Report created on: 10/29/2014
<b>LEA:</b> 1803000	<b>Enrollment:</b> 5484	<b>% Prof/Adv.</b>
<b>Address:</b> 301 S. AVALON	<b>Attendance:</b> 94.79	<b>2014 Math + Literacy</b> 72.1
<b>Address:</b> WEST MEMPHIS, AR 72301	<b>Poverty Rate:</b> 100.00	<b>2013 Math + Literacy</b> 73.4
<b>Phone:</b> 870-735-1915		<b>2012 Math + Literacy</b> 75.0

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2770	2831	97.85	3187	3255	97.91
Targeted Achievement Gap Group	2754	2813	97.90	3160	3224	98.01
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	2131	2180	97.75	2454	2509	97.81
Hispanic	33	33	100.00	34	34	100.00
White	597	609	98.03	686	699	98.14
Economically Disadvantaged	2754	2813	97.90	3160	3224	98.01
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	338	350	96.57	357	370	96.49

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1930	2601	74.20	77.45	91.00	1310	1806	72.54	81.27	93.00
Targeted Achievement Gap Group	1929	2600	74.19	77.44	91.00	1310	1806	72.54	81.26	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6125	8188	74.80	77.45	91.00	4378	5660	77.35	81.27	93.00
Targeted Achievement Gap Group	5532	7518	73.58	77.44	91.00	3962	5202	76.16	81.26	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	1379	1984	69.51	74.21		947	1373	68.97	79.11	
Hispanic	26	30	86.67	82.14		12	19	63.16	85.00	
White	519	578	89.79	89.59		349	412	84.71	89.15	
Economically Disadvantaged	1929	2600	74.19	77.44		1310	1806	72.54	81.26	
English Language Learners	n < 10	n < 10	n < 10	50.00		n < 10	n < 10	n < 10	50.00	
Students with Disabilities	77	327	23.55	40.41		56	187	29.95	46.49	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	2094	2981	70.24	80.15	92.00	1011	1853	54.56	76.38	81.00
Targeted Achievement Gap Group	2093	2974	70.38	80.14	92.00	1011	1853	54.56	76.40	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6811	9405	72.42	80.15	92.00	3430	5707	60.10	76.38	81.00
Targeted Achievement Gap Group	6159	8638	71.30	80.14	92.00	3092	5249	58.91	76.40	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	1453	2277	63.81	76.23		668	1407	47.48	72.80	
Hispanic	28	31	90.32	90.22		14	20	70.00	77.50	
White	603	660	91.36	95.06		326	423	77.07	89.91	
Economically Disadvantaged	2093	2974	70.38	80.13		1011	1853	54.56	76.40	
English Language Learners	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10	25.00	
Students with Disabilities	114	346	32.95	40.41		37	189	19.58	45.31	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	276	421	65.56	72.90	94.00
Targeted Achievement Gap Group	200	326	61.35	74.12	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	882	1315	67.07	72.90	94.00
Targeted Achievement Gap Group	794	1187	66.89	74.12	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	229	356	64.33	72.91	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	44	62	70.97	71.67	
Economically Disadvantaged	192	316	60.76	74.22	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	41	68	60.29	61.54	

<b>District:</b> WYNNE SCHOOL DISTRICT	<b>Superintendent:</b> CARL EASLEY	Report created on: 10/29/2014
<b>LEA:</b> 1905000	<b>Enrollment:</b> 2731	<b>% Prof/Adv.</b>
<b>Address:</b> P.O. BOX 69	<b>Attendance:</b> 96.30	<b>2014 Math + Literacy</b> 76.5
<b>Address:</b> WYNNE, AR 72396	<b>Poverty Rate:</b> 60.42	<b>2013 Math + Literacy</b> 82.1
<b>Phone:</b> 870-238-5020		<b>2012 Math + Literacy</b> 82.3

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1466	1492	98.26	1684	1717	98.08
Targeted Achievement Gap Group	966	988	97.77	1095	1122	97.59
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	432	445	97.08	500	514	97.28
Hispanic	27	27	100.00	32	33	96.97
White	983	994	98.89	1129	1145	98.60
Economically Disadvantaged	915	937	97.65	1040	1067	97.47
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	198	204	97.06	219	228	96.05

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1109	1398	79.33	79.92	91.00	723	965	74.92	80.64	93.00
Targeted Achievement Gap Group	674	915	73.66	73.50	91.00	449	629	71.38	75.12	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3409	4281	79.63	79.92	91.00	2279	2912	78.26	80.64	93.00
Targeted Achievement Gap Group	2006	2742	73.16	73.50	91.00	1360	1874	72.57	75.12	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	284	407	69.78	68.76		196	287	68.29	74.59	
Hispanic	20	27	74.07	86.11		18	20	90.00	87.50	
White	783	941	83.21	84.58		499	647	77.13	83.19	
Economically Disadvantaged	655	864	75.81	74.85		433	596	72.65	76.13	
English Language Learners	n < 10	n < 10	n < 10	75.00		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	59	190	31.05	42.65		37	116	31.90	46.71	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1189	1605	74.08	88.74	92.00	514	974	52.77	81.25	81.00
Targeted Achievement Gap Group	695	1036	67.08	83.83	92.00	282	635	44.41	76.23	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	3925	4850	80.93	88.74	92.00	1870	2921	64.02	81.25	81.00
Targeted Achievement Gap Group	2303	3071	74.99	83.83	92.00	1068	1880	56.81	76.23	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	260	470	55.32	80.19		98	288	34.03	73.35	
Hispanic	26	31	83.87	92.50		19	22	86.36	83.34	
White	885	1083	81.72	92.33		390	652	59.82	84.81	
Economically Disadvantaged	668	982	68.02	84.65		274	602	45.51	77.43	
English Language Learners	n < 10	n < 10	n < 10	85.00		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	94	209	44.98	42.65		22	118	18.64	42.11	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	207	239	86.61	84.35	94.00
Targeted Achievement Gap Group	105	128	82.03	80.23	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	596	700	85.14	84.35	94.00
Targeted Achievement Gap Group	286	365	78.36	80.23	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	61	74	82.43	81.51	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	139	158	87.97	85.47	
Economically Disadvantaged	102	124	82.26	80.34	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	17	21	80.95	76.32	

## **DISTRICT REPORT CARDS**

Superintendent

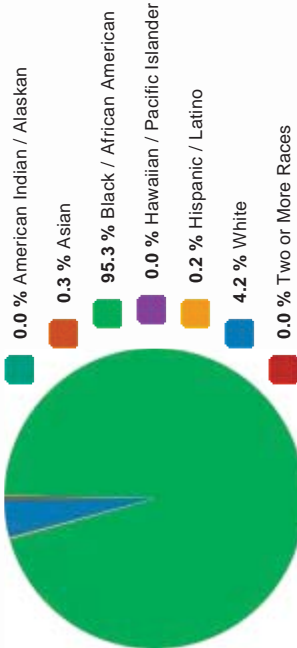
Rickey Nicks

DISTRICT CHARACTERISTICS

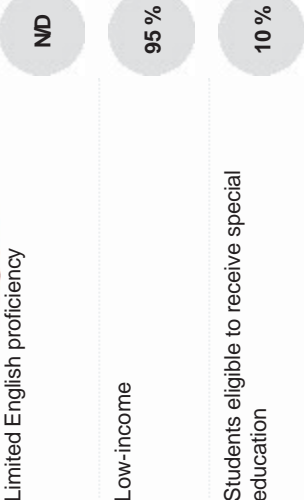
Enrollment	645
Avg. Class Size	13
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	\$13,406
• State avg.	\$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics



INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>	Annual Measurable Objective (AMO) 55.11					2012 AMO 58.85									
Combined Population	96.49										6	12	36	46	82
TAGG	96.49										6	12	36	46	82
African American	96.43										6.12	12.24	36.73	44.9	81.63
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	96.49										6	12	36	46	82
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy					RV	RV					RV				
Female	100										0	14.29	23.81	61.9	85.71
Male	94.12										10.34	10.34	44.83	34.48	79.31
Migrant	RV										RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>	Annual Measurable Objective (AMO) 57.55					2012 AMO 61.09									
Combined Population	96.49										4	24	36	36	72
TAGG	96.49										4	24	36	36	72
African American	96.43										4.08	24.49	34.69	36.73	71.43
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	96.49										4	24	36	36	72
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										0	14.29	42.86	42.86	85.71
Male	94.12										6.9	31.03	31.03	31.03	62.07
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					55.11	2012 AMO					58.85			
Combined Population	95.24										2.56	2.56	33.33	61.54	94.87
TAGG	95.24										2.56	2.56	33.33	61.54	94.87
African American	97.5										2.63	2.63	31.58	63.16	94.74
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.24										2.56	2.56	33.33	61.54	94.87
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy					RV	RV					RV				
Female	100										0	0	34.48	65.52	100
Male	84.62										10	10	30	50	80
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09			
Combined Population	95.24										0	7.69	43.59	48.72	92.31
TAGG	95.24										0	7.69	43.59	48.72	92.31
African American	97.5										0	7.89	44.74	47.37	92.11
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.24										0	7.69	43.59	48.72	92.31
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										0	10.34	41.38	48.28	89.66
Male	84.62										0	0	50	50	100
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					55.11	2012 AMO					58.85			
Combined Population	94.74										4	14	58	24	82
TAGG	94.74										4	14	58	24	82
African American	96.3										4.17	12.5	58.33	25	83.33
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	94.74										4	14	58	24	82
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy					RV	RV					RV				
Female	96.97										0	10	60	30	90
Male	91.67										10	20	55	15	70
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09			
Combined Population	94.74										28	30	32	10	42
TAGG	94.74										28	30	32	10	42
African American	96.3										27.08	31.25	31.25	10.42	41.67
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	94.74										28	30	32	10	42
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	96.97										23.33	33.33	30	13.33	43.33
Male	91.67										35	25	35	5	40
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Science</b>															
Combined Population											16	36	42	6	48
TAGG											16	36	42	6	48
African American											16.67	35.42	41.67	6.25	47.92
Hispanic											RV	RV	RV	RV	RV
Caucasian											RV	RV	RV	RV	RV
Economically Disadvantaged											16	36	42	6	48
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Female											10	36.67	46.67	6.67	53.33
Male											25	35	35	5	40
Migrant											RV	RV	RV	RV	RV
<b>6th Grade Literacy</b>															
				Annual Measurable Objective (AMO)	55.11				2012 AMO	58.85					AMO
Combined Population	100										6.67	24.44	55.56	13.33	68.89
TAGG	100										6.67	24.44	55.56	13.33	68.89
African American	100										6.82	25	54.55	13.64	68.18
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										6.67	24.44	55.56	13.33	68.89
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 6th Grade Literacy					RV					RV					RV
Female	100										4.35	21.74	60.87	13.04	73.91
Male	100										9.09	27.27	50	13.64	63.64
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09			
Combined Population	100										13.33	17.78	33.33	35.56	68.89
TAGG	100										13.33	17.78	33.33	35.56	68.89
African American	100										13.64	18.18	34.09	34.09	68.18
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										13.33	17.78	33.33	35.56	68.89
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										13.04	26.09	26.09	34.78	60.87
Male	100										13.64	9.09	40.91	36.36	77.27
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO)					55.11	2012 AMO					58.85			
Combined Population	100										7.32	17.07	36.59	39.02	75.61
TAGG	100										7.32	17.07	36.59	39.02	75.61
African American	100										7.32	17.07	36.59	39.02	75.61
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										7.32	17.07	36.59	39.02	75.61
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy						RV						RV			
Female	100										12	12	36	40	76
Male	100										0	25	37.5	37.5	75
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>7th Grade Mathematics</b>	Annual Measurable Objective (AMO)					2012 AMO					61.09				
Combined Population	100										19.51	17.07	48.78	14.63	63.41
TAGG	100										19.51	17.07	48.78	14.63	63.41
African American	100										19.51	17.07	48.78	14.63	63.41
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										19.51	17.07	48.78	14.63	63.41
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										20	16	48	16	64
Male	100										18.75	18.75	50	12.5	62.5
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Science</b>															
Combined Population	100										21.95	46.34	24.39	7.32	31.71
TAGG	100										21.95	46.34	24.39	7.32	31.71
African American	100										21.95	46.34	24.39	7.32	31.71
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										21.95	46.34	24.39	7.32	31.71
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										32	36	20	12	32
Male	100										6.25	62.5	31.25	0	31.25
Migrant	RV										RV	RV	RV	RV	RV
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INDICATOR: Achievement

Tested 2012-2013		2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>		Annual Measurable Objective (AMO)					55.11	2012 AMO					58.85			
Combined Population	100											9.3	23.26	53.49	13.95	67.44
TAGG	100											9.3	23.26	53.49	13.95	67.44
African American	100											9.3	23.26	53.49	13.95	67.44
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											9.3	23.26	53.49	13.95	67.44
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy							RV									
Female	100											14.29	4.76	57.14	23.81	80.95
Male	100											4.55	40.91	50	4.55	54.55
Migrant	RV											RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>		Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09			
Combined Population	100											46.51	16.28	34.88	2.33	37.21
TAGG	100											46.51	16.28	34.88	2.33	37.21
African American	100											46.51	16.28	34.88	2.33	37.21
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											46.51	16.28	34.88	2.33	37.21
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											47.62	19.05	33.33	0	33.33
Male	100											45.45	13.64	36.36	4.55	40.91
Migrant	RV											RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013			2010-2011					2011-2012					2012-2013							
			Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District		
EOC Algebra I			Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09						AMO
	89.66												5	45	50	0	50	64.63		
	89.66												5	45	50	0	50	64.03		
	89.66												5	45	50	0	50	64.23		
	RV												RV	RV	RV	RV	RV			
	RV												RV	RV	RV	RV	RV			
	89.66												5	45	50	0	50	64.03		
	RV												RV	RV	RV	RV	RV	25.22		
	RV												RV	RV	RV	RV	RV			
	85												7.14	35.71	57.14	0	57.14			
	RV												RV	RV	RV	RV	RV			
EOC Geometry			Annual Measurable Objective (AMO)					57.55	2012 AMO					61.09						AMO
	96.49												10.71	42.86	41.07	5.36	46.43	64.63		
	96.49												10.71	42.86	41.07	5.36	46.43	64.03		
	98												12	44	38	6	44	64.23		
	RV												RV	RV	RV	RV	RV			
	RV												RV	RV	RV	RV	RV	81.48		
	96.49												10.71	42.86	41.07	5.36	46.43	64.03		
	RV												RV	RV	RV	RV	RV	25.22		
	RV												RV	RV	RV	RV	RV			
	100												7.14	39.29	46.43	7.14	53.57			
	93.1												14.29	46.43	35.71	3.57	39.29			
	RV												RV	RV	RV	RV	RV			
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INDICATOR: Achievement

EOC Biology	Tested 2012-2013	2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
Combined Population	100											28	48	24	0	24
TAGG	100											28	48	24	0	24
African American	100											28.57	46.94	24.49	0	24.49
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											28	48	24	0	24
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											30.43	43.48	26.09	0	26.09
Male	100											25.93	51.85	22.22	0	22.22
Migrant	RV											RV	RV	RV	RV	RV
Grade 11 Literacy		Annual Measurable Objective (AMO)					2012 AMO					58.85				
Combined Population	91.3											2.7	51.35	40.54	5.41	45.95
TAGG	91.3											2.7	51.35	40.54	5.41	45.95
African American	90.91											2.78	52.78	38.89	5.56	44.44
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	91.3											2.7	51.35	40.54	5.41	45.95
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy		RV					RV					RV				
Female	95.45											5.56	16.67	66.67	11.11	77.78
Male	87.5											0	84.21	15.79	0	15.79
Migrant	RV											RV	RV	RV	RV	RV

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INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2010-2011				2011-2012				2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12
<b>NAEP Participation Rates</b>										
8th Grade Students with Disabilities (Literacy) = 87.00					8th Grade Students with Disabilities (Literacy) = 83.00					
8th Grade Limited English Proficient (Literacy) = 98.00					8th Grade Limited English Proficient (Literacy) = 96.00					
8th Grade Students with Disabilities (Mathematics) = 88.00					8th Grade Students with Disabilities (Mathematics) = 84.00					
8th Grade Limited English Proficient (Mathematics) = 96.00					8th Grade Limited English Proficient (Mathematics) = 96.00					



INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		***	***		***	***		35	56
Grade One Math Problems		***	***		***	***		35	56
Grade Two Reading Comprehension		***	***		***	***		33	59
Grade Two Math Problems		***	***		***	***		45	58
Grade Three Reading		***	***		***	***		29	51
Grade Three Math		***	***		***	***		30	55
Grade Four Reading		***	***		***	***		33	53
Grade Four Math		***	***		***	***		52	61
Grade Five Reading		***	***		***	***		21	47
Grade Five Math		***	***		***	***		33	55
Grade Five Science		***	***		***	***		35	60
Grade Six Reading		***	***		***	***		29	46
Grade Six Math		***	***		***	***		44	55
Grade Seven Reading		***	***		***	***		32	50
Grade Seven Math		***	***		***	***		42	54
Grade Seven Science		***	***		***	***		45	61
Grade Eight Reading		***	***		***	***		24	53
Grade Eight Math		***	***		***	***		38	54
Grade Nine Reading Comprehension		***	***		***	***		28	50
Grade Nine Math Concepts and Problems		***	***		***	***		29	49
			Download 2011 School Report Card for 2011 Norm Referenced Test Results				Download 2012 School Report Card for 2012 Norm Referenced Test Results		

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		---	---		---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---			1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		26	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		20	18,507
ACT Reading		---	---		---	---		16.95	21.67
ACT English		---	---		---	---		17.70	21.31
ACT Mathematics		---	---		---	---		17.04	20.73
ACT Science		---	---		---	---		18.16	21.04
ACT Composite		---	---		---	---		17.54	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		---	---		---	---		1	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		27	24,364
Number of AP Exams Taken		---	---		---	---		33	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		0	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219
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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
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<b>Arkansas ESEA Accountability</b>									
Needs Improvement								1	797
Needs Improvement Priority								1	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		1	214		0	85			
2 - Schools Approaching Standards (Alert)		1	251		1	232			
3 - Schools Meeting Improvement Standards		0	312		0	349			
4 - Schools Exceeding Improvement Standards		0	183		1	264			
5 - Schools of Excellence for Improvement		0	49		0	76			

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		2	859		1	838		2	783
Accredited-Cited		0	185		0	212		0	249
Accredited-Probationary		0	25		1	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		96.8 %	94.7 %		96.8 %	95.2 %		96.5 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								96.5 %	93.9 %
Attendance Rate African American								97.0 %	94.1 %
Attendance Rate Hispanic								87.6 %	94.5 %
Attendance Rate Caucasian								95.2 %	94.0 %
Attendance Rate Economically Disadvantaged								96.5 %	93.7 %
Attendance Rate Students with Disabilities								96.4 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		5.76 %	2.58 %		2.50 %	2.43 %		0.00 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		84.8 %	79.6 %		82.4 %	84.1 %		89.1 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		84.5 %	74.6 %		84.7 %	79.3 %		89.1 %	80.5 %
Graduation Rate African American		83.9 %	71.4 %		83.3 %	78.1 %		88.4 %	78.1 %
Graduation Rate Hispanic		0.0 %	74.0 %		0.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		100.0 %	83.2 %		50.0 %	87.0 %		100.0 %	87.8 %
Graduation Rate Economically Disadvantaged		84.5 %	74.5 %		84.7 %	79.1 %		89.1 %	80.3 %
Graduation Rate Students with Disabilities		72.7 %	73.8 %		83.3 %	79.2 %		91.7 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		10.81 %	2.51 %
College Remediation Rate		75.0 %	47.8 %		90.9 %	49.4 %		85.7 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		701	468,066		669	468,656		645	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		---	378		---	471
Weapons Incidents		---	711		---	690		---	763
Staff Assaults		---	408		---	436		---	495
Student Assaults		---	1,952		---	1,944		---	2,302

# INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		5	1,655		4	1,534		3	1,416
Percent of Students Retained at Grade 1		8.33 %	4.40 %		9.09 %	4.09 %		5.77 %	3.82 %
Number of Students Retained at Grade 2		0	633		0	594		4	558
Percent of Students Retained at Grade 2		0.00 %	1.72 %		0.00 %	1.62 %		10.26 %	1.53 %
Number of Students Retained at Grade 3		0	287		4	305		2	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		8.51 %	0.84 %		3.64 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		1	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		2.22 %	0.32 %
Number of Students Retained at Grade 5		2	105		0	84		7	101
Percent of Students Retained at Grade 5		4.08 %	0.29 %		0.00 %	0.23 %		12.07 %	0.28 %
Number of Students Retained at Grade 6		0	134		1	137		1	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		2.33 %	0.37 %		1.92 %	0.37 %
Number of Students Retained at Grade 7		0	367		0	317		0	296
Percent of Students Retained at Grade 7		0.00 %	1.01 %		0.00 %	0.86 %		0.00 %	0.81 %
Number of Students Retained at Grade 8		1	392		0	253		0	251
Percent of Students Retained at Grade 8		2.38 %	1.08 %		0.00 %	0.70 %		0.00 %	0.69 %

**INDICATOR: Teacher Quality**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		97.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.0 %	0.9 %
% Teachers with Bachelor's Degree		59.0 %	61.0 %		59.0 %	59.0 %		68.0 %	59.0 %
% Teachers with Master's Degree		39.0 %	39.0 %		40.0 %	40.0 %		30.0 %	40.0 %
% Teachers with Advanced Degree		2.0 %	1.0 %		2.0 %	1.0 %		2.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.0 %	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								<b>Hours of Training</b>	
Sarah Johnson								6.00	
Charlie Cox								6.00	
Arthur Berry								6.00	
April Nance								6.00	
Eric Cox								6.00	



Percent of Students School Choice	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
		0.00 %	3.34 %		0.00 %	2.90 %		0.00 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		44.8	37.0		44.8	37.2		44.8	37.4
Expenditure Per Student		\$13,543	\$9,315		\$12,479	\$9,379		\$13,406	\$9,324
Average Teacher Salary		\$44,740	\$46,663		\$33,886	\$46,946		\$33,726	\$47,316
Total Expenditures		\$12,247,534	\$5,171,678,766		\$9,045,146	\$5,196,885,067		\$9,395,767	\$5,088,669,535
Instructional Expenditures		\$5,371,459	\$2,508,579,625		\$4,793,987	\$2,485,540,210		\$5,047,502	\$2,472,977,282
Administrative Expenditures		\$435,985	\$315,455,818		\$508,803	\$317,870,955		\$652,311	\$312,346,508
Extracurricular Expenditures		\$274,490	\$165,701,106		\$238,521	\$201,604,356		\$314,654	\$184,520,020
Capital Expenditures		\$1,094,272	\$649,987,805		\$182,296	\$608,547,135		\$26,031	\$531,101,753
Debt Service Expenditures		\$1,557,360	\$226,232,300		\$481,442	\$267,265,988		\$496,892	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		95.2 %	60.0 %		100.0 %	60.5 %		94.9 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

Forrest City School District

District Report Card 2012-2013  
625 Inving Street | Forrest City , AR 72335  
870-633-1485

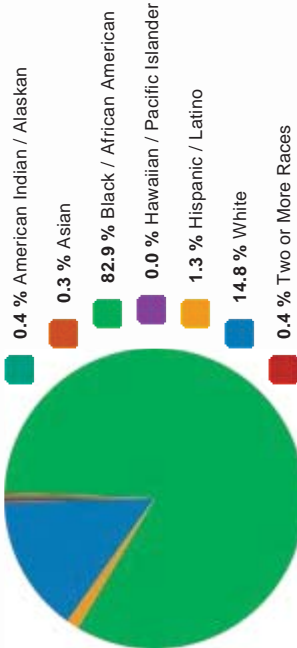
Superintendent Joye Hughes

DISTRICT CHARACTERISTICS

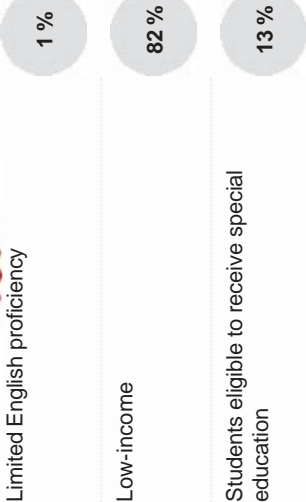
Enrollment	2,974
Avg. Class Size	18
Avg. years teaching Experience	14
Per pupil spending	
• District avg.	\$11,064
• State avg.	\$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics



INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>	Annual Measurable Objective (AMO) 46.86					2012 AMO 51.29					AMO				
Combined Population	99.08										24.4	25.84	27.27	22.49	49.76
TAGG	99.54										24.4	25.84	27.27	22.49	49.76
African American	99.45										25.29	25.29	28.74	20.69	49.43
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	96.97										22.58	25.81	19.35	32.26	51.61
Economically Disadvantaged	99.54										24.4	25.84	27.27	22.49	49.76
Students with Disabilities	100										83.33	10	3.33	3.33	6.67
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy															
Female	99.12										20.91	22.73	27.27	29.09	56.36
Male	99.05										28.28	29.29	27.27	15.15	42.42
Migrant	RV										RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>	Annual Measurable Objective (AMO) 52.31					2012 AMO 56.28					AMO				
Combined Population	99.08										3.83	24.88	35.89	35.41	71.29
TAGG	99.54										3.83	24.88	35.89	35.41	71.29
African American	99.45										3.45	25.86	37.93	32.76	70.69
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	96.97										6.45	19.35	29.03	45.16	74.19
Economically Disadvantaged	99.54										3.83	24.88	35.89	35.41	71.29
Students with Disabilities	100										16.67	53.33	20	10	30
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.12										3.64	22.73	33.64	40	73.64
Male	99.05										4.04	27.27	38.38	30.3	68.69
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					46.86	2012 AMO					51.29	AMO		
Combined Population	98.48										9.04	27.66	39.89	23.4	63.3
TAGG	98.48										9.19	28.11	38.92	23.78	62.7
African American	99.38										9.93	28.48	39.74	21.85	61.59
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	96.77										6.45	22.58	38.71	32.26	70.97
Economically Disadvantaged	98.48										9.19	28.11	38.92	23.78	62.7
Students with Disabilities	100										60	25	10	5	15
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy					RV	RV					RV				
Female	98.06										4.95	23.76	43.56	27.72	71.29
Male	98.95										13.79	32.18	35.63	18.39	54.02
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					52.31	2012 AMO					56.28	AMO		
Combined Population	98.48										10.64	18.62	37.23	33.51	70.74
TAGG	98.48										10.81	18.92	36.22	34.05	70.27
African American	99.38										11.92	19.87	37.75	30.46	68.21
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	96.77										6.45	9.68	32.26	51.61	83.87
Economically Disadvantaged	98.48										10.81	18.92	36.22	34.05	70.27
Students with Disabilities	100										35	30	20	15	35
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	98.06										9.9	16.83	40.59	32.67	73.27
Male	98.95										11.49	20.69	33.33	34.48	67.82
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					46.86	2012 AMO					51.29	AMO		
Combined Population	99.14										15.28	30.09	35.19	19.44	54.63
TAGG	99.14										15.35	29.77	35.35	19.53	54.88
African American	98.99										15.96	30.85	36.17	17.02	53.19
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										8.33	29.17	25	37.5	62.5
Economically Disadvantaged	99.14										15.35	29.77	35.35	19.53	54.88
Students with Disabilities	100										57.14	32.14	7.14	3.57	10.71
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
					RV					RV					
Female	99.14										2.75	30.28	43.12	23.85	66.97
Male	99.14										28.04	29.91	27.1	14.95	42.06
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					52.31	2012 AMO					56.28	AMO		
Combined Population	99.14										38.43	20.37	30.56	10.65	41.2
TAGG	99.14										38.14	20.47	30.7	10.7	41.4
African American	98.99										39.89	21.81	30.85	7.45	38.3
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										29.17	8.33	29.17	33.33	62.5
Economically Disadvantaged	99.14										38.14	20.47	30.7	10.7	41.4
Students with Disabilities	100										78.57	14.29	3.57	3.57	7.14
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.14										32.11	24.77	35.78	7.34	43.12
Male	99.14										44.86	15.89	25.23	14.02	39.25
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

		Tested 2012-2013	2010-2011					2011-2012					2012-2013							
			Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District		
5th Grade Science																				
		99.14											30.56	39.81	24.54	5.09	29.63			
	Combined Population	99.14											30.23	40	24.65	5.12	29.77			
	TAGG	99.14											32.98	41.49	22.34	3.19	25.53			
	African American	98.99											RV	RV	RV	RV	RV			
	Hispanic	RV											RV	RV	RV	RV	RV			
	Caucasian	100											16.67	25	37.5	20.83	58.33			
	Economically Disadvantaged	99.14											30.23	40	24.65	5.12	29.77			
	Students with Disabilities	100											67.86	25	7.14	0	7.14			
	Limited English Proficient	RV											RV	RV	RV	RV	RV			
	Female	99.14											26.61	41.28	26.61	5.5	32.11			
	Male	99.14											34.58	38.32	22.43	4.67	27.1			
	Migrant	RV											RV	RV	RV	RV	RV			
6th Grade Literacy			Annual Measurable Objective (AMO)					2012 AMO					51.29					AMO		
	Combined Population	98.72											21.56	40.37	28.44	9.63	38.07	55.72		
	TAGG	98.72											21.56	40.37	28.44	9.63	38.07	55.72		
	African American	98.96											20.88	42.31	26.92	9.89	36.81	53.23		
	Hispanic	RV											RV	RV	RV	RV	RV	65.68		
	Caucasian	100											25	31.25	34.38	9.38	43.75	67.90		
	Economically Disadvantaged	98.72											21.56	40.37	28.44	9.63	38.07	55.72		
	Students with Disabilities	94.29											78.57	14.29	3.57	3.57	7.14	26.74		
	Limited English Proficient	RV											RV	RV	RV	RV	RV			
Number of recently arrived LEP students not assessed in 6th Grade Literacy			RV					RV					RV					RV		
	Female	100											9.47	38.95	36.84	14.74	51.58			
	Male	97.81											30.89	41.46	21.95	5.69	27.64			
	Migrant	RV											RV	RV	RV	RV	RV			

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO) 52.31					2012 AMO 56.28									
Combined Population	99.15										27.98	28.44	27.52	16.06	43.58
TAGG	99.15										27.98	28.44	27.52	16.06	43.58
African American	98.96										27.47	28.02	28.57	15.93	44.51
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										31.25	31.25	21.88	15.62	37.5
Economically Disadvantaged	99.15										27.98	28.44	27.52	16.06	43.58
Students with Disabilities	94.29										89.29	0	7.14	3.57	10.71
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										18.95	34.74	26.32	20	46.32
Male	98.54										34.96	23.58	28.46	13.01	41.46
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO) 46.86					2012 AMO 51.29									
Combined Population	100										14.55	38.03	30.52	16.9	47.42
TAGG	100										14.55	38.03	30.52	16.9	47.42
African American	100										14.92	40.88	29.28	14.92	44.2
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										10.34	20.69	37.93	31.03	68.97
Economically Disadvantaged	100										14.55	38.03	30.52	16.9	47.42
Students with Disabilities	100										65.22	30.43	4.35	0	4.35
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy	RV					RV					RV				
Female	100										10.53	33.33	35.09	21.05	56.14
Male	100										19.19	43.43	25.25	12.12	37.37
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>7th Grade Mathematics</b>	Annual Measurable Objective (AMO)					2012 AMO									
					52.31					56.28					
Combined Population	100										34.74	21.6	30.52	13.15	43.66
TAGG	100										34.74	21.6	30.52	13.15	43.66
African American	100										37.02	23.76	29.28	9.94	39.23
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										17.24	10.34	37.93	34.48	72.41
Economically Disadvantaged	100										34.74	21.6	30.52	13.15	43.66
Students with Disabilities	100										82.61	13.04	4.35	0	4.35
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										30.7	18.42	34.21	16.67	50.88
Male	100										39.39	25.25	26.26	9.09	35.35
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Science</b>															
Combined Population	100										61.5	27.7	7.98	2.82	10.8
TAGG	100										61.5	27.7	7.98	2.82	10.8
African American	100										66.85	24.31	6.63	2.21	8.84
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										24.14	51.72	17.24	6.9	24.14
Economically Disadvantaged	100										61.5	27.7	7.98	2.82	10.8
Students with Disabilities	100										95.65	4.35	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										60.53	28.95	7.89	2.63	10.53
Male	100										62.63	26.26	8.08	3.03	11.11
Migrant	RV										RV	RV	RV	RV	RV
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Download 2012 School Report Card for 2012 Benchmark Results															

INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>	Annual Measurable Objective (AMO)					46.86	2012 AMO					51.29			
Combined Population	99.12										14.62	30.66	40.09	14.62	54.72
TAGG	99.12										14.62	30.66	40.09	14.62	54.72
African American	98.89										14.97	37.13	38.32	9.58	47.9
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										15	7.5	50	27.5	77.5
Economically Disadvantaged	99.12										14.62	30.66	40.09	14.62	54.72
Students with Disabilities	96.67										76.19	19.05	4.76	0	4.76
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy															
Female	99.09										12.62	22.33	46.6	18.45	65.05
Male	99.15										16.51	38.53	33.94	11.01	44.95
Migrant	RV										RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>	Annual Measurable Objective (AMO)					52.31	2012 AMO					56.28			
Combined Population	99.12										33.02	24.06	35.38	7.55	42.92
TAGG	99.12										33.02	24.06	35.38	7.55	42.92
African American	98.89										37.13	24.55	34.13	4.19	38.32
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										20	22.5	35	22.5	57.5
Economically Disadvantaged	99.12										33.02	24.06	35.38	7.55	42.92
Students with Disabilities	96.67										76.19	4.76	19.05	0	19.05
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.09										34.95	23.3	36.89	4.85	41.75
Male	99.15										31.19	24.77	33.94	10.09	44.04
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>	Annual Measurable Objective (AMO)					52.31	2012 AMO					56.28			
Combined Population	98.44										12.02	37.34	39.06	11.59	50.64
TAGG	98.44										12.02	37.34	39.06	11.59	50.64
African American	98.52										13.11	41.53	38.8	6.56	45.36
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.87										8.89	22.22	37.78	31.11	68.89
Economically Disadvantaged	98.44										12.02	37.34	39.06	11.59	50.64
Students with Disabilities	96.88										30.77	46.15	23.08	0	23.08
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	98.46										10.4	34.4	48	7.2	55.2
Male	98.41										13.89	40.74	28.7	16.67	45.37
Migrant	RV										RV	RV	RV	RV	RV
<b>EOC Geometry</b>	Annual Measurable Objective (AMO)					52.31	2012 AMO					56.28			
Combined Population	97.22										18.71	49.64	25.9	5.76	31.65
TAGG	97.22										18.71	49.64	25.9	5.76	31.65
African American	97.46										19.3	51.75	26.32	2.63	28.95
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	95.45										19.05	33.33	23.81	23.81	47.62
Economically Disadvantaged	97.22										18.71	49.64	25.9	5.76	31.65
Students with Disabilities	90.91										30	70	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										10.81	52.7	32.43	4.05	36.49
Male	94.29										27.69	46.15	18.46	7.69	26.15
Migrant	RV										RV	RV	RV	RV	RV
						Download 2011 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results				

INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Biology</b>															
Combined Population											58.01	35.91	6.08	0	6.08
TAGG											57.54	36.31	6.15	0	6.15
African American											63.38	33.1	3.52	0	3.52
Hispanic											RV	RV	RV	RV	RV
Caucasian											37.14	48.57	14.29	0	14.29
Economically Disadvantaged											57.54	36.31	6.15	0	6.15
Students with Disabilities											91.67	8.33	0	0	0
Limited English Proficient											RV	RV	RV	RV	RV
Female											53.4	39.81	6.8	0	6.8
Male											64.1	30.77	5.13	0	5.13
Migrant											RV	RV	RV	RV	RV
<b>Grade 11 Literacy</b>															
Combined Population											14.1	48.46	29.52	7.93	37.44
TAGG											14.1	48.46	29.52	7.93	37.44
African American											14.59	56.22	24.32	4.86	29.19
Hispanic											RV	RV	RV	RV	RV
Caucasian											10.26	10.26	56.41	23.08	79.49
Economically Disadvantaged											14.1	48.46	29.52	7.93	37.44
Students with Disabilities											62.5	33.33	4.17	0	4.17
Limited English Proficient											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy															
Female											8.62	48.28	32.76	10.34	43.1
Male											19.82	48.65	26.13	5.41	31.53
Migrant											RV	RV	RV	RV	RV

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INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2010-2011				2011-2012				2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12
<b>NAEP Participation Rates</b>										
8th Grade Students with Disabilities (Literacy) = 87.00					8th Grade Students with Disabilities (Literacy) = 83.00					
8th Grade Limited English Proficient (Literacy) = 98.00					8th Grade Limited English Proficient (Literacy) = 96.00					
8th Grade Students with Disabilities (Mathematics) = 88.00					8th Grade Students with Disabilities (Mathematics) = 84.00					
8th Grade Limited English Proficient (Mathematics) = 96.00					8th Grade Limited English Proficient (Mathematics) = 96.00					

INDICATOR: Achievement

	2010-2011				2011-2012				2012-2013			
	School	District	State		School	District	State		School	District	State	
Grade One Reading Comprehension		***	***			***	***			28	56	
Grade One Math Problems		***	***			***	***			35	56	
Grade Two Reading Comprehension		***	***			***	***			33	59	
Grade Two Math Problems		***	***			***	***			33	58	
Grade Three Reading		***	***			***	***			25	51	
Grade Three Math		***	***			***	***			31	55	
Grade Four Reading		***	***			***	***			27	53	
Grade Four Math		***	***			***	***			40	61	
Grade Five Reading		***	***			***	***			22	47	
Grade Five Math		***	***			***	***			31	55	
Grade Five Science		***	***			***	***			28	60	
Grade Six Reading		***	***			***	***			20	46	
Grade Six Math		***	***			***	***			35	55	
Grade Seven Reading		***	***			***	***			25	50	
Grade Seven Math		***	***			***	***			35	54	
Grade Seven Science		***	***			***	***			31	61	
Grade Eight Reading		***	***			***	***			33	53	
Grade Eight Math		***	***			***	***			38	54	
Grade Nine Reading Comprehension		***	***			***	***			23	50	
Grade Nine Math Concepts and Problems		***	***			***	***			26	49	
				Download 2011 School Report Card for 2011 Norm Referenced Test Results	Download 2012 School Report Card for 2012 Norm Referenced Test Results							



INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		***	***		***	***			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		***	***		***	***			1,790
Number of Students Taking ACT in Grades 9-11		***	***		***	***		95	26,174
Number of Students Taking ACT in Grade 12		***	***		***	***		96	18,507
ACT Reading		***	***		***	***		18.20	21.67
ACT English		***	***		***	***		18.58	21.31
ACT Mathematics		***	***		***	***		18.64	20.73
ACT Science		***	***		***	***		18.36	21.04
ACT Composite		***	***		***	***		18.59	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		***	***		***	***		4	897
SAT Critical Reading Mean		***	***		***	***			473
SAT Math Mean		***	***		***	***			472
SAT Writing Mean		***	***		***	***			459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		***	***		***	***		119	24,364
Number of AP Exams Taken		***	***		***	***		169	42,545
Number of AP Exams Scored 3, 4, or 5		***	***		***	***		14	13,296
Number of Students Taking International Baccalaureate Courses		***	***		***	***			219
Download 2011 School Report Card for 2011 College Readiness Results									
Download 2012 School Report Card for 2012 College Readiness Results									

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
<b>Arkansas ESEA Accountability</b>									
Needs Improvement								0	797
Needs Improvement Priority								1	38
Needs Improvement Priority Met Year 1 Exit Criteria								1	4
Needs Improvement Focus								3	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		1	214		0	85			
2 - Schools Approaching Standards (Alert)		1	251		1	232			
3 - Schools Meeting Improvement Standards		2	312		1	349			
4 - Schools Exceeding Improvement Standards		0	183		2	264			
5 - Schools of Excellence for Improvement		1	49		0	76			

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		5	859		4	838		3	783
Accredited-Cited		0	185		1	212		2	249
Accredited-Probationary		0	25		0	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		93.3 %	94.7 %		94.1 %	95.2 %		92.7 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								92.7 %	93.9 %
Attendance Rate African American								93.1 %	94.1 %
Attendance Rate Hispanic								94.0 %	94.5 %
Attendance Rate Caucasian								91.5 %	94.0 %
Attendance Rate Economically Disadvantaged								92.7 %	93.7 %
Attendance Rate Students with Disabilities								91.3 %	94.0 %
Attendance Rate Limited English Proficient								95.1 %	94.8 %

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		4.49 %	2.58 %		3.78 %	2.43 %		5.12 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		71.5 %	79.6 %		76.0 %	84.1 %		77.7 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		71.8 %	74.6 %		70.7 %	79.3 %		80.2 %	80.5 %
Graduation Rate African American		73.2 %	71.4 %		76.3 %	78.1 %		78.9 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		100.0 %	78.0 %		100.0 %	81.8 %
Graduation Rate Caucasian		58.3 %	83.2 %		72.5 %	87.0 %		65.2 %	87.8 %
Graduation Rate Economically Disadvantaged		72.1 %	74.5 %		69.7 %	79.1 %		80.5 %	80.3 %
Graduation Rate Students with Disabilities		64.3 %	73.8 %		74.3 %	79.2 %		78.4 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		100.0 %	77.3 %		100.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		8.09 %	2.51 %
College Remediation Rate		69.2 %	47.8 %		83.3 %	49.4 %		83.3 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		3,175	468,066		3,115	468,656		2,974	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		2	378		---	471
Weapons Incidents		8	711		5	690		14	763
Staff Assaults		12	408		18	436		18	495
Student Assaults		33	1,952		86	1,944		85	2,302

**INDICATOR: Retention**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		12	1,655		15	1,534		17	1,416
Percent of Students Retained at Grade 1		4.80 %	4.40 %		6.41 %	4.09 %		7.26 %	3.82 %
Number of Students Retained at Grade 2		3	633		11	594		4	558
Percent of Students Retained at Grade 2		1.31 %	1.72 %		4.76 %	1.62 %		1.82 %	1.53 %
Number of Students Retained at Grade 3		0	287		0	305		0	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		0.00 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		0	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		1	105		0	84		0	101
Percent of Students Retained at Grade 5		0.42 %	0.29 %		0.00 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		1	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		0.42 %	0.37 %
Number of Students Retained at Grade 7		3	367		1	317		3	296
Percent of Students Retained at Grade 7		1.15 %	1.01 %		0.43 %	0.86 %		1.30 %	0.81 %
Number of Students Retained at Grade 8		11	392		0	253		0	251
Percent of Students Retained at Grade 8		4.60 %	1.08 %		0.00 %	0.70 %		0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		98.9 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		1.8 %	0.9 %
% Teachers with Bachelor's Degree		63.0 %	61.0 %		63.0 %	59.0 %		60.0 %	59.0 %
% Teachers with Master's Degree		34.0 %	39.0 %		33.0 %	40.0 %		38.0 %	40.0 %
% Teachers with Advanced Degree		3.0 %	1.0 %		3.0 %	1.0 %		2.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.0 %	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								Hours of Training	
Joey Astin								23.00	
Sandra Taylor								6.00	
Larry Jayroe								6.00	
Will Harris								6.00	
Pierrie Evans								14.00	
Marvin Metcalf								9.00	
Dion Wilson								3.00	

Percent of Students School Choice	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
		0.00 %	3.34 %		0.00 %	2.90 %		0.00 %	2.68 %



**INDICATOR: School Funding**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		32.6	37.0		32.6	37.2		32.6	37.4
Expenditure Per Student		\$11,383	\$9,315		\$10,762	\$9,379		\$11,064	\$9,324
Average Teacher Salary		\$50,845	\$46,663		\$49,483	\$46,946		\$50,572	\$47,316
Total Expenditures		\$42,616,596	\$5,171,678,766		\$35,631,308	\$5,196,885,067		\$34,986,960	\$5,088,669,535
Instructional Expenditures		\$20,531,463	\$2,508,579,625		\$18,859,076	\$2,485,540,210		\$18,094,202	\$2,472,977,282
Administrative Expenditures		\$2,739,812	\$315,455,818		\$2,696,989	\$317,870,955		\$2,598,012	\$312,346,508
Extracurricular Expenditures		\$832,042	\$165,701,106		\$941,480	\$201,604,356		\$801,982	\$184,520,020
Capital Expenditures		\$6,005,468	\$649,987,805		\$1,303,070	\$608,547,135		\$1,209,834	\$531,101,753
Debt Service Expenditures		\$1,114,114	\$226,232,300		\$1,112,425	\$267,265,988		\$830,120	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		100.0 %	60.0 %		82.3 %	60.5 %		82.4 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

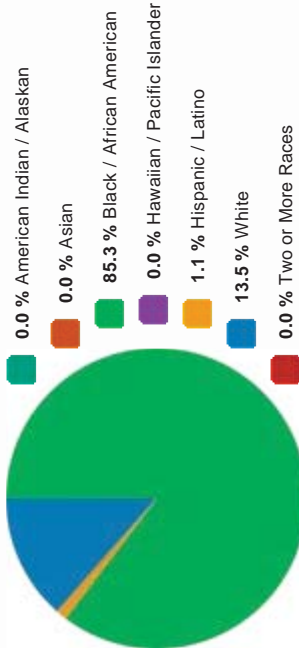
\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

DISTRICT CHARACTERISTICS

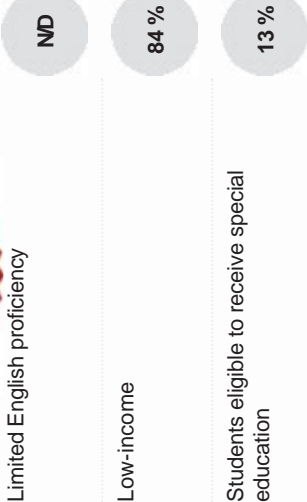
Enrollment	348
Avg. Class Size	10
Avg. years teaching Experience	5
Per pupil spending	
• District avg.	\$14,475
• State avg.	\$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics



INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>	Annual Measurable Objective (AMO) 50.00					2012 AMO 54.17									
Combined Population	100										16.67	29.17	29.17	25	54.17
TAGG	100										16.67	29.17	29.17	25	54.17
African American	100										14.29	33.33	28.57	23.81	52.38
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										16.67	29.17	29.17	25	54.17
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy					RV	RV									
Female	100										9.09	27.27	18.18	45.45	63.64
Male	100										23.08	30.77	38.46	7.69	46.15
Migrant	RV										RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>	Annual Measurable Objective (AMO) 56.25					2012 AMO 59.90									
Combined Population	100										8.33	29.17	41.67	20.83	62.5
TAGG	100										8.33	29.17	41.67	20.83	62.5
African American	100										4.76	33.33	42.86	19.05	61.9
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										8.33	29.17	41.67	20.83	62.5
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										0	27.27	45.45	27.27	72.73
Male	100										15.38	30.77	38.46	15.38	53.85
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					50.00	2012 AMO					54.17			
Combined Population	100										8.33	29.17	41.67	20.83	62.5
TAGG	100										8.33	29.17	41.67	20.83	62.5
African American	100										5	35	45	15	60
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										8.33	29.17	41.67	20.83	62.5
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy															
					RV					RV					RV
Female	100										0	35.71	28.57	35.71	64.29
Male	100										20	20	60	0	60
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					56.25	2012 AMO					59.90			
Combined Population	100										29.17	20.83	37.5	12.5	50
TAGG	100										29.17	20.83	37.5	12.5	50
African American	100										30	25	30	15	45
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										29.17	20.83	37.5	12.5	50
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										28.57	28.57	28.57	14.29	42.86
Male	100										30	10	50	10	60
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					50.00	2012 AMO					54.17			
Combined Population	100										6.45	19.35	61.29	12.9	74.19
TAGG	100										6.45	19.35	61.29	12.9	74.19
African American	100										7.69	23.08	57.69	11.54	69.23
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										6.45	19.35	61.29	12.9	74.19
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
Female	100										5.88	17.65	64.71	11.76	76.47
Male	100										7.14	21.43	57.14	14.29	71.43
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					56.25	2012 AMO					59.90			
Combined Population	100										58.06	6.45	32.26	3.23	35.48
TAGG	100										58.06	6.45	32.26	3.23	35.48
African American	100										61.54	7.69	26.92	3.85	30.77
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										58.06	6.45	32.26	3.23	35.48
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										47.06	5.88	47.06	0	47.06
Male	100										71.43	7.14	14.29	7.14	21.43
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Science</b>															
Combined Population											29.03	54.84	9.68	6.45	16.13
TAGG											29.03	54.84	9.68	6.45	16.13
African American											34.62	50	7.69	7.69	15.38
Hispanic											RV	RV	RV	RV	RV
Caucasian											RV	RV	RV	RV	RV
Economically Disadvantaged											29.03	54.84	9.68	6.45	16.13
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Female											23.53	58.82	17.65	0	17.65
Male											35.71	50	0	14.29	14.29
Migrant											RV	RV	RV	RV	RV
<b>6th Grade Literacy</b>															
	Annual Measurable Objective (AMO)					2012 AMO					54.17				
Combined Population											5.56	44.44	33.33	16.67	50
TAGG											5.56	44.44	33.33	16.67	50
African American											6.25	50	25	18.75	43.75
Hispanic											RV	RV	RV	RV	RV
Caucasian											RV	RV	RV	RV	RV
Economically Disadvantaged											5.56	44.44	33.33	16.67	50
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 6th Grade Literacy															
	RV					RV					RV				
Female											0	50	40	10	50
Male											RV	RV	RV	RV	RV
Migrant											RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO) 56.25					2012 AMO 59.90									
Combined Population	100										22.22	38.89	16.67	22.22	38.89
TAGG	100										22.22	38.89	16.67	22.22	38.89
African American	100										25	37.5	18.75	18.75	37.5
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										22.22	38.89	16.67	22.22	38.89
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										20	40	20	20	40
Male	RV										RV	RV	RV	RV	RV
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO) 50.00					2012 AMO 54.17									
Combined Population	93.33										3.57	21.43	53.57	21.43	75
TAGG	93.33										3.57	21.43	53.57	21.43	75
African American	91.3										4.76	14.29	57.14	23.81	80.95
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	93.33										3.57	21.43	53.57	21.43	75
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy	RV					RV					RV				
Female	92.86										0	15.38	53.85	30.77	84.62
Male	93.75										6.67	26.67	53.33	13.33	66.67
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
7th Grade Mathematics	Annual Measurable Objective (AMO)					56.25	2012 AMO					59.90			
Combined Population	93.33										14.29	46.43	32.14	7.14	39.29
TAGG	93.33										14.29	46.43	32.14	7.14	39.29
African American	91.3										19.05	42.86	28.57	9.52	38.1
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	93.33										14.29	46.43	32.14	7.14	39.29
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	92.86										15.38	46.15	30.77	7.69	38.46
Male	93.75										13.33	46.67	33.33	6.67	40
Migrant	RV										RV	RV	RV	RV	RV
7th Grade Science															
Combined Population	93.33										57.14	39.29	3.57	0	3.57
TAGG	93.33										57.14	39.29	3.57	0	3.57
African American	91.3										66.67	28.57	4.76	0	4.76
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	93.33										57.14	39.29	3.57	0	3.57
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	92.86										53.85	38.46	7.69	0	7.69
Male	93.75										60	40	0	0	0
Migrant	RV										RV	RV	RV	RV	RV
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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>	Annual Measurable Objective (AMO)					50.00	2012 AMO					54.17			
Combined Population	95.45										18.75	0	68.75	12.5	81.25
TAGG	95.45										18.75	0	68.75	12.5	81.25
African American	94.12										25	0	75	0	75
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.45										18.75	0	68.75	12.5	81.25
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy															
Female	RV					RV					RV	RV	RV	RV	RV
Male	92.31										27.27	0	63.64	9.09	72.73
Migrant	RV										RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>	Annual Measurable Objective (AMO)					56.25	2012 AMO					59.90			
Combined Population	95.45										25	37.5	37.5	0	37.5
TAGG	95.45										25	37.5	37.5	0	37.5
African American	94.12										33.33	41.67	25	0	25
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.45										25	37.5	37.5	0	37.5
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	RV										RV	RV	RV	RV	RV
Male	92.31										36.36	18.18	45.45	0	45.45
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013		2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>		Annual Measurable Objective (AMO)					2012 AMO									
						56.25										
	93.94											3.7	14.81	55.56	25.93	81.48
Combined Population																
TAGG	93.94											3.85	15.38	53.85	26.92	80.77
African American	96.77											3.85	15.38	57.69	23.08	80.77
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	93.94											3.85	15.38	53.85	26.92	80.77
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	94.44											7.14	0	64.29	28.57	92.86
Male	93.33											0	30.77	46.15	23.08	69.23
Migrant	RV											RV	RV	RV	RV	RV
<b>EOC Geometry</b>		Annual Measurable Objective (AMO)					2012 AMO									
						56.25										
	84.62											9.09	54.55	36.36	0	36.36
Combined Population																
TAGG	84.62											9.09	54.55	36.36	0	36.36
African American	90.91											10	50	40	0	40
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	84.62											9.09	54.55	36.36	0	36.36
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	RV											RV	RV	RV	RV	RV
Male	RV											RV	RV	RV	RV	RV
Migrant	RV											RV	RV	RV	RV	RV
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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Biology</b>															
Combined Population	100										36	48	12	4	16
TAGG	100										36	48	12	4	16
African American	100										33.33	57.14	9.52	0	9.52
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	100										36	48	12	4	16
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										28.57	57.14	14.29	0	14.29
Male	100										45.45	36.36	9.09	9.09	18.18
Migrant	RV										RV	RV	RV	RV	RV
<b>Grade 11 Literacy</b>		Annual Measurable Objective (AMO)				50.00		2012 AMO				54.17			AMO
Combined Population	79.41											8	48	40	44
TAGG	79.41											8.7	47.83	39.13	43.48
African American	75.86											10	60	30	30
Hispanic	RV											RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV
Economically Disadvantaged	79.41											8.7	47.83	39.13	43.48
Students with Disabilities	RV											RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy						RV				RV					RV
Female	88.89											0	53.33	40	46.67
Male	68.75											20	40	40	40
Migrant	RV											RV	RV	RV	RV

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**INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth**

	2010-2011				2011-2012				2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12
<b>NAEP Participation Rates</b>										
8th Grade Students with Disabilities (Literacy) = 87.00					8th Grade Students with Disabilities (Literacy) = 83.00					
8th Grade Limited English Proficient (Literacy) = 98.00					8th Grade Limited English Proficient (Literacy) = 96.00					
8th Grade Students with Disabilities (Mathematics) = 88.00					8th Grade Students with Disabilities (Mathematics) = 84.00					
8th Grade Limited English Proficient (Mathematics) = 96.00					8th Grade Limited English Proficient (Mathematics) = 96.00					

**INDICATOR: Achievement**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		***	***		***	***		26	56
Grade One Math Problems		***	***		***	***		21	56
Grade Two Reading Comprehension		***	***		***	***		15	59
Grade Two Math Problems		***	***		***	***		19	58
Grade Three Reading		***	***		***	***		22	51
Grade Three Math		***	***		***	***		31	55
Grade Four Reading		***	***		***	***		22	53
Grade Four Math		***	***		***	***		33	61
Grade Five Reading		***	***		***	***		22	47
Grade Five Math		***	***		***	***		25	55
Grade Five Science		***	***		***	***		31	60
Grade Six Reading		***	***		***	***		22	46
Grade Six Math		***	***		***	***		35	55
Grade Seven Reading		***	***		***	***		38	50
Grade Seven Math		***	***		***	***		34	54
Grade Seven Science		***	***		***	***		31	61
Grade Eight Reading		***	***		***	***		29	53
Grade Eight Math		***	***		***	***		30	54
Grade Nine Reading Comprehension		***	***		***	***		24	50
Grade Nine Math Concepts and Problems		***	***		***	***		35	49
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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		---	---		---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---			1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		9	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		25	18,507
ACT Reading		---	---		---	---		15.53	21.67
ACT English		---	---		---	---		13.86	21.31
ACT Mathematics		---	---		---	---		16.33	20.73
ACT Science		---	---		---	---		15.93	21.04
ACT Composite		---	---		---	---		15.66	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		---	---		---	---		0	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		16	24,364
Number of AP Exams Taken		---	---		---	---		19	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		0	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219
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**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
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<b>Arkansas ESEA Accountability</b>									
Needs Improvement								0	797
Needs Improvement Priority								1	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								1	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		0	214		1	85			
2 - Schools Approaching Standards (Alert)		2	251		0	232			
3 - Schools Meeting Improvement Standards		0	312		1	349			
4 - Schools Exceeding Improvement Standards		0	183		0	264			
5 - Schools of Excellence for Improvement		0	49		0	76			

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		1	859		2	838		2	783
Accredited-Cited		1	185		0	212		0	249
Accredited-Probationary		0	25		0	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		91.7 %	94.7 %		93.4 %	95.2 %		95.3 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								95.3 %	93.9 %
Attendance Rate African American								95.9 %	94.1 %
Attendance Rate Hispanic								95.2 %	94.5 %
Attendance Rate Caucasian								93.5 %	94.0 %
Attendance Rate Economically Disadvantaged								95.3 %	93.7 %
Attendance Rate Students with Disabilities								95.3 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		8.07 %	2.58 %		7.22 %	2.43 %		1.78 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		80.0 %	79.6 %		72.1 %	84.1 %		86.1 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		81.6 %	74.6 %		72.1 %	79.3 %		85.7 %	80.5 %
Graduation Rate African American		82.4 %	71.4 %		76.3 %	78.1 %		84.6 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		0.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		60.0 %	83.2 %		40.0 %	87.0 %		100.0 %	87.8 %
Graduation Rate Economically Disadvantaged		81.6 %	74.5 %		72.1 %	79.1 %		85.7 %	80.3 %
Graduation Rate Students with Disabilities		71.4 %	73.8 %		75.0 %	79.2 %		80.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		5.41 %	2.51 %
College Remediation Rate		100.0 %	47.8 %		93.8 %	49.4 %		72.7 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		424	468,066		396	468,656		348	471,867

**INDICATOR: School Environment**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		1	378		2	471
Weapons Incidents		---	711		---	690		3	763
Staff Assaults		---	408		1	436		4	495
Student Assaults		5	1,952		7	1,944		7	2,302

## INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		1	1,655		0	1,534		0	1,416
Percent of Students Retained at Grade 1		3.13 %	4.40 %		0.00 %	4.09 %		0.00 %	3.82 %
Number of Students Retained at Grade 2		0	633		0	594		0	558
Percent of Students Retained at Grade 2		0.00 %	1.72 %		0.00 %	1.62 %		0.00 %	1.53 %
Number of Students Retained at Grade 3		4	287		2	305		0	240
Percent of Students Retained at Grade 3		9.30 %	0.78 %		6.67 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		4	148		0	141		1	114
Percent of Students Retained at Grade 4		18.18 %	0.40 %		0.00 %	0.38 %		4.17 %	0.32 %
Number of Students Retained at Grade 5		2	105		0	84		0	101
Percent of Students Retained at Grade 5		5.56 %	0.29 %		0.00 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		0	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		0.00 %	0.37 %
Number of Students Retained at Grade 7		0	367		0	317		0	296
Percent of Students Retained at Grade 7		0.00 %	1.01 %		0.00 %	0.86 %		0.00 %	0.81 %
Number of Students Retained at Grade 8		0	392		0	253		0	251
Percent of Students Retained at Grade 8		0.00 %	1.08 %		0.00 %	0.70 %		0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		98.3 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		1.7 %	0.9 %
% Teachers with Bachelor's Degree		76.0 %	61.0 %		65.0 %	59.0 %		63.0 %	59.0 %
% Teachers with Master's Degree		24.0 %	39.0 %		35.0 %	40.0 %		34.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		0.0 %	1.0 %		2.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.0 %	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								<b>Hours of Training</b>	
Donnie Mooney								6.00	
Rudolph Robinson								17.50	
Hudie Hardaway								17.00	
Earnestine Jackson								16.00	
Lethia Cupples								9.00	
Lincoln Barnett								6.00	
Johnnie Ware*								3.00	

Percent of Students School Choice	2010-2011			2011-2012			2012-2013		
	School	District		State		School	District		State
		0.00 %		3.34 %			0.00 %		2.90 %
							0.00 %		2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.4	37.0		39.4	37.2		39.4	37.4
Expenditure Per Student		\$15,558	\$9,315		\$14,466	\$9,379		\$14,475	\$9,324
Average Teacher Salary		\$50,031	\$46,663		\$36,574	\$46,946		\$41,315	\$47,316
Total Expenditures		\$6,304,707	\$5,171,678,766		\$5,566,120	\$5,196,885,067		\$5,135,712	\$5,088,669,535
Instructional Expenditures		\$3,151,718	\$2,508,579,625		\$2,912,106	\$2,485,540,210		\$2,810,074	\$2,472,977,282
Administrative Expenditures		\$791,270	\$315,455,818		\$487,953	\$317,870,955		\$476,567	\$312,346,508
Extracurricular Expenditures		\$122,608	\$165,701,106		\$132,760	\$201,604,356		\$93,691	\$184,520,020
Capital Expenditures		\$131,693	\$649,987,805		\$71,001	\$608,547,135		\$104,172	\$531,101,753
Debt Service Expenditures		\$126,128	\$226,232,300		\$78,895	\$267,265,988		\$92,920	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		100.0 %	60.0 %		100.0 %	60.5 %		83.6 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.



Lee County School District

District Report Card 2012-2013  
188 W. Chestnut St. | Marianna , AR 72360  
870-295-7100

Superintendent

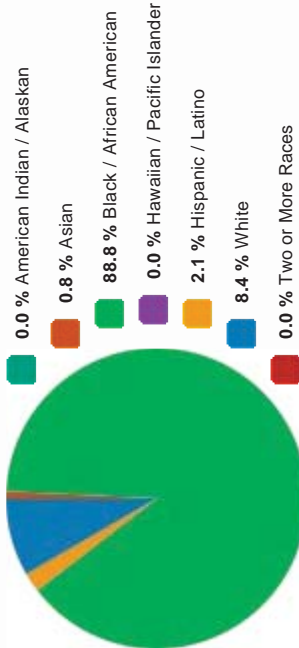
Willie Murdock

DISTRICT CHARACTERISTICS

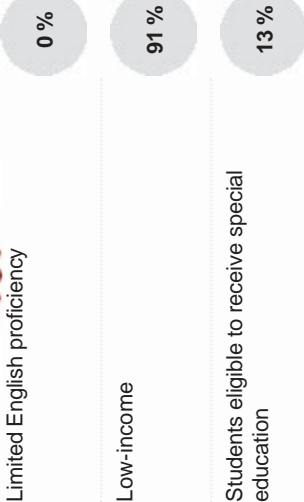
Enrollment	920
Avg. Class Size	16
Avg. years teaching Experience	12
Per pupil spending	
• District avg.	\$12,785
• State avg.	\$9,324
School Choice Transfers	0

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics



INDICATOR: Achievement

3rd Grade Literacy	Tested 2012-2013	2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
		Annual Measurable Objective (AMO)					44.40					2012 AMO	49.03			
Combined Population	100											21.82	21.82	34.55	21.82	56.36
TAGG	100											21.82	21.82	34.55	21.82	56.36
African American	100											22.45	22.45	34.69	20.41	55.1
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											21.82	21.82	34.55	21.82	56.36
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						RV					RV					RV
Female	100											20	15	40	25	65
Male	100											22.86	25.71	31.43	20	51.43
Migrant	RV											RV	RV	RV	RV	RV
		Annual Measurable Objective (AMO)					48.24					2012 AMO	52.55			
3rd Grade Mathematics																AMO
Combined Population	100											16.36	23.64	47.27	12.73	60
TAGG	100											16.36	23.64	47.27	12.73	60
African American	100											16.33	24.49	44.9	14.29	59.18
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											16.36	23.64	47.27	12.73	60
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											5	35	50	10	60
Male	100											22.86	17.14	45.71	14.29	60
Migrant	RV											RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					44.40	2012 AMO					49.03			
Combined Population	95.71										6.67	23.33	43.33	26.67	70
TAGG	95.65										5.17	24.14	44.83	25.86	70.69
African American	95										5.88	25.49	45.1	23.53	68.63
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.65										5.17	24.14	44.83	25.86	70.69
Students with Disabilities	100										10	60	30	0	30
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy															
Female	100										3.7	25.93	40.74	29.63	70.37
Male	92.31										6.45	22.58	48.39	22.58	70.97
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					48.24	2012 AMO					52.55			
Combined Population	95.71										21.67	13.33	31.67	33.33	65
TAGG	95.65										22.41	12.07	32.76	32.76	65.52
African American	95										23.53	11.76	35.29	29.41	64.71
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.65										22.41	12.07	32.76	32.76	65.52
Students with Disabilities	100										60	20	20	0	20
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										22.22	18.52	33.33	25.93	59.26
Male	92.31										22.58	6.45	32.26	38.71	70.97
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					44.40	2012 AMO					49.03			
Combined Population	98.41										18.33	38.33	31.67	11.67	43.33
TAGG	98.41										18.64	38.98	32.2	10.17	42.37
African American	98.28										20	38.18	32.73	9.09	41.82
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	98.41										18.64	38.98	32.2	10.17	42.37
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
					RV					RV					
Female	100										6.67	43.33	40	10	50
Male	96.67										31.03	34.48	24.14	10.34	34.48
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					48.24	2012 AMO					52.55			
Combined Population	98.41										63.33	21.67	13.33	1.67	15
TAGG	98.41										62.71	22.03	13.56	1.69	15.25
African American	98.28										63.64	23.64	12.73	0	12.73
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	98.41										62.71	22.03	13.56	1.69	15.25
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										56.67	26.67	13.33	3.33	16.67
Male	96.67										68.97	17.24	13.79	0	13.79
Migrant	RV										RV	RV	RV	RV	RV

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## INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Science</b>															
Combined Population											42.37	45.76	11.86	0	11.86
TAGG											43.1	44.83	12.07	0	12.07
African American											42.59	46.3	11.11	0	11.11
Hispanic											RV	RV	RV	RV	RV
Caucasian											RV	RV	RV	RV	RV
Economically Disadvantaged											43.1	44.83	12.07	0	12.07
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Female											40	46.67	13.33	0	13.33
Male											46.43	42.86	10.71	0	10.71
Migrant											RV	RV	RV	RV	RV
<b>6th Grade Literacy</b>															
	Annual Measurable Objective (AMO)					2012 AMO					49.03				
Combined Population											11.29	37.1	40.32	11.29	51.61
TAGG											11.86	38.98	37.29	11.86	49.15
African American											11.11	38.89	37.04	12.96	50
Hispanic											RV	RV	RV	RV	RV
Caucasian											RV	RV	RV	RV	RV
Economically Disadvantaged											11.86	38.98	37.29	11.86	49.15
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 6th Grade Literacy															
	RV					RV					RV				
Female											6.67	33.33	46.67	13.33	60
Male											17.24	44.83	27.59	10.34	37.93
Migrant											RV	RV	RV	RV	RV

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**INDICATOR: Achievement**

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO)					48.24	2012 AMO					52.55			
Combined Population	95.45										20.97	29.03	30.65	19.35	50
TAGG	95.45										22.03	30.51	28.81	18.64	47.46
African American	96.67										22.22	29.63	27.78	20.37	48.15
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	95.45										22.03	30.51	28.81	18.64	47.46
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	93.94										16.67	30	33.33	20	53.33
Male	96.97										27.59	31.03	24.14	17.24	41.38
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO)					44.40	2012 AMO					49.03			
Combined Population	97.47										14.67	32	41.33	12	53.33
TAGG	97.47										14.67	32	41.33	12	53.33
African American	97.3										15.71	31.43	41.43	11.43	52.86
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	97.47										14.67	32	41.33	12	53.33
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy						RV						RV			
Female	97.62										7.5	27.5	50	15	65
Male	97.3										22.86	37.14	31.43	8.57	40
Migrant	RV										RV	RV	RV	RV	RV

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**INDICATOR: Achievement**

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>7th Grade Mathematics</b>	Annual Measurable Objective (AMO)					2012 AMO					52.55				
Combined Population	97.47										36	24	29.33	10.67	40
TAGG	97.47										36	24	29.33	10.67	40
African American	97.3										37.14	22.86	31.43	8.57	40
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	97.47										36	24	29.33	10.67	40
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	97.62										27.5	22.5	42.5	7.5	50
Male	97.3										45.71	25.71	14.29	14.29	28.57
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Science</b>															
Combined Population	97.47										57.33	32	8	2.67	10.67
TAGG	97.47										57.33	32	8	2.67	10.67
African American	97.3										58.57	32.86	7.14	1.43	8.57
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	97.47										57.33	32	8	2.67	10.67
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	97.62										55	37.5	7.5	0	7.5
Male	97.3										60	25.71	8.57	5.71	14.29
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

	Tested 2012-2013	2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>		Annual Measurable Objective (AMO)					44.40	2012 AMO					49.03			
Combined Population	98.55											11.29	35.48	40.32	12.9	53.23
TAGG	98.55											11.29	35.48	40.32	12.9	53.23
African American	98.39											9.09	36.36	43.64	10.91	54.55
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	98.55											11.29	35.48	40.32	12.9	53.23
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy							RV									
Female	100											11.11	30.56	47.22	11.11	58.33
Male	96.67											11.54	42.31	30.77	15.38	46.15
Migrant	RV											RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>		Annual Measurable Objective (AMO)					48.24	2012 AMO					52.55			
Combined Population	98.55											37.1	16.13	40.32	6.45	46.77
TAGG	98.55											37.1	16.13	40.32	6.45	46.77
African American	98.39											36.36	16.36	43.64	3.64	47.27
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	98.55											37.1	16.13	40.32	6.45	46.77
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											41.67	19.44	38.89	0	38.89
Male	96.67											30.77	11.54	42.31	15.38	57.69
Migrant	RV											RV	RV	RV	RV	RV

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**INDICATOR: Achievement**

Tested 2012-2013		2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>		Annual Measurable Objective (AMO)					2012 AMO									
						48.24										
Combined Population	92.54											6.78	35.59	50.85	6.78	57.63
TAGG	92.42											6.9	36.21	50	6.9	56.9
African American	92.06											3.64	38.18	50.91	7.27	58.18
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	92.42											6.9	36.21	50	6.9	56.9
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	94.44											12.5	40.62	46.88	0	46.88
Male	90.32											0	30.77	57.69	11.54	69.23
Migrant	RV											RV	RV	RV	RV	RV
<b>EOC Geometry</b>		Annual Measurable Objective (AMO)					2012 AMO									
						48.24										
Combined Population	100											7.27	36.36	47.27	9.09	56.36
TAGG	100											7.27	36.36	47.27	9.09	56.36
African American	100											6.25	33.33	50	10.42	60.42
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	RV											RV	RV	RV	RV	RV
Economically Disadvantaged	100											7.27	36.36	47.27	9.09	56.36
Students with Disabilities	RV											RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											3.33	43.33	50	3.33	53.33
Male	100											12	28	44	16	60
Migrant	RV											RV	RV	RV	RV	RV
		Download 2011 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results									

## INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Biology</b>															
Combined Population	98.55										49.06	39.62	11.32	0	11.32
TAGG	98.55										49.06	39.62	11.32	0	11.32
African American	100										46	42	12	0	12
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	98.55										49.06	39.62	11.32	0	11.32
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										43.33	50	6.67	0	6.67
Male	96.97										56.52	26.09	17.39	0	17.39
Migrant	RV										RV	RV	RV	RV	RV
<b>Grade 11 Literacy</b>		Annual Measurable Objective (AMO)							2012 AMO	49.03					AMO
Combined Population	98.67										15.49	47.89	35.21	1.41	36.62
TAGG	98.67										15.49	47.89	35.21	1.41	36.62
African American	98.55										13.85	47.69	36.92	1.54	38.46
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	RV										RV	RV	RV	RV	RV
Economically Disadvantaged	98.67										15.49	47.89	35.21	1.41	36.62
Students with Disabilities	90										80	20	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy										RV					RV
Female	100										14.71	35.29	47.06	2.94	50
Male	97.3										18.75	53.12	28.12	0	28.12
Migrant	RV										RV	RV	RV	RV	RV

Download 2011 School Report Card for 2011 Benchmark Results

Download 2012 School Report Card for 2012 Benchmark Results

**INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth**

	2010-2011			2011-2012			2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12
<b>NAEP Participation Rates</b>										
8th Grade Students with Disabilities (Literacy) = 87.00					8th Grade Students with Disabilities (Literacy) = 83.00					
8th Grade Limited English Proficient (Literacy) = 98.00					8th Grade Limited English Proficient (Literacy) = 96.00					
8th Grade Students with Disabilities (Mathematics) = 88.00					8th Grade Students with Disabilities (Mathematics) = 84.00					
8th Grade Limited English Proficient (Mathematics) = 96.00					8th Grade Limited English Proficient (Mathematics) = 96.00					

**INDICATOR: Achievement**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		***	***		***	***		41	56
Grade One Math Problems		***	***		***	***		54	56
Grade Two Reading Comprehension		***	***		***	***		34	59
Grade Two Math Problems		***	***		***	***		33	58
Grade Three Reading		***	***		***	***		21	51
Grade Three Math		***	***		***	***		24	55
Grade Four Reading		***	***		***	***		26	53
Grade Four Math		***	***		***	***		37	61
Grade Five Reading		***	***		***	***		14	47
Grade Five Math		***	***		***	***		15	55
Grade Five Science		***	***		***	***		20	60
Grade Six Reading		***	***		***	***		17	46
Grade Six Math		***	***		***	***		23	55
Grade Seven Reading		***	***		***	***		22	50
Grade Seven Math		***	***		***	***		33	54
Grade Seven Science		***	***		***	***		25	61
Grade Eight Reading		***	***		***	***		27	53
Grade Eight Math		***	***		***	***		36	54
Grade Nine Reading Comprehension		***	***		***	***		23	50
Grade Nine Math Concepts and Problems		***	***		***	***		28	49
			Download 2011 School Report Card for 2011 Norm Referenced Test Results				Download 2012 School Report Card for 2012 Norm Referenced Test Results		

**INDICATOR: Achievement**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		---	---		---	---		51	6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								Y	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---			1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		62	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		31	18,507
ACT Reading		---	---		---	---		17.87	21.67
ACT English		---	---		---	---		17.95	21.31
ACT Mathematics		---	---		---	---		18.75	20.73
ACT Science		---	---		---	---		17.90	21.04
ACT Composite		---	---		---	---		18.26	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		---	---		---	---		1	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		37	24,364
Number of AP Exams Taken		---	---		---	---		45	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		0	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219
<div> <div>Download 2011 School Report Card for 2011 College Readiness Results</div> <div>Download 2012 School Report Card for 2012 College Readiness Results</div> </div>									

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
<b>Arkansas ESEA Accountability</b>									
Needs Improvement								0	797
Needs Improvement Priority								3	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		1	214		0	85			
2 - Schools Approaching Standards (Alert)		0	251		0	232			
3 - Schools Meeting Improvement Standards		2	312		2	349			
4 - Schools Exceeding Improvement Standards		0	183		1	264			
5 - Schools of Excellence for Improvement		0	49		0	76			
<b>137</b>									



**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		3	859		1	838		1	783
Accredited-Cited		0	185		1	212		1	249
Accredited-Probationary		0	25		1	18		1	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		93.2 %	94.7 %		92.8 %	95.2 %		90.1 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								90.1 %	93.9 %
Attendance Rate African American								91.6 %	94.1 %
Attendance Rate Hispanic								95.1 %	94.5 %
Attendance Rate Caucasian								85.4 %	94.0 %
Attendance Rate Economically Disadvantaged								90.1 %	93.7 %
Attendance Rate Students with Disabilities								88.8 %	94.0 %
Attendance Rate Limited English Proficient								96.9 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		4.67 %	2.58 %		5.37 %	2.43 %		7.34 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		79.8 %	79.6 %		74.1 %	84.1 %		64.2 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		79.8 %	74.6 %		75.2 %	79.3 %		66.7 %	80.5 %
Graduation Rate African American		81.6 %	71.4 %		74.3 %	78.1 %		66.7 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		100.0 %	78.0 %		100.0 %	81.8 %
Graduation Rate Caucasian		50.0 %	83.2 %		50.0 %	87.0 %		42.9 %	87.8 %
Graduation Rate Economically Disadvantaged		79.8 %	74.5 %		75.2 %	79.1 %		66.7 %	80.3 %
Graduation Rate Students with Disabilities		78.6 %	73.8 %		83.3 %	79.2 %		80.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		0 %	2.51 %
College Remediation Rate		82.4 %	47.8 %		67.6 %	49.4 %		81.8 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		995	468,066		951	468,656		920	471,867

**INDICATOR: School Environment**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		N	97.67 %		Y	98.83 %		N	96.89 %
Expulsions		---	505		---	378		---	471
Weapons Incidents		---	711		---	690		---	763
Staff Assaults		---	408		---	436		3	495
Student Assaults		2	1,952		4	1,944		2	2,302

**INDICATOR: Retention**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		3	1,655		9	1,534		1	1,416
Percent of Students Retained at Grade 1		4.76 %	4.40 %		13.85 %	4.09 %		1.39 %	3.82 %
Number of Students Retained at Grade 2		0	633		1	594		0	558
Percent of Students Retained at Grade 2		0.00 %	1.72 %		1.75 %	1.62 %		0.00 %	1.53 %
Number of Students Retained at Grade 3		0	287		12	305		6	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		16.67 %	0.84 %		8.70 %	0.66 %
Number of Students Retained at Grade 4		0	148		1	141		1	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		1.25 %	0.38 %		1.52 %	0.32 %
Number of Students Retained at Grade 5		0	105		0	84		1	101
Percent of Students Retained at Grade 5		0.00 %	0.29 %		0.00 %	0.23 %		1.49 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		2	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		2.99 %	0.37 %
Number of Students Retained at Grade 7		0	367		0	317		0	296
Percent of Students Retained at Grade 7		0.00 %	1.01 %		0.00 %	0.86 %		0.00 %	0.81 %
Number of Students Retained at Grade 8		0	392		0	253		0	251
Percent of Students Retained at Grade 8		0.00 %	1.08 %		0.00 %	0.70 %		0.00 %	0.69 %

**INDICATOR: Teacher Quality**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		97.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.0 %	0.9 %
% Teachers with Bachelor's Degree		70.0 %	61.0 %		64.0 %	59.0 %		63.0 %	59.0 %
% Teachers with Master's Degree		29.0 %	39.0 %		33.0 %	40.0 %		35.0 %	40.0 %
% Teachers with Advanced Degree		1.0 %	1.0 %		3.0 %	1.0 %		1.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		35.6 %	---		0.0 %	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								<b>Hours of Training</b>	
Wayne Williams								6.00	
Tammekia Fractio								21.00	
Kendon Gray								15.00	
Toya Logan								21.00	
Chery Massey								18.00	
Precilla Wade								21.00	
David Waldrip								6.00	

Percent of Students School Choice	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
		0.00 %	3.34 %		0.00 %	2.90 %		0.00 %	2.68 %

**INDICATOR: School Funding**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		26.3	37.0		26.3	37.2		26.3	37.4
Expenditure Per Student		\$13,685	\$9,315		\$12,258	\$9,379		\$12,785	\$9,324
Average Teacher Salary		\$42,032	\$46,663		\$37,259	\$46,946		\$42,669	\$47,316
Total Expenditures		\$16,012,107	\$5,171,678,766		\$11,492,617	\$5,196,885,067		\$11,478,808	\$5,088,669,535
Instructional Expenditures		\$7,176,941	\$2,508,579,625		\$5,860,873	\$2,485,540,210		\$5,456,838	\$2,472,977,282
Administrative Expenditures		\$838,078	\$315,455,818		\$994,844	\$317,870,955		\$592,821	\$312,346,508
Extracurricular Expenditures		\$201,775	\$165,701,106		\$173,057	\$201,604,356		\$228,062	\$184,520,020
Capital Expenditures		\$2,665,132	\$649,987,805		\$45,732	\$608,547,135		\$55,640	\$531,101,753
Debt Service Expenditures		\$82,362	\$226,232,300		\$5,075	\$267,265,988		\$82,917	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		91.7 %	60.0 %		100.0 %	60.5 %		90.5 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

Marion School District

District Report Card 2012-2013  
200 Manor Street | Marion , AR 72364  
870-739-5100

Superintendent

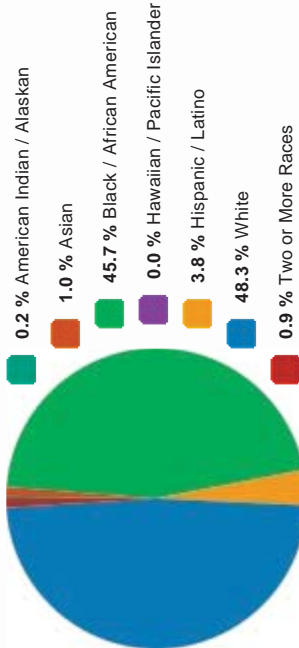
Don Johnston

DISTRICT CHARACTERISTICS

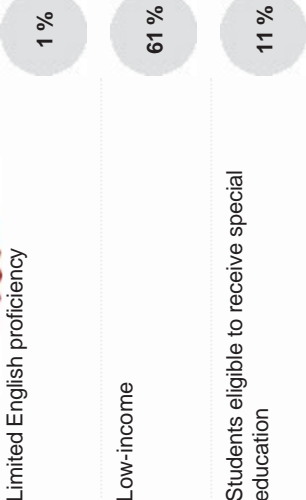
Enrollment	4,110
Avg. Class Size	18
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	\$8,542
• State avg.	\$9,324
School Choice Transfers	16

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics





INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>	Annual Measurable Objective (AMO)					77.38	2012 AMO					79.27			
Combined Population	99.07										7.31	9.97	38.21	44.52	82.72
TAGG	98.68										10.84	11.33	41.87	35.96	77.83
African American	98.56										11.11	11.11	45.24	32.54	77.78
Hispanic	100										0	7.69	38.46	53.85	92.31
Caucasian	100										5.16	9.68	32.26	52.9	85.16
Economically Disadvantaged	98.63										9.55	11.56	42.71	36.18	78.89
Students with Disabilities	97.73										62.96	18.52	14.81	3.7	18.52
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy					RV	RV									
Female	99.32										2.21	7.35	32.35	58.09	90.44
Male	98.85										11.52	12.12	43.03	33.33	76.36
Migrant	RV										RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population	99.38										2.98	8.28	28.81	59.93	88.74
TAGG	99.12										4.41	10.78	33.33	51.47	84.8
African American	98.56										5.56	10.32	36.51	47.62	84.13
Hispanic	100										0	0	30.77	69.23	100
Caucasian	100										1.29	7.74	23.23	67.74	90.97
Economically Disadvantaged	99.09										4	10	34	52	86
Students with Disabilities	97.73										33.33	37.04	18.52	11.11	29.63
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.32										1.47	5.15	30.15	63.24	93.38
Male	99.43										4.22	10.84	27.71	57.23	84.94
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					77.38	2012 AMO					79.27			
Combined Population	98.44										5.15	9.62	41.24	43.99	85.22
TAGG	98.19										7.65	13.27	46.94	32.14	79.08
African American	99.41										5.88	15.03	50.33	28.76	79.08
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.04										4.92	2.46	31.15	61.48	92.62
Economically Disadvantaged	99.51										7.61	13.04	47.83	31.52	79.35
Students with Disabilities	91.67										38.89	22.22	27.78	11.11	38.89
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy					RV	RV									
Female	97.55										3.4	10.2	36.05	50.34	86.39
Male	99.37										6.94	9.03	46.53	37.5	84.03
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population	98.44										8.25	13.75	35.74	42.27	78.01
TAGG	98.19										12.24	18.37	37.24	32.14	69.39
African American	99.41										12.42	19.61	40.52	27.45	67.97
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.04										3.28	4.92	31.97	59.84	91.8
Economically Disadvantaged	99.51										10.87	19.02	38.04	32.07	70.11
Students with Disabilities	91.67										50	22.22	13.89	13.89	27.78
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	97.55										6.8	14.97	36.73	41.5	78.23
Male	99.37										9.72	12.5	34.72	43.06	77.78
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					77.38	2012 AMO					79.27			
Combined Population	98.35										3.31	5.51	33.09	58.09	91.18
TAGG	97.51										4.07	8.14	37.21	50.58	87.79
African American	98.46										4.27	6.84	40.17	48.72	88.89
Hispanic	100										8.33	8.33	41.67	41.67	83.33
Caucasian	98.03										1.46	3.65	26.28	68.61	94.89
Economically Disadvantaged	98.95										3.64	7.27	37.58	51.52	89.09
Students with Disabilities	85.19										26.09	47.83	17.39	8.7	26.09
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
Female	98.05										3.6	2.16	26.62	67.63	94.24
Male	98.66										3.01	9.02	39.85	48.12	87.97
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population	98.35										13.24	23.16	40.07	23.53	63.6
TAGG	97.51										16.28	26.74	40.7	16.28	56.98
African American	98.46										21.37	30.77	36.75	11.11	47.86
Hispanic	100										16.67	41.67	25	16.67	41.67
Caucasian	98.03										6.57	14.6	43.8	35.04	78.83
Economically Disadvantaged	98.95										15.76	27.88	40	16.36	56.36
Students with Disabilities	85.19										56.52	17.39	26.09	0	26.09
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	98.05										14.39	20.14	41.73	23.74	65.47
Male	98.66										12.03	26.32	38.35	23.31	61.65
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013						
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District	
5th Grade Science																		
Tested 2012-2013	Combined Population	98.35										4.04	23.53	52.57	19.85	72.43		
	TAGG	97.51										5.81	30.23	50	13.95	63.95		
	African American	98.46										5.98	38.46	47.86	7.69	55.56		
	Hispanic	100										8.33	33.33	50	8.33	58.33		
	Caucasian	98.03										2.19	10.95	56.2	30.66	86.86		
	Economically Disadvantaged	98.95										5.45	30.91	49.7	13.94	63.64		
	Students with Disabilities	85.19										39.13	34.78	26.09	0	26.09		
	Limited English Proficient	RV										RV	RV	RV	RV	RV		
	Female	98.05										3.6	30.22	48.2	17.99	66.19		
	Male	98.66										4.51	16.54	57.14	21.8	78.95		
	Migrant	RV										RV	RV	RV	RV	RV		
	6th Grade Literacy		Annual Measurable Objective (AMO)					2012 AMO					79.27					AMO
	Combined Population	99.38										4.55	22.73	36.69	36.04	72.73	81.15	
	TAGG	99.53										7.11	30.96	39.09	22.84	61.93	72.97	
	African American	100										7.3	29.93	41.61	21.17	62.77	72.08	
	Hispanic	100										0	33.33	16.67	50	66.67	85.68	
	Caucasian	98.76										2.58	16.13	34.19	47.1	81.29	88.41	
	Economically Disadvantaged	99.51										6.81	30.37	39.79	23.04	62.83	73.66	
	Students with Disabilities	100										31.43	57.14	5.71	5.71	11.43	39.93	
	Limited English Proficient	RV										RV	RV	RV	RV	RV		
	Number of recently arrived LEP students not assessed in 6th Grade Literacy																	RV
	Female	99.33										0.69	15.97	40.28	43.06	83.33		
	Male	99.43										7.93	28.66	33.54	29.88	63.41		
	Migrant	RV										RV	RV	RV	RV	RV		

INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population	99.38										5.52	13.96	35.39	45.13	80.52
TAGG	99.53										8.12	18.78	40.61	32.49	73.1
African American	100										10.22	23.36	35.77	30.66	66.42
Hispanic	100										0	16.67	41.67	41.67	83.33
Caucasian	98.76										1.94	5.81	35.48	56.77	92.26
Economically Disadvantaged	99.51										7.85	18.32	40.84	32.98	73.82
Students with Disabilities	100										22.86	37.14	31.43	8.57	40
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.33										1.39	13.19	37.5	47.92	85.42
Male	99.43										9.15	14.63	33.54	42.68	76.22
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO)					77.38	2012 AMO					79.27			
Combined Population	100										3.37	13.8	42.64	40.18	82.82
TAGG	100										4.57	19.8	44.16	31.47	75.63
African American	100										5.34	18.32	43.51	32.82	76.34
Hispanic	100										0	7.14	57.14	35.71	92.86
Caucasian	100										2.29	10.29	40.57	46.86	87.43
Economically Disadvantaged	100										3.68	20	44.74	31.58	76.32
Students with Disabilities	100										18.92	54.05	16.22	10.81	27.03
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy						RV						RV			
Female	100										3.12	6.88	42.5	47.5	90
Male	100										3.61	20.48	42.77	33.13	75.9
Migrant	RV										RV	RV	RV	RV	RV

INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>7th Grade Mathematics</b>	Annual Measurable Objective (AMO)					2012 AMO					80.35				
Combined Population	100										8.59	11.96	44.48	34.97	79.45
TAGG	100										13.2	15.23	47.72	23.86	71.57
African American	100										12.98	16.03	48.09	22.9	70.99
Hispanic	100										7.14	21.43	42.86	28.57	71.43
Caucasian	100										5.71	8.57	41.14	44.57	85.71
Economically Disadvantaged	100										12.11	14.74	48.42	24.74	73.16
Students with Disabilities	100										37.84	27.03	29.73	5.41	35.14
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										5.62	9.38	48.75	36.25	85
Male	100										11.45	14.46	40.36	33.73	74.1
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Science</b>															
Combined Population	100										25.46	33.74	30.06	10.74	40.8
TAGG	100										33.5	36.55	25.89	4.06	29.95
African American	100										41.98	33.59	19.85	4.58	24.43
Hispanic	100										14.29	50	35.71	0	35.71
Caucasian	100										14.29	32.57	37.14	16	53.14
Economically Disadvantaged	100										33.16	36.84	25.79	4.21	30
Students with Disabilities	100										62.16	24.32	13.51	0	13.51
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										26.25	36.88	27.5	9.38	36.88
Male	100										24.7	30.72	32.53	12.05	44.58
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>	Annual Measurable Objective (AMO)					77.38	2012 AMO					79.27			
Combined Population	99.07										5.16	15.16	34.52	45.16	79.68
TAGG	98.42										7.78	23.89	40	28.33	68.33
African American	98.63										6.62	24.26	34.56	34.56	69.12
Hispanic	100										6.67	6.67	53.33	33.33	86.67
Caucasian	99.35										3.97	7.28	32.45	56.29	88.74
Economically Disadvantaged	98.36										7.47	22.99	40.23	29.31	69.54
Students with Disabilities	96.3										31.03	41.38	20.69	6.9	27.59
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy															
Female	100										1.31	9.8	31.37	57.52	88.89
Male	98.17										8.92	20.38	37.58	33.12	70.7
Migrant	RV										RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population	99.07										15.16	13.55	42.58	28.71	71.29
TAGG	98.42										23.89	17.78	42.22	16.11	58.33
African American	98.63										21.32	19.12	46.32	13.24	59.56
Hispanic	100										13.33	20	40	26.67	66.67
Caucasian	99.35										9.93	7.95	39.74	42.38	82.12
Economically Disadvantaged	98.36										23.56	16.09	43.68	16.67	60.34
Students with Disabilities	96.3										62.07	27.59	6.9	3.45	10.34
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										12.42	9.15	47.71	30.72	78.43
Male	98.17										17.83	17.83	37.58	26.75	64.33
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population											2.56	14.25	45.58	37.61	83.19
TAGG											4.52	20.1	47.24	28.14	75.38
African American											3.7	21.6	51.85	22.84	74.69
Hispanic											RV	RV	RV	RV	RV
Caucasian											0.59	8.28	39.64	51.48	91.12
Economically Disadvantaged											4.64	20.62	45.88	28.87	74.74
Students with Disabilities											0	14.29	71.43	14.29	85.71
Limited English Proficient											RV	RV	RV	RV	RV
Female											1.23	10.49	44.44	43.83	88.27
Male											3.72	17.02	46.81	32.45	79.26
Migrant											RV	RV	RV	RV	RV
<b>EOC Geometry</b>	Annual Measurable Objective (AMO)					78.56	2012 AMO					80.35			
Combined Population											6.99	31.62	38.97	22.43	61.4
TAGG											10.62	38.12	40	11.25	51.25
African American											10.67	43.33	38	8	46
Hispanic											RV	RV	RV	RV	RV
Caucasian											0.9	15.32	43.24	40.54	83.78
Economically Disadvantaged											9.55	38.85	40.13	11.46	51.59
Students with Disabilities											RV	RV	RV	RV	RV
Limited English Proficient											RV	RV	RV	RV	RV
Female											6.96	31.65	37.97	23.42	61.39
Male											6.19	31.86	40.71	21.24	61.95
Migrant											RV	RV	RV	RV	RV
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INDICATOR: Achievement

EOC Biology	Tested 2012-2013	2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
Combined Population	98.99											28.72	37.94	29.08	4.26	33.33
TAGG	98.39											39.53	42.44	16.86	1.16	18.02
African American	98.22											42.04	42.68	14.01	1.27	15.29
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	100											11.3	33.04	48.7	6.96	55.65
Economically Disadvantaged	98.31											38.04	44.17	17.18	0.61	17.79
Students with Disabilities	97.62											80	13.33	3.33	3.33	6.67
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											26.97	38.16	30.26	4.61	34.87
Male	97.87											30.77	37.69	27.69	3.85	31.54
Migrant	RV											RV	RV	RV	RV	RV
Grade 11 Literacy		Annual Measurable Objective (AMO)					2012 AMO					AMO				
Combined Population	98.75											4.36	24.83	46.98	23.83	70.81
TAGG	98.15											8.28	37.93	44.14	9.66	53.79
African American	98.68											5.8	39.86	42.75	11.59	54.35
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	99.37											3.29	10.53	50.66	35.53	86.18
Economically Disadvantaged	98.7											7.86	37.14	45	10	55
Students with Disabilities	96.77											45	45	10	0	10
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy		RV					RV					RV				
Female	100											1.95	17.53	52.6	27.92	80.52
Male	97.47											6.94	32.64	40.97	19.44	60.42
Migrant	RV											RV	RV	RV	RV	RV

INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2010-2011				2011-2012				2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12
<b>NAEP Participation Rates</b>										
8th Grade Students with Disabilities (Literacy) = 87.00					8th Grade Students with Disabilities (Literacy) = 83.00					
8th Grade Limited English Proficient (Literacy) = 98.00					8th Grade Limited English Proficient (Literacy) = 96.00					
8th Grade Students with Disabilities (Mathematics) = 88.00					8th Grade Students with Disabilities (Mathematics) = 84.00					
8th Grade Limited English Proficient (Mathematics) = 96.00					8th Grade Limited English Proficient (Mathematics) = 96.00					

INDICATOR: Achievement

	2010-2011				2011-2012				2012-2013			
	School	District	State		School	District	State		School	District	State	
Grade One Reading Comprehension		***	***			***	***			43	56	
Grade One Math Problems		***	***			***	***			42	56	
Grade Two Reading Comprehension		***	***			***	***			64	59	
Grade Two Math Problems		***	***			***	***			57	58	
Grade Three Reading		***	***			***	***			45	51	
Grade Three Math		***	***			***	***			50	55	
Grade Four Reading		***	***			***	***			46	53	
Grade Four Math		***	***			***	***			56	61	
Grade Five Reading		***	***			***	***			48	47	
Grade Five Math		***	***			***	***			51	55	
Grade Five Science		***	***			***	***			61	60	
Grade Six Reading		***	***			***	***			43	46	
Grade Six Math		***	***			***	***			56	55	
Grade Seven Reading		***	***			***	***			48	50	
Grade Seven Math		***	***			***	***			55	54	
Grade Seven Science		***	***			***	***			63	61	
Grade Eight Reading		***	***			***	***			52	53	
Grade Eight Math		***	***			***	***			53	54	
Grade Nine Reading Comprehension		***	***			***	***			47	50	
Grade Nine Math Concepts and Problems		***	***			***	***			45	49	
				Download 2011 School Report Card for 2011 Norm Referenced Test Results					Download 2012 School Report Card for 2012 Norm Referenced Test Results			

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		***	***		***	***			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		***	***		***	***			1,790
Number of Students Taking ACT in Grades 9-11		***	***		***	***		248	26,174
Number of Students Taking ACT in Grade 12		***	***		***	***		179	18,507
ACT Reading		***	***		***	***		21.09	21.67
ACT English		***	***		***	***		21.01	21.31
ACT Mathematics		***	***		***	***		20.48	20.73
ACT Science		***	***		***	***		20.18	21.04
ACT Composite		***	***		***	***		20.80	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		***	***		***	***		3	897
SAT Critical Reading Mean		***	***		***	***			473
SAT Math Mean		***	***		***	***			472
SAT Writing Mean		***	***		***	***			459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		***	***		***	***		182	24,364
Number of AP Exams Taken		***	***		***	***		317	42,545
Number of AP Exams Scored 3, 4, or 5		***	***		***	***		46	13,296
Number of Students Taking International Baccalaureate Courses		***	***		***	***			219
Download 2011 School Report Card for 2011 College Readiness Results									
Download 2012 School Report Card for 2012 College Readiness Results									

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
<b>Arkansas ESEA Accountability</b>									
Needs Improvement								3	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								1	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								2	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		0	214		0	85			
2 - Schools Approaching Standards (Alert)		2	251		1	232			
3 - Schools Meeting Improvement Standards		1	312		2	349			
4 - Schools Exceeding Improvement Standards		1	183		1	264			
5 - Schools of Excellence for Improvement		0	49		0	76			

100

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		3	859		4	838		4	783
Accredited-Cited		3	185		2	212		2	249
Accredited-Probationary		0	25		0	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		94.5 %	94.7 %		95.2 %	95.2 %		93.3 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								92.8 %	93.9 %
Attendance Rate African American								94.0 %	94.1 %
Attendance Rate Hispanic								92.9 %	94.5 %
Attendance Rate Caucasian								92.7 %	94.0 %
Attendance Rate Economically Disadvantaged								92.6 %	93.7 %
Attendance Rate Students with Disabilities								92.9 %	94.0 %
Attendance Rate Limited English Proficient								93.5 %	94.8 %



INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		1.94 %	2.58 %		1.41 %	2.43 %		1.69 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		76.5 %	79.6 %		89.2 %	84.1 %		86.4 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		72.4 %	74.6 %		85.1 %	79.3 %		79.3 %	80.5 %
Graduation Rate African American		76.7 %	71.4 %		89.5 %	78.1 %		83.5 %	78.1 %
Graduation Rate Hispanic		72.7 %	74.0 %		71.4 %	78.0 %		62.5 %	81.8 %
Graduation Rate Caucasian		75.5 %	83.2 %		89.2 %	87.0 %		91.0 %	87.8 %
Graduation Rate Economically Disadvantaged		72.8 %	74.5 %		86.0 %	79.1 %		79.8 %	80.3 %
Graduation Rate Students with Disabilities		69.0 %	73.8 %		71.9 %	79.2 %		78.1 %	80.4 %
Graduation Rate Limited English Proficient		100.0 %	71.1 %		100.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		3.09 %	2.51 %
College Remediation Rate		54.5 %	47.8 %		47.8 %	49.4 %		40.5 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		4,266	468,066		4,180	468,656		4,110	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		13	505		---	378		2	471
Weapons Incidents		3	711		4	690		3	763
Staff Assaults		1	408		1	436		---	495
Student Assaults		2	1,952		---	1,944		---	2,302

## INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		30	1,655		11	1,534		9	1,416
Percent of Students Retained at Grade 1		8.31 %	4.40 %		3.24 %	4.09 %		2.90 %	3.82 %
Number of Students Retained at Grade 2		7	633		5	594		3	558
Percent of Students Retained at Grade 2		2.21 %	1.72 %		1.55 %	1.62 %		1.03 %	1.53 %
Number of Students Retained at Grade 3		4	287		2	305		0	240
Percent of Students Retained at Grade 3		1.29 %	0.78 %		0.66 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		0	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		1	105		1	84		1	101
Percent of Students Retained at Grade 5		0.28 %	0.29 %		0.31 %	0.23 %		0.34 %	0.28 %
Number of Students Retained at Grade 6		1	134		3	137		1	135
Percent of Students Retained at Grade 6		0.30 %	0.37 %		0.84 %	0.37 %		0.31 %	0.37 %
Number of Students Retained at Grade 7		0	367		1	317		4	296
Percent of Students Retained at Grade 7		0.00 %	1.01 %		0.29 %	0.86 %		1.18 %	0.81 %
Number of Students Retained at Grade 8		17	392		5	253		8	251
Percent of Students Retained at Grade 8		5.09 %	1.08 %		1.50 %	0.70 %		2.49 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		97.5 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.6 %	0.9 %
% Teachers with Bachelor's Degree		69.0 %	61.0 %		67.0 %	59.0 %		66.0 %	59.0 %
% Teachers with Master's Degree		30.0 %	39.0 %		31.0 %	40.0 %		32.0 %	40.0 %
% Teachers with Advanced Degree		1.0 %	1.0 %		1.0 %	1.0 %		1.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								<b>Hours of Training</b>	
Steve Sutton								7.25	
Bart Turner								9.75	
Daryel Jackson								35.75	
A. Jan Thomas, Jr.								7.25	
Jeffrey Richardson								20.75	
Brian Proffitt								13.50	
Darrylee Arms								10.50	

Percent of Students School Choice	2010-2011			2011-2012			2012-2013				
	School	District		State		School	District		State		
		0.73 %	3.34 %	0.55 %	2.90 %		0.39 %	2.68 %			

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		40.7	37.0		40.7	37.2		40.7	37.4
Expenditure Per Student		\$8,276	\$9,315		\$8,381	\$9,379		\$8,542	\$9,324
Average Teacher Salary		\$48,083	\$46,663		\$50,556	\$46,946		\$53,461	\$47,316
Total Expenditures		\$42,923,623	\$5,171,678,766		\$44,846,483	\$5,196,885,067		\$45,205,628	\$5,088,669,535
Instructional Expenditures		\$21,392,766	\$2,508,579,625		\$21,003,738	\$2,485,540,210		\$21,104,198	\$2,472,977,282
Administrative Expenditures		\$3,065,999	\$315,455,818		\$3,201,364	\$317,870,955		\$3,202,060	\$312,346,508
Extracurricular Expenditures		\$946,598	\$165,701,106		\$1,246,792	\$201,604,356		\$1,312,879	\$184,520,020
Capital Expenditures		\$4,940,939	\$649,987,805		\$6,421,400	\$608,547,135		\$7,961,358	\$531,101,753
Debt Service Expenditures		\$3,631,183	\$226,232,300		\$4,022,489	\$267,265,988		\$3,087,290	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		58.5 %	60.0 %		59.4 %	60.5 %		60.7 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

# West Memphis School District

District Report Card 2012-2013  
 301 S. Avalon | West Memphis , AR 72301  
 870-735-1915

## DISTRICT CHARACTERISTICS

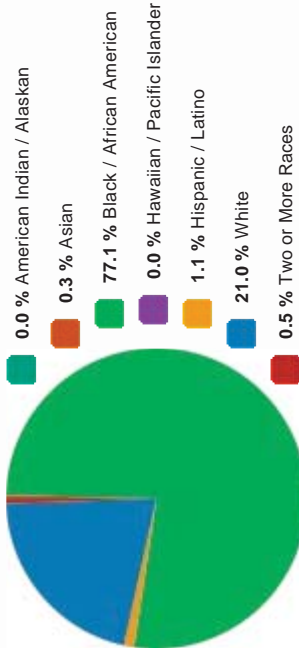
Enrollment	5,615
Avg. Class Size	16
Avg. years teaching Experience	14
Per pupil spending	
• District avg.	\$9,177
• State avg.	\$9,324
School Choice Transfers	296

Superintendent

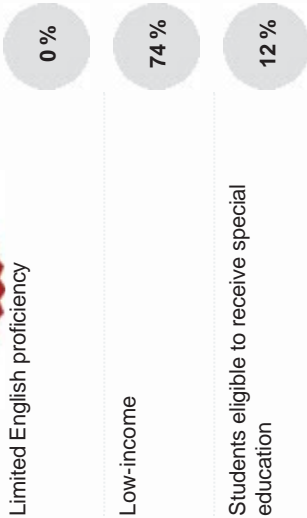
Bill Kessinger

## STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



## Other Demographics



INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>	Annual Measurable Objective (AMO)					69.93	2012 AMO					72.44			
Combined Population	99.11										8.8	13.2	26.65	51.34	78
TAGG	99.12										10.48	15.57	29.64	44.31	73.95
African American	99.37										9.9	16.38	32.76	40.96	73.72
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	98.23										6.42	5.5	10.09	77.98	88.07
Economically Disadvantaged	99.08										9.97	15.71	29.91	44.41	74.32
Students with Disabilities	100										58.14	25.58	11.63	4.65	16.28
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy															
Female	99.52										3.65	11.98	25	59.38	84.38
Male	98.74										13.36	14.29	28.11	44.24	72.35
Migrant	RV										RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	99.11										2.69	11.25	35.94	50.12	86.06
TAGG	99.12										2.69	13.77	39.82	43.71	83.53
African American	99.37										2.39	14.33	43	40.27	83.28
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	98.23										3.67	3.67	18.35	74.31	92.66
Economically Disadvantaged	99.08										2.72	13.29	40.18	43.81	83.99
Students with Disabilities	100										16.28	51.16	18.6	13.95	32.56
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.52										1.56	5.73	43.75	48.96	92.71
Male	98.74										3.69	16.13	29.03	51.15	80.18
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					69.93	2012 AMO					72.44			
Combined Population	99.55										1.46	10.22	35.77	52.55	88.32
TAGG	99.71										1.78	12.17	39.17	46.88	86.05
African American	100										1.9	12.06	40.32	45.71	86.03
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.98										0	4.3	21.51	74.19	95.7
Economically Disadvantaged	99.7										1.79	11.94	39.1	47.16	86.27
Students with Disabilities	100										8.7	47.83	39.13	4.35	43.48
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy					RV	RV									
Female	99.54										0	6.86	30.39	62.75	93.14
Male	99.56										2.91	13.59	41.26	42.23	83.5
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	99.55										5.11	9.25	22.38	63.26	85.64
TAGG	99.71										6.23	10.98	24.63	58.16	82.79
African American	100										6.35	11.11	26.67	55.87	82.54
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.98										1.08	3.23	8.6	87.1	95.7
Economically Disadvantaged	99.7										5.97	10.75	24.78	58.51	83.28
Students with Disabilities	100										34.78	28.26	19.57	17.39	36.96
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.54										2.45	10.29	22.55	64.71	87.25
Male	99.56										7.77	8.25	22.33	61.65	83.98
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					69.93	2012 AMO					72.44			
Combined Population	99.77										2.75	13.5	43.25	40.5	83.75
TAGG	99.71										3.16	15.23	47.13	34.48	81.61
African American	99.7										1.97	16.39	49.84	31.8	81.64
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										5.68	4.55	19.32	70.45	89.77
Economically Disadvantaged	99.69										2.65	15.34	47.49	34.51	82.01
Students with Disabilities	100										23.91	41.3	26.09	8.7	34.78
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
Female	100										0	9.31	43.63	47.06	90.69
Male	99.53										5.61	17.86	42.86	33.67	76.53
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	99.77										19.75	24	33	23.25	56.25
TAGG	99.71										22.41	25.57	33.91	18.1	52.01
African American	99.7										24.59	29.51	34.43	11.48	45.9
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										4.55	6.82	26.14	62.5	88.64
Economically Disadvantaged	99.69										22.12	25.96	34.51	17.4	51.92
Students with Disabilities	100										54.35	28.26	6.52	10.87	17.39
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										13.73	29.41	32.35	24.51	56.86
Male	99.53										26.02	18.37	33.67	21.94	55.61
Migrant	RV										RV	RV	RV	RV	RV

Download 2011 School Report Card for 2011 Benchmark Results  
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INDICATOR: Achievement

Tested 2012-2013		2010-2011					2011-2012					2012-2013							
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District		
5th Grade Science																			
	Combined Population	99.77										8.25	42.75	35.75	13.25	49			
	TAGG	99.71										9.48	47.13	34.2	9.2	43.39			
	African American	99.7										9.51	52.46	32.13	5.9	38.03			
	Hispanic	RV										RV	RV	RV	RV	RV			
	Caucasian	100										4.55	10.23	47.73	37.5	85.23			
	Economically Disadvantaged	99.69										9.14	48.08	33.63	9.14	42.77			
	Students with Disabilities	100										26.09	47.83	23.91	2.17	26.09			
	Limited English Proficient	RV										RV	RV	RV	RV	RV			
	Female	100										5.88	45.1	39.22	9.8	49.02			
	Male	99.53										10.71	40.31	32.14	16.84	48.98			
	Migrant	RV										RV	RV	RV	RV	RV			
6th Grade Literacy			Annual Measurable Objective (AMO)					2012 AMO					72.44					AMO	
	Combined Population	98.16										5.03	20.35	43.72	30.9	74.62	74.94		
	TAGG	97.81										6.31	23.34	45.74	24.61	70.35	74.93		
	African American	98.17										5.94	25.08	47.19	21.78	68.98	71.34		
	Hispanic	RV										RV	RV	RV	RV	RV	80.16		
	Caucasian	97.89										2.27	1.14	32.95	63.64	96.59	88.43		
	Economically Disadvantaged	98.69										5.75	23	46.33	24.92	71.25	74.93		
	Students with Disabilities	94										46.15	48.72	2.56	2.56	5.13	33.79		
	Limited English Proficient	RV										RV	RV	RV	RV	RV			
Number of recently arrived LEP students not assessed in 6th Grade Literacy			RV					RV					RV					RV	
	Female	100										1.56	21.88	42.19	34.38	76.56			
	Male	96.46										8.25	18.93	45.15	27.67	72.82			
	Migrant	RV										RV	RV	RV	RV	RV			

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	98.16										9.05	12.31	32.16	46.48	78.64
TAGG	97.81										11.04	13.88	35.65	39.43	75.08
African American	98.17										10.89	15.18	37.29	36.63	73.93
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.89										2.27	3.41	15.91	78.41	94.32
Economically Disadvantaged	98.69										10.86	13.42	35.78	39.94	75.72
Students with Disabilities	94										64.1	20.51	10.26	5.13	15.38
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										7.29	13.54	32.29	46.88	79.17
Male	96.46										10.68	11.17	32.04	46.12	78.16
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO)					69.93	2012 AMO					72.44			
Combined Population	99.51										3.65	20.83	44.01	31.51	75.52
TAGG	99.36										4.32	24.38	43.83	27.47	71.3
African American	99.38										3.68	24.75	48.16	23.41	71.57
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										3.66	7.32	30.49	58.54	89.02
Economically Disadvantaged	99.67										4.4	23.9	44.03	27.67	71.7
Students with Disabilities	97.87										30.23	58.14	9.3	2.33	11.63
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy						RV	RV								
Female	99.51										1.55	17.1	42.49	38.86	81.35
Male	99.51										5.76	24.61	45.55	24.08	69.63
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013		2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
7th Grade Mathematics		Annual Measurable Objective (AMO)					2012 AMO									
						73.53										
Combined Population	99.51											11.98	20.57	45.83	21.61	67.45
TAGG	99.36											13.89	22.84	45.99	17.28	63.27
African American	99.38											13.04	25.75	49.16	12.04	61.2
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	100											8.54	2.44	34.15	54.88	89.02
Economically Disadvantaged	99.67											13.52	22.64	46.54	17.3	63.84
Students with Disabilities	97.87											46.51	30.23	18.6	4.65	23.26
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	99.51											8.81	20.21	47.67	23.32	70.98
Male	99.51											15.18	20.94	43.98	19.9	63.87
Migrant	RV											RV	RV	RV	RV	RV
7th Grade Science																
Combined Population	99.75											42.97	39.84	14.06	3.12	17.19
TAGG	99.68											48.15	38.89	11.11	1.85	12.96
African American	99.69											50.84	41.47	7.36	0.33	7.69
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	100											14.63	34.15	37.8	13.41	51.22
Economically Disadvantaged	99.67											47.8	39.31	11.32	1.57	12.89
Students with Disabilities	100											88.37	9.3	0	2.33	2.33
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	99.51											44.04	40.93	12.44	2.59	15.03
Male	100											41.88	38.74	15.71	3.66	19.37
Migrant	RV											RV	RV	RV	RV	RV
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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>	Annual Measurable Objective (AMO)					69.93	2012 AMO					72.44	AMO		
Combined Population	99.06										4.06	23.6	44.42	27.92	72.34
TAGG	99.37										4.73	26.5	45.11	23.66	68.77
African American	99.1										4.18	27.01	44.69	24.12	68.81
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	98.77										1.25	10	45	43.75	88.75
Economically Disadvantaged	99.36										4.79	25.88	45.37	23.96	69.33
Students with Disabilities	100										29.03	48.39	22.58	0	22.58
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy															
Female	99.48										0.54	15.14	46.49	37.84	84.32
Male	98.71										7.18	31.1	42.58	19.14	61.72
Migrant	RV										RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74	AMO		
Combined Population	99.06										21.57	19.54	43.4	15.48	58.88
TAGG	99.37										24.29	21.45	43.53	10.73	54.26
African American	99.1										26.69	22.19	42.44	8.68	51.13
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	98.77										0	8.75	48.75	42.5	91.25
Economically Disadvantaged	99.36										23.32	21.73	44.09	10.86	54.95
Students with Disabilities	100										80.65	9.68	9.68	0	9.68
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.48										15.68	23.24	47.57	13.51	61.08
Male	98.71										26.79	16.27	39.71	17.22	56.94
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	97.54										2.48	25.34	38.57	33.61	72.18
TAGG	98.66										2.79	29.62	43.21	24.39	67.6
African American	97.48										3.24	30.94	44.6	21.22	65.83
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.7										0	7.14	19.05	73.81	92.86
Economically Disadvantaged	98.61										2.83	29.33	43.11	24.73	67.84
Students with Disabilities	100										5	55	40	0	40
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	97.66										2.08	22.92	38.02	36.98	75
Male	97.41										2.92	28.07	39.18	29.82	69.01
Migrant	RV										RV	RV	RV	RV	RV
<b>EOC Geometry</b>	Annual Measurable Objective (AMO)					73.53	2012 AMO					75.74			
Combined Population	96.38										9.57	28.12	37.39	24.93	62.32
TAGG	96.25										11.07	31.68	36.64	20.61	57.25
African American	96.04										11.61	32.96	38.95	16.48	55.43
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.3										1.39	12.5	33.33	52.78	86.11
Economically Disadvantaged	96.23										10.42	31.66	37.07	20.85	57.92
Students with Disabilities	94.74										41.18	58.82	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	97.18										9.94	23.98	41.52	24.56	66.08
Male	95.6										9.2	32.18	33.33	25.29	58.62
Migrant	RV										RV	RV	RV	RV	RV
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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Biology</b>															
Combined Population	96.61										43.45	36.01	15.77	4.76	20.54
TAGG	97.62										47.67	34.5	14.73	3.1	17.83
African American	96.73										51.71	36.12	10.27	1.9	12.17
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	97.14										13.43	35.82	35.82	14.93	50.75
Economically Disadvantaged	97.56										46.85	35.04	14.96	3.15	18.11
Students with Disabilities	100										100	0	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	96.69										39.75	36.65	16.77	6.83	23.6
Male	96.53										46.86	35.43	14.86	2.86	17.71
Migrant	RV										RV	RV	RV	RV	RV
<b>Grade 11 Literacy</b>		Annual Measurable Objective (AMO)				69.93					2012 AMO	72.44			AMO
Combined Population	96.14										3.39	43.05	38.64	14.92	53.56
TAGG	97.01										4.67	48.13	35.98	11.21	47.2
African American	95.09										3.93	50.22	36.68	9.17	45.85
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										1.64	14.75	47.54	36.07	83.61
Economically Disadvantaged	96.93										3.77	48.58	36.32	11.32	47.64
Students with Disabilities	97.3										33.33	61.11	5.56	0	5.56
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in Grade 11 Literacy						RV					RV				
Female	96.05										3.16	38.61	40.51	17.72	58.23
Male	96.25										3.65	48.18	36.5	11.68	48.18
Migrant	RV										RV	RV	RV	RV	RV

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**INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth**

	2010-2011			2011-2012			2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

## INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

## NAEP Participation Rates

8th Grade Students with Disabilities (Literacy) = 87.00  
 8th Grade Limited English Proficient (Literacy) = 98.00  
 8th Grade Students with Disabilities (Mathematics) = 88.00  
 8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011				2011-2012				2012-2013			
	School	District	State		School	District	State		School	District	State	
Grade One Reading Comprehension		***	***			***	***			43	56	
Grade One Math Problems		***	***			***	***			48	56	
Grade Two Reading Comprehension		***	***			***	***			45	59	
Grade Two Math Problems		***	***			***	***			47	58	
Grade Three Reading		***	***			***	***			37	51	
Grade Three Math		***	***			***	***			41	55	
Grade Four Reading		***	***			***	***			43	53	
Grade Four Math		***	***			***	***			50	61	
Grade Five Reading		***	***			***	***			32	47	
Grade Five Math		***	***			***	***			39	55	
Grade Five Science		***	***			***	***			43	60	
Grade Six Reading		***	***			***	***			36	46	
Grade Six Math		***	***			***	***			47	55	
Grade Seven Reading		***	***			***	***			34	50	
Grade Seven Math		***	***			***	***			42	54	
Grade Seven Science		***	***			***	***			39	61	
Grade Eight Reading		***	***			***	***			38	53	
Grade Eight Math		***	***			***	***			46	54	
Grade Nine Reading Comprehension		***	***			***	***			32	50	
Grade Nine Math Concepts and Problems		***	***			***	***			37	49	
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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>American College Test (ACT)</b>									
Number of Students Taking Voluntary Universal ACT		---	---		---	---		N	48
District Provided Remediation for Students Taking Voluntary Universal ACT									6,692
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---		90	1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		200	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		165	18,507
ACT Reading		---	---		---	---		17.20	21.67
ACT English		---	---		---	---		17.60	21.31
ACT Mathematics		---	---		---	---		17.94	20.73
ACT Science		---	---		---	---		17.85	21.04
ACT Composite		---	---		---	---		17.75	21.31
<b>Scholastic Assessment Test (SAT)</b>									
Number of Students Taking SAT College Admission Test		---	---		---	---		7	897
SAT Critical Reading Mean		---	---		---	---		550	473
SAT Math Mean		---	---		---	---		576	472
SAT Writing Mean		---	---		---	---		551	459
<b>Advanced Placement Courses (AP)</b>									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		145	24,364
Number of AP Exams Taken		---	---		---	---		233	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		63	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219
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**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
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<b>Arkansas ESEA Accountability</b>									
Needs Improvement								7	797
Needs Improvement Priority								1	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								1	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								1	130
Exemplary								1	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		1	214		1	85			
2 - Schools Approaching Standards (Alert)		4	251		2	232			
3 - Schools Meeting Improvement Standards		3	312		6	349			
4 - Schools Exceeding Improvement Standards		3	183		2	264			
5 - Schools of Excellence for Improvement		1	49		1	76			

**INDICATOR: School Performance**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		11	859		11	838		11	783
Accredited-Cited		1	185		1	212		0	249
Accredited-Probationary		0	25		0	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		93.5 %	94.7 %		93.4 %	95.2 %		95.0 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								94.8 %	93.9 %
Attendance Rate African American								95.3 %	94.1 %
Attendance Rate Hispanic								95.4 %	94.5 %
Attendance Rate Caucasian								93.7 %	94.0 %
Attendance Rate Economically Disadvantaged									93.7 %
Attendance Rate Students with Disabilities								94.8 %	94.0 %
Attendance Rate Limited English Proficient								96.7 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		4.22 %	2.58 %		3.18 %	2.43 %		4.23 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		61.4 %	79.6 %		74.5 %	84.1 %		65.6 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		62.9 %	74.6 %		75.2 %	79.3 %		61.4 %	80.5 %
Graduation Rate African American		60.3 %	71.4 %		74.5 %	78.1 %		64.3 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		50.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		67.2 %	83.2 %		74.0 %	87.0 %		71.0 %	87.8 %
Graduation Rate Economically Disadvantaged		63.1 %	74.5 %		75.4 %	79.1 %		60.8 %	80.3 %
Graduation Rate Students with Disabilities		39.7 %	73.8 %		68.3 %	79.2 %		60.3 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		1.45 %	2.51 %
College Remediation Rate		68.4 %	47.8 %		68.8 %	49.4 %		61.3 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		5,691	468,066		5,626	468,656		5,615	471,867



INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		1	505		---	378		---	471
Weapons Incidents		1	711		1	690		1	763
Staff Assaults		---	408		3	436		1	495
Student Assaults		---	1,952		1	1,944		---	2,302

## INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		31	1,655		40	1,534		43	1,416
Percent of Students Retained at Grade 1		6.58 %	4.40 %		8.93 %	4.09 %		9.56 %	3.82 %
Number of Students Retained at Grade 2		19	633		18	594		19	558
Percent of Students Retained at Grade 2		3.97 %	1.72 %		3.98 %	1.62 %		4.61 %	1.53 %
Number of Students Retained at Grade 3		13	287		12	305		15	240
Percent of Students Retained at Grade 3		2.81 %	0.78 %		2.57 %	0.84 %		3.36 %	0.66 %
Number of Students Retained at Grade 4		5	148		4	141		6	114
Percent of Students Retained at Grade 4		1.11 %	0.40 %		0.92 %	0.38 %		1.35 %	0.32 %
Number of Students Retained at Grade 5		2	105		0	84		8	101
Percent of Students Retained at Grade 5		0.47 %	0.29 %		0.00 %	0.23 %		1.84 %	0.28 %
Number of Students Retained at Grade 6		0	134		2	137		4	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.47 %	0.37 %		0.93 %	0.37 %
Number of Students Retained at Grade 7		2	367		4	317		6	296
Percent of Students Retained at Grade 7		0.45 %	1.01 %		0.90 %	0.86 %		1.45 %	0.81 %
Number of Students Retained at Grade 8		14	392		3	253		3	251
Percent of Students Retained at Grade 8		3.26 %	1.08 %		0.68 %	0.70 %		0.69 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		99.4 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		1.3 %	0.9 %
% Teachers with Bachelor's Degree		63.0 %	61.0 %		59.0 %	59.0 %		61.0 %	59.0 %
% Teachers with Master's Degree		35.0 %	39.0 %		38.0 %	40.0 %		35.0 %	40.0 %
% Teachers with Advanced Degree		2.0 %	1.0 %		2.0 %	1.0 %		3.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		0.0 %	---		0.7 %	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>									
								Hours of Training	

### Percent of Students School Choice

## INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		29.0	37.0		29.0	37.2		29.0	37.4
Expenditure Per Student		\$9,377	\$9,315		\$9,524	\$9,379		\$9,177	\$9,324
Average Teacher Salary		\$50,435	\$46,663		\$50,513	\$46,946		\$53,195	\$47,316
Total Expenditures		\$56,969,911	\$5,171,678,766		\$53,210,707	\$5,196,885,067		\$50,822,184	\$5,088,669,535
Instructional Expenditures		\$31,186,797	\$2,508,579,625		\$29,730,234	\$2,485,540,210		\$28,908,678	\$2,472,977,282
Administrative Expenditures		\$3,744,841	\$315,455,818		\$3,880,294	\$317,870,955		\$3,895,683	\$312,346,508
Extracurricular Expenditures		\$1,331,860	\$165,701,106		\$2,764,159	\$201,604,356		\$1,297,269	\$184,520,020
Capital Expenditures		\$5,210,449	\$649,987,805		\$1,569,636	\$608,547,135		\$513,586	\$531,101,753
Debt Service Expenditures		\$283,421	\$226,232,300		\$177,615	\$267,265,988		\$226,296	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		100.0 %	60.0 %		100.0 %	60.5 %		74.2 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

Superintendent

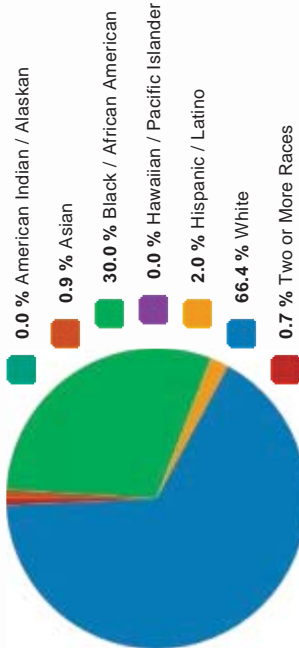
Carl Easley

DISTRICT CHARACTERISTICS

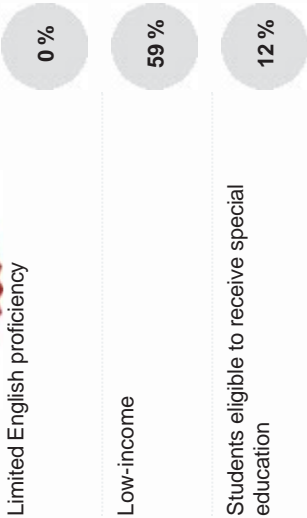
Enrollment	2,827
Avg. Class Size	17
Avg. years teaching Experience	15
Per pupil spending	
• District avg.	\$8,397
• State avg.	\$9,324
School Choice Transfers	82

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics



INDICATOR: Achievement

	Tested 2012-2013	2010-2011					2011-2012					2012-2013				
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>3rd Grade Literacy</b>		Annual Measurable Objective (AMO)					2012 AMO									
Combined Population	100					73.23						4.59	7.65	27.55	60.2	87.76
TAGG	100											7.32	10.57	29.27	52.85	82.11
African American	100											1.69	15.25	40.68	42.37	83.05
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	100											6.2	4.65	23.26	65.89	89.15
Economically Disadvantaged	100											5.93	11.02	30.51	52.54	83.05
Students with Disabilities	100											33.33	13.33	20	33.33	53.33
Limited English Proficient	RV											RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 3rd Grade Literacy						RV					RV					RV
Female	100											2.13	7.45	21.28	69.15	90.43
Male	100											6.86	7.84	33.33	51.96	85.29
Migrant	RV											RV	RV	RV	RV	RV
<b>3rd Grade Mathematics</b>		Annual Measurable Objective (AMO)					2012 AMO									
Combined Population	100					84.98						0	12.24	36.73	51.02	87.76
TAGG	100											0	13.82	47.15	39.02	86.18
African American	100											0	16.95	52.54	30.51	83.05
Hispanic	RV											RV	RV	RV	RV	RV
Caucasian	100											0	10.85	31.01	58.14	89.15
Economically Disadvantaged	100											0	13.56	47.46	38.98	86.44
Students with Disabilities	100											0	26.67	26.67	46.67	73.33
Limited English Proficient	RV											RV	RV	RV	RV	RV
Female	100											0	12.77	40.43	46.81	87.23
Male	100											0	11.76	33.33	54.9	88.24
Migrant	RV											RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>	Annual Measurable Objective (AMO)					73.23	2012 AMO					75.46			
Combined Population	100										1.04	5.7	34.72	58.55	93.26
TAGG	100										1.53	6.87	39.69	51.91	91.6
African American	100										0	14.08	42.25	43.66	85.92
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										1.68	0.84	30.25	67.23	97.48
Economically Disadvantaged	100										0.78	7.03	39.84	52.34	92.19
Students with Disabilities	100										5	15	45	35	80
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 4th Grade Literacy						RV	RV								
Female	100										0	5.43	26.09	68.48	94.57
Male	100										1.98	5.94	42.57	49.5	92.08
Migrant	RV										RV	RV	RV	RV	RV
<b>4th Grade Mathematics</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	100										1.55	4.66	32.12	61.66	93.78
TAGG	100										2.29	6.87	38.93	51.91	90.84
African American	100										2.82	7.04	53.52	36.62	90.14
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										0.84	3.36	20.17	75.63	95.8
Economically Disadvantaged	100										2.34	7.03	38.28	52.34	90.62
Students with Disabilities	100										10	10	35	45	80
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										2.17	2.17	36.96	58.7	95.65
Male	100										0.99	6.93	27.72	64.36	92.08
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>5th Grade Literacy</b>	Annual Measurable Objective (AMO)					73.23	2012 AMO					75.46			
Combined Population	99.54										0.98	10.78	30.39	57.84	88.24
TAGG	99.27										1.61	14.52	37.9	45.97	83.87
African American	100										4.08	20.41	44.9	30.61	75.51
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	99.35										0	7.53	25.34	67.12	92.47
Economically Disadvantaged	99.19										1.77	13.27	37.17	47.79	84.96
Students with Disabilities	96.88										9.52	47.62	33.33	9.52	42.86
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 5th Grade Literacy															
Female	100										0	8.26	23.85	67.89	91.74
Male	99.04										2.11	13.68	37.89	46.32	84.21
Migrant	RV										RV	RV	RV	RV	RV
<b>5th Grade Mathematics</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	99.54										8.33	12.25	47.55	31.86	79.41
TAGG	99.27										13.71	16.13	49.19	20.97	70.16
African American	100										26.53	22.45	42.86	8.16	51.02
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	99.35										2.74	8.22	47.95	41.1	89.04
Economically Disadvantaged	99.19										14.16	15.04	48.67	22.12	70.8
Students with Disabilities	96.88										28.57	23.81	42.86	4.76	47.62
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										10.09	8.26	55.05	26.61	81.65
Male	99.04										6.32	16.84	38.95	37.89	76.84
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013						
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced		
5th Grade Science	Tested 2012-2013																	
		Combined Population	99.54										3.92	19.61	60.29	16.18	76.47	
		TAGG	99.27										5.65	26.61	61.29	6.45	67.74	
		African American	100										10.2	30.61	55.1	4.08	59.18	
		Hispanic	RV										RV	RV	RV	RV	RV	
		Caucasian	99.35										1.37	15.75	61.64	21.23	82.88	
		Economically Disadvantaged	99.19										5.31	27.43	60.18	7.08	67.26	
		Students with Disabilities	96.88										19.05	38.1	42.86	0	42.86	
		Limited English Proficient	RV										RV	RV	RV	RV	RV	
		Female	100										3.67	19.27	65.14	11.93	77.06	
		Male	99.04										4.21	20	54.74	21.05	75.79	
		Migrant	RV										RV	RV	RV	RV	RV	
				Annual Measurable Objective (AMO)					2012 AMO					75.46				
		6th Grade Literacy																AMO
Combined Population	100											3.67	22.94	39.45	33.94	73.39	77.69	
TAGG	100											4.79	29.45	41.1	24.66	65.75	70.56	
African American	100											6.06	45.45	31.82	16.67	48.48	65.29	
Hispanic	RV											RV	RV	RV	RV	RV	84.57	
Caucasian	100											2.74	13.7	43.15	40.41	83.56	82.87	
Economically Disadvantaged	100											4.96	29.08	41.13	24.82	65.96	72.05	
Students with Disabilities	100											14.29	50	28.57	7.14	35.71	36.28	
Limited English Proficient	RV											RV	RV	RV	RV	RV		
Number of recently arrived LEP students not assessed in 6th Grade Literacy																	RV	
Female	100											0.85	22.22	32.48	44.44	76.92		
Male	100											6.93	23.76	47.52	21.78	69.31		
Migrant	RV											RV	RV	RV	RV	RV		

INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>6th Grade Mathematics</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	100										4.59	17.43	38.07	39.91	77.98
TAGG	100										6.16	21.23	42.47	30.14	72.6
African American	100										9.09	34.85	33.33	22.73	56.06
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										2.74	10.27	39.73	47.26	86.99
Economically Disadvantaged	100										6.38	19.86	43.97	29.79	73.76
Students with Disabilities	100										21.43	28.57	39.29	10.71	50
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										3.42	15.38	45.3	35.9	81.2
Male	100										5.94	19.8	29.7	44.55	74.26
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Literacy</b>	Annual Measurable Objective (AMO)					73.23	2012 AMO					75.46			
Combined Population	99.53										6.19	17.01	34.02	42.78	76.8
TAGG	100										9.84	23.77	34.43	31.97	66.39
African American	98.55										8.06	29.03	33.87	29.03	62.9
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										5.65	12.1	35.48	46.77	82.26
Economically Disadvantaged	100										8.62	22.41	35.34	33.62	68.97
Students with Disabilities	100										45.83	37.5	16.67	0	16.67
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 7th Grade Literacy						RV									
Female	100										0	14.89	38.3	46.81	85.11
Male	99.07										12	19	30	39	69
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>7th Grade Mathematics</b>	Annual Measurable Objective (AMO)					2012 AMO					86.23				
Combined Population	99.53										13.4	10.31	35.57	40.72	76.29
TAGG	100										19.67	15.57	33.61	31.15	64.75
African American	98.55										19.35	17.74	38.71	24.19	62.9
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										11.29	6.45	34.68	47.58	82.26
Economically Disadvantaged	100										18.97	14.66	34.48	31.9	66.38
Students with Disabilities	100										75	16.67	4.17	4.17	8.33
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										9.57	11.7	35.11	43.62	78.72
Male	99.07										17	9	36	38	74
Migrant	RV										RV	RV	RV	RV	RV
<b>7th Grade Science</b>															
Combined Population	99.53										25.77	34.02	29.9	10.31	40.21
TAGG	100										36.89	34.43	23.77	4.92	28.69
African American	98.55										48.39	35.48	12.9	3.23	16.13
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										16.13	33.87	36.29	13.71	50
Economically Disadvantaged	100										35.34	34.48	25	5.17	30.17
Students with Disabilities	100										87.5	12.5	0	0	0
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										29.79	34.04	26.6	9.57	36.17
Male	99.07										22	34	33	11	44
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>	Annual Measurable Objective (AMO)					73.23	2012 AMO					75.46			
Combined Population	99.09										7.07	13.64	43.43	35.86	79.29
TAGG	98.54										10.83	17.5	45.83	25.83	71.67
African American	96.77										19.23	17.31	44.23	19.23	63.46
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										2.78	12.5	43.06	41.67	84.72
Economically Disadvantaged	99.22										9.73	16.81	46.02	27.43	73.45
Students with Disabilities	97.22										37.5	37.5	21.88	3.12	25
Limited English Proficient	RV										RV	RV	RV	RV	RV
Number of recently arrived LEP students not assessed in 8th Grade Literacy															
Female	99.06										1.02	7.14	40.82	51.02	91.84
Male	99.12										13	20	46	21	67
Migrant	RV										RV	RV	RV	RV	RV
<b>8th Grade Mathematics</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	99.09										12.12	11.62	48.48	27.78	76.26
TAGG	98.54										18.33	14.17	48.33	19.17	67.5
African American	96.77										25	15.38	46.15	13.46	59.62
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										7.64	9.72	49.31	33.33	82.64
Economically Disadvantaged	99.22										18.58	14.16	48.67	18.58	67.26
Students with Disabilities	97.22										59.38	9.38	25	6.25	31.25
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.06										9.18	12.24	48.98	29.59	78.57
Male	99.12										15	11	48	26	74
Migrant	RV										RV	RV	RV	RV	RV

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INDICATOR: Achievement

Tested 2012-2013	2010-2011					2011-2012					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>EOC Algebra I</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	99.55										0.5	12.94	45.77	40.8	86.57
TAGG	100										0	14.66	50.86	34.48	85.34
African American	100										0	19.35	51.61	29.03	80.65
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	99.3										0.75	10.53	42.11	46.62	88.72
Economically Disadvantaged	100										0	14.91	50	35.09	85.09
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	99.13										0	12.73	47.27	40	87.27
Male	100										1.1	13.19	43.96	41.76	85.71
Migrant	RV										RV	RV	RV	RV	RV
<b>EOC Geometry</b>	Annual Measurable Objective (AMO)					84.98	2012 AMO					86.23			
Combined Population	100										1.12	16.29	50	32.58	82.58
TAGG	100										1.02	23.47	51.02	24.49	75.51
African American	100										1.92	25	57.69	15.38	73.08
Hispanic	RV										RV	RV	RV	RV	RV
Caucasian	100										0.82	11.48	48.36	39.34	87.7
Economically Disadvantaged	100										1.05	23.16	50.53	25.26	75.79
Students with Disabilities	RV										RV	RV	RV	RV	RV
Limited English Proficient	RV										RV	RV	RV	RV	RV
Female	100										1.15	13.79	56.32	28.74	85.06
Male	100										1.1	18.68	43.96	36.26	80.22
Migrant	RV										RV	RV	RV	RV	RV
Download 2011 School Report Card for 2011 Benchmark Results											Download 2012 School Report Card for 2012 Benchmark Results				

INDICATOR: Achievement

EOC Biology	Tested 2012-2013	2010-2011					2011-2012					2012-2013					District
		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
Combined Population	99.55											16.74	49.77	28.84	4.65	33.49	
TAGG	100											20.93	51.94	25.58	1.55	27.13	
African American	98.59											23.53	57.35	19.12	0	19.12	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											13.57	47.14	32.14	7.14	39.29	
Economically Disadvantaged	100											19.35	52.42	26.61	1.61	28.23	
Students with Disabilities	100											61.54	38.46	0	0	0	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	99.17											15.38	53.85	26.5	4.27	30.77	
Male	100											18.37	44.9	31.63	5.1	36.73	
Migrant	RV											RV	RV	RV	RV	RV	
Grade 11 Literacy		Annual Measurable Objective (AMO)					2012 AMO					75.46					AMO
Combined Population	99.52											3.54	23.74	51.52	21.21	72.73	77.69
TAGG	99.13											6.86	35.29	46.08	11.76	57.84	70.56
African American	98.25											7.69	36.54	44.23	11.54	55.77	65.29
Hispanic	RV											RV	RV	RV	RV	RV	84.57
Caucasian	100											2.11	19.72	53.52	24.65	78.17	82.87
Economically Disadvantaged	99.07											6.32	31.58	49.47	12.63	62.11	72.05
Students with Disabilities	95.83											30	70	0	0	0	36.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy		RV					RV					RV					
Female	100											0	24.49	50	25.51	75.51	
Male	99.07											7	23	53	17	70	
Migrant	RV											RV	RV	RV	RV	RV	

Download 2011 School Report Card for 2011 Benchmark Results

Download 2012 School Report Card for 2012 Benchmark Results

INDICATOR: Achievement - Augmented Criterion Referenced Student Academic Growth

	2010-2011				2011-2012				2012-2013			
	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy	Number Eligible Math	% Meeting Growth Math	Number Eligible Literacy	% Meeting Growth Literacy
Combined Population	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
TAGG	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Caucasian	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A



INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>4th Grade Literacy</b>										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
<b>4th Grade Mathematics</b>										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27
<b>NAEP Participation Rates</b>										
4th Grade Students with Disabilities (Literacy) = 89.00					4th Grade Students with Disabilities (Literacy) = 92.00					
4th Grade Limited English Proficient (Literacy) = 98.00					4th Grade Limited English Proficient (Literacy) = 98.00					
4th Grade Students with Disabilities (Mathematics) = 92.00					4th Grade Students with Disabilities (Mathematics) = 90.00					
4th Grade Limited English Proficient (Mathematics) = 98.00					4th Grade Limited English Proficient (Mathematics) = 99.00					

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
<b>8th Grade Literacy</b>										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
<b>8th Grade Mathematics</b>										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

NAEP Participation Rates

8th Grade Students with Disabilities (Literacy) = 87.00  
 8th Grade Limited English Proficient (Literacy) = 98.00  
 8th Grade Students with Disabilities (Mathematics) = 88.00  
 8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011				2011-2012				2012-2013			
	School	District	State		School	District	State		School	District	State	
Grade One Reading Comprehension		***	***			***	***			57	56	
Grade One Math Problems		***	***			***	***			63	56	
Grade Two Reading Comprehension		***	***			***	***			57	59	
Grade Two Math Problems		***	***			***	***			66	58	
Grade Three Reading		***	***			***	***			51	51	
Grade Three Math		***	***			***	***			57	55	
Grade Four Reading		***	***			***	***			57	53	
Grade Four Math		***	***			***	***			65	61	
Grade Five Reading		***	***			***	***			51	47	
Grade Five Math		***	***			***	***			60	55	
Grade Five Science		***	***			***	***			63	60	
Grade Six Reading		***	***			***	***			46	46	
Grade Six Math		***	***			***	***			60	55	
Grade Seven Reading		***	***			***	***			49	50	
Grade Seven Math		***	***			***	***			56	54	
Grade Seven Science		***	***			***	***			57	61	
Grade Eight Reading		***	***			***	***			52	53	
Grade Eight Math		***	***			***	***			55	54	
Grade Nine Reading Comprehension		***	***			***	***			48	50	
Grade Nine Math Concepts and Problems		***	***			***	***			48	49	
				Download 2011 School Report Card for 2011 Norm Referenced Test Results					Download 2012 School Report Card for 2012 Norm Referenced Test Results			

INDICATOR: Achievement

	2010-2011				2011-2012				2012-2013			
	School	District	State		School	District	State		School	District	State	
<b>American College Test (ACT)</b>												
Number of Students Taking Voluntary Universal ACT		---	---			---	---				6,692	
District Provided Remediation for Students Taking Voluntary Universal ACT										N	48	
Number of Students in College and Career Readiness Planning (CCRPP)		---	---			---	---				1,790	
Number of Students Taking ACT in Grades 9-11		---	---			---	---			157	26,174	
Number of Students Taking ACT in Grade 12		---	---			---	---			140	18,507	
ACT Reading		---	---			---	---			20.82	21.67	
ACT English		---	---			---	---			20.72	21.31	
ACT Mathematics		---	---			---	---			20.50	20.73	
ACT Science		---	---			---	---			20.43	21.04	
ACT Composite		---	---			---	---			20.77	21.31	
<b>Scholastic Assessment Test (SAT)</b>												
Number of Students Taking SAT College Admission Test		---	---			---	---			1	897	
SAT Critical Reading Mean		---	---			---	---				473	
SAT Math Mean		---	---			---	---				472	
SAT Writing Mean		---	---			---	---				459	
<b>Advanced Placement Courses (AP)</b>												
Number of Students Taking Advanced Placement (AP) Courses		---	---			---	---			62	24,364	
Number of AP Exams Taken		---	---			---	---			84	42,545	
Number of AP Exams Scored 3, 4, or 5		---	---			---	---			17	13,296	
Number of Students Taking International Baccalaureate Courses		---	---			---	---				219	
Download 2011 School Report Card for 2011 College Readiness Results				Download 2012 School Report Card for 2012 College Readiness Results								

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>No Child Left Behind Met Adequate Yearly Progress (AYP)</b>									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
<b>Arkansas ESEA Accountability</b>									
Needs Improvement								4	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
<b>Improvement School Rating (Gains)</b>									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		1	214		0	85			
2 - Schools Approaching Standards (Alert)		0	251		1	232			
3 - Schools Meeting Improvement Standards		1	312		0	349			
4 - Schools Exceeding Improvement Standards		1	183		2	264			
5 - Schools of Excellence for Improvement		0	49		0	76			
<b>196</b>									

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Performance School Rating</b>									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
<b>District Provides Textbooks or Digital Resources for all Pupils</b>									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
<b>Annual Accreditation Status</b>									
Annual Accreditation Status Accredited		3	859		3	838		4	783
Accredited-Cited		1	185		1	212		0	249
Accredited-Probationary		0	25		0	18		0	30
<b>Attendance Rate (*State Goal 91.13%)</b>									
Attendance Rate Combined		95.2 %	94.7 %		94.9 %	95.2 %		94.7 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								94.1 %	93.9 %
Attendance Rate African American								95.4 %	94.1 %
Attendance Rate Hispanic								95.1 %	94.5 %
Attendance Rate Caucasian								94.0 %	94.0 %
Attendance Rate Economically Disadvantaged								94.0 %	93.7 %
Attendance Rate Students with Disabilities								94.5 %	94.0 %
Attendance Rate Limited English Proficient								96.2 %	94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
<b>Dropout Rate</b>									
Dropout Rate		2.41 %	2.58 %		2.33 %	2.43 %		1.59 %	2.12 %
<b>Graduation Rate (*State Goal 85%)</b>									
Graduation Rate Combined		81.3 %	79.6 %		87.6 %	84.1 %		86.6 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		73.2 %	74.6 %		79.8 %	79.3 %		82.0 %	80.5 %
Graduation Rate African American		77.6 %	71.4 %		84.4 %	78.1 %		82.4 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		100.0 %	78.0 %		100.0 %	81.8 %
Graduation Rate Caucasian		82.8 %	83.2 %		89.7 %	87.0 %		88.0 %	87.8 %
Graduation Rate Economically Disadvantaged		74.1 %	74.5 %		79.4 %	79.1 %		82.3 %	80.3 %
Graduation Rate Students with Disabilities		69.2 %	73.8 %		76.7 %	79.2 %		81.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		0.81 %	2.51 %
College Remediation Rate		38.2 %	47.8 %		---	49.4 %		37.0 %	43.0 %
<b>Enrollment</b>									
October 1 Enrollment		2,873	468,066		2,843	468,656		2,827	471,867

**INDICATOR: School Environment**

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		8	505		10	378		14	471
Weapons Incidents		1	711		12	690		1	763
Staff Assaults		---	408		1	436		1	495
Student Assaults		8	1,952		2	1,944		9	2,302



INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		22	1,655		10	1,534		10	1,416
Percent of Students Retained at Grade 1		9.69 %	4.40 %		4.05 %	4.09 %		5.05 %	3.82 %
Number of Students Retained at Grade 2		7	633		1	594		4	558
Percent of Students Retained at Grade 2		3.32 %	1.72 %		0.49 %	1.62 %		1.72 %	1.53 %
Number of Students Retained at Grade 3		0	287		2	305		1	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		0.95 %	0.84 %		0.49 %	0.66 %
Number of Students Retained at Grade 4		2	148		3	141		1	114
Percent of Students Retained at Grade 4		0.88 %	0.40 %		1.42 %	0.38 %		0.50 %	0.32 %
Number of Students Retained at Grade 5		2	105		3	84		1	101
Percent of Students Retained at Grade 5		0.96 %	0.29 %		1.27 %	0.23 %		0.46 %	0.28 %
Number of Students Retained at Grade 6		1	134		1	137		2	135
Percent of Students Retained at Grade 6		0.44 %	0.37 %		0.48 %	0.37 %		0.88 %	0.37 %
Number of Students Retained at Grade 7		2	367		1	317		3	296
Percent of Students Retained at Grade 7		1.00 %	1.01 %		0.43 %	0.86 %		1.37 %	0.81 %
Number of Students Retained at Grade 8		4	392		3	253		0	251
Percent of Students Retained at Grade 8		1.85 %	1.08 %		1.45 %	0.70 %		0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		98.7 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.9 %	0.9 %
% Teachers with Bachelor's Degree		65.0 %	61.0 %		63.0 %	59.0 %		61.0 %	59.0 %
% Teachers with Master's Degree		34.0 %	39.0 %		35.0 %	40.0 %		37.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		1.0 %	1.0 %		1.0 %	1.0 %
<b>HQ Teachers in High Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.9 %
<b>HQ Teachers in Low Poverty Schools</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
<b>HQ Teachers Aggregate of All Economic Levels</b>									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.7 %
<b>School Board Members</b>								Hours of Training	
Stacie Schlenker								19.50	
Neall Jackson								10.25	
Shannon Hobbs								10.25	
Spencer Parker								10.25	
Jackie Clark								13.25	

Percent of Students School Choice	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
		3.55 %	3.34 %		2.95 %	2.90 %		2.90 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		35.0	37.0		35.0	37.2		35.0	37.4
Expenditure Per Student		\$8,799	\$9,315		\$8,535	\$9,379		\$8,397	\$9,324
Average Teacher Salary		\$50,801	\$46,663		\$50,580	\$46,946		\$52,848	\$47,316
Total Expenditures		\$27,080,311	\$5,171,678,766		\$26,773,549	\$5,196,885,067		\$24,913,272	\$5,088,669,535
Instructional Expenditures		\$15,029,306	\$2,508,579,625		\$14,582,074	\$2,485,540,210		\$14,341,925	\$2,472,977,282
Administrative Expenditures		\$1,859,284	\$315,455,818		\$1,593,582	\$317,870,955		\$1,722,142	\$312,346,508
Extracurricular Expenditures		\$772,715	\$165,701,106		\$800,171	\$201,604,356		\$819,484	\$184,520,020
Capital Expenditures		\$1,461,787	\$649,987,805		\$1,997,509	\$608,547,135		\$1,270,564	\$531,101,753
Debt Service Expenditures		\$836,516	\$226,232,300		\$842,293	\$267,265,988		\$259,909	\$235,094,970
<b>Free and Reduced Meals</b>									
Percent of Students Eligible for Free and Reduced Meals		58.7 %	60.0 %		59.6 %	60.5 %		59.2 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

\*\*Source: FNS National databank for federal fiscal year 2013.

\*\*\*State Free and Reduced Meal Rate includes preschool and adult education students.

## **STANDARDS REPORTS**



**Earle School District  
2013/2014 School Year**

## Standards Annual Accreditation Report

Earle School District

Accreditation Status:

**District:**

1802000 - Earle School District

Superintendent Rickey Nicks

P.o.box 637

Earle , AR 72331

870-792-8486

**Schools:**

1802005 - [Earle Elementary School](#) - Accredited

1802007 - [Earle High School](#) - Cited

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

### District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	31	611	120	11239
02	53	FTE Information		
03	38			
04	53	Counselor	Principal	Assitant Principal
05	39	2.00	0.00	0.00
06	46	Library/Media Specialist		
07	51			
08	47			
09	50			
K	46			
10	57			
11	54			
12	46			



**Earle Elementary School**  
**2013/14 School Year**

## Standards Annual Accreditation Report

Earle Elementary School

Accreditation Status: Accredited

**District:**

1802000 - [Earle School District](#)

Superintendent Rickey Nicks

P.o.box 637

Earle , AR 72331

870-792-8486

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1802005	Job Not Certified: JACKSON, LUCHANA: 355110 Language Arts Grade 5	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1802005	Job Not Certified: JACKSON, LUCHANA: 366110 Language Arts Grade 6	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1802005	Job Not Certified: JACKSON, LUCHANA: 366710 Social Studies Grade 6	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	1802005	Provisional License: THOMPSON, ALISON Grade 3 Mathematics (MATHEMATICS)		
Provisional License	X	15.03.6	1802005	Provisional License: THOMPSON, ALISON Grade 3 Science (SCIENCE)		
Provisional License	X	15.03.6	1802005	Provisional License: THOMPSON, ALISON Grade 3 Social Studies (S.STUDIES/A.HIS)		

### School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
01	31	306	60	7102
02	53			

03	38	<b>FTE Information</b>			
04	53	<b>Counselor</b>	<b>Principal</b>	<b>Assistant Principal</b>	<b>Library/Media Specialist</b>
05	39	1.00	0.00	0.00	1.00
06	46				
K	46				





**Earle High School**  
**2013/14 School Year**

## Standards Annual Accreditation Report

Earle High School

Accreditation Status: Cited

**District:**

1802000 - [Earle School District](#)

Superintendent Rickey Nicks

P.o.box 637

Earle , AR 72331

870-792-8486

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1802007	Job Not Certified: CLAY, NATASHA: 5030 High School Library/Media Spec.	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1802007	Job Not Certified: CLAY, NATASHA: 5030 Library Media Specialist	ALP Licensure Completion Date: 09/01/2015	Cited

### School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
07	51	305	60	4137
08	47	FTE Information		
09	50			
10	57			
11	54			
12	46			
		<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
		1.00	0.00	0.00
				<a href="#">Library/Media Specialist</a>
				1.00





## Forrest City School District 2013/2014 School Year

# Standards Annual Accreditation Report

## Forrest City School District

### Accreditation Status:

**District:**

6201000 - Forrest City School District

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**Schools:**

 6201003 - [Central Elementary School](#) - Accredited

 6201010 - [Forrest City Jr. High](#) - Accredited

 6201011 - [Forrest City High School](#) - Accredited

 6201014 - [Stewart Elementary School](#) - Accredited

 6201702 - [Lincoln Academy Of Excellence](#) - Accredited

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	259	2942	300	60898
02	212			
03	208			
04	209			
05	189			
06	228			
07	229			
08	218			
09	273			
		FTE Information		
		Counselor	Principal	Assitant Principal
		9.00	5.00	5.00
		Library/Media Specialist		
		5.00		

K	245	
10	221	
11	229	
12	222	



## Central Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Central Elementary School

### Accreditation Status: Accredited

**District:**

6201000 - [Forrest City School District](#)

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 1 Language Arts (LANGUAGE)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 1 Language Arts (SPELLING 1)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 1 Mathematics (MATH)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 1 Reading (READING)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 2 Language Arts (LANGUAGE)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 2 Language Arts (SPELLING 2)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 2 Mathematics (MATH)		
Provisional License	X	15.03.6	6201003	Provisional License: JOHNSON, BECKY Grade 2 Reading (READING)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 1 Language Arts (LANGUAGE)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 1 Language Arts (SPELLING 1)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 1 Mathematics (MATH)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 1 Reading (READING)		

Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 2 Language Arts (LANGUAGE)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 2 Language Arts (SPELLING 2)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 2 Mathematics (MATH)		
Provisional License	X	15.03.6	6201003	Provisional License: WARD, LAURIE Grade 2 Reading (READING)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
01	259	714	60	9958
02	210			
K	245			
		FTE Information		
		Counselor	Principal	Assistant Principal
		2.00	1.00	1.00
		Library/Media Specialist		
		1.00		



**Forrest City Jr. High  
2013/14 School Year**

## Standards Annual Accreditation Report

Forrest City Jr. High

Accreditation Status: Accredited

**District:**

6201000 - [Forrest City School District](#)

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Personnel Not Certified	X	15.03.1	6201010	Personnel Not Certified: MCNUTT, TONYA 388110 Language Arts Grade 8 (ENGLISH)	Sub Waiver	
Personnel Not Certified	X	15.03.1	6201010	Personnel Not Certified: MCNUTT, TONYA 388130 Reading Grade 8 (RDING NAVIGATOR)	Sub Waiver	

### School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
07	229	447	60	13497
08	218			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.50	1.00	1.00	1.00	



## Forrest City High School 2013/14 School Year

# Standards Annual Accreditation Report

## Forrest City High School

### Accreditation Status: Accredited

**District:**

 6201000 - [Forrest City School District](#)

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Provisional License	X	15.03.6	6201011	Provisional License: HARRIS, GREG Navy JROTC I (NJROTC - NS1)		

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
09	273	945	60	14315
10	221	FTE Information		
11	229			
12	222			
		<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
		3.00	1.00	1.00
		<a href="#">Library/Media Specialist</a>		
		1.00		





## Stewart Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Stewart Elementary School

### Accreditation Status: Accredited

**District:**

6201000 - [Forrest City School District](#)

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
02	2	419	60	14759
03	208			
04	209			
		FTE Information		
		Counselor	Principal	Assistant Principal
		Library/Media Specialist		
		1.00	1.00	1.00
				1.00



## Lincoln Academy Of Excellence 2013/14 School Year

# Standards Annual Accreditation Report

Lincoln Academy Of Excellence

Accreditation Status: Accredited

**District:**

6201000 - [Forrest City School District](#)

Superintendent Joye Hughes

625 Irving Street

Forrest City , AR 72335

870-633-1485

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Personnel Not Certified	X	15.03.1	6201702	Personnel Not Certified: CARTER, APRIL 366110 Language Arts Grade 6 (LANGUAGE ARTS)	Sub Waiver	
Personnel Not Certified	X	15.03.1	6201702	Personnel Not Certified: CARTER, APRIL 366130 Reading Grade 6 (READING)	Sub Waiver	
Personnel Not Certified	X	15.03.1	6201702	Personnel Not Certified: CARTER, APRIL 366710 Social Studies Grade 6 (SOCIAL STUDIES)	Sub Waiver	
Personnel Not Certified	X	15.03.1	6201702	Personnel Not Certified: OLIVER, LAURA 366210 Science Grade 6 (SCIENCE)	Sub Waiver	
Personnel Not Certified	X	15.03.1	6201702	Personnel Not Certified: OLIVER, LAURA 366310 Mathematics Grade 6 (MATH)	Sub Waiver	
Job Not Certified	X	15.03.3	6201702	Job Not Certified: OLIVER, LAURA 999800 Prep Period (TEACHER PREP)	Sub Waiver	

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
05	189	417	60	8369
06	228			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	

		1.50	1.00	1.00	1.00
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**Hughes School District  
2013/2014 School Year**

## Standards Annual Accreditation Report

Hughes School District

### Accreditation Status:

**District:**

6202000 - Hughes School District

Superintendent Sheryl Owens

Po Box 9

Hughes , AR 72348

870-339-2570

**Schools:**

6202022 - [Mildred Jackson Elem. School](#) - Probationary

6202024 - [Hughes High School](#) - Probationary

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

### District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	33	354	120	20095
02	20	FTE Information		
03	19			
04	24	Counselor	Principal	Assitant Principal
05	23	0.60	0.00	0.00
06	28	Library/Media Specialist		
07	23			
08	30			
09	34			
K	29			
10	32			
11	27			
12	32			



**Mildred Jackson Elem. School**  
**2013/14 School Year**

## Standards Annual Accreditation Report

Mildred Jackson Elem. School

Accreditation Status: Probationary

**District:**

6202000 - [Hughes School District](#)

Superintendent Sheryl Owens

Po Box 9

Hughes , AR 72348

870-339-2570

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Personnel Not Certified	X	15.03.1	6202022	Personnel Not Certified: Walker, David Music K-6 Comprehensive Review 4/14/14		Probationary
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 200930 K. Physical Education	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 211930 Grade 1 Physical Education	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 222930 Grade 2 Physical Education	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 233930 Grade 3 Physical Education	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 244930 Grade 4 Physical Education	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 355810 Physical Education Grade 5	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202022	Job Not Certified: FOSTER, THOMAS: 366810 Physical Education Grade 6	ALP Licensure Completion Date: 09/01/2016	

### School Details Summary

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Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
01	33	176	60	6500
02	20			
03	19			
04	24			
05	23			
06	28			
K	29			
FTE Information		Counselor	Principal	Assistant Principal
		0.00	0.00	0.00
				Library/Media Specialist
				0.50



**Hughes High School**  
**2013/14 School Year**

## Standards Annual Accreditation Report

Hughes High School

Accreditation Status: Probationary

**District:**

6202000 - [Hughes School District](#)

Superintendent Sheryl Owens

Po Box 9

Hughes , AR 72348

870-339-2570

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Secondary Course Offerings	IV	9.03.3	6202024	Required Course(s) missing: Career and Technical Requirements Comprehensive Review 12/17/13		Probationary
Secondary Course Offerings	IV	9.03.3	6202024	Required Course(s) missing: Instrumental Music Comprehensive Review 4/14/14		Probationary
Secondary Course Offerings	IV	9.03.3	6202024	Required Course(s) missing: Physical Education Comprehensive Review 12/17/13		Probationary
Secondary Course Offerings	IV	9.03.3	6202024	Required Course(s) missing: Vocal Music Comprehensive Review 12/17/13		Probationary
Personnel Not Certified	X	15.03.1	6202024	Personnel Not Certified: Vocational Agriculture Teacher Comprehensive Review 4/14/14		Probationary
Personnel Not Certified	X	15.03.1	6202024	Personnel Not Certified: Walker, David Instrumental Music Comprehensive Review 4/14/14		Probationary
Personnel Not Certified	X	15.03.1	6202024	Personnel Not Certified: Walker, David Vocal Music Comprehensive Review 4/14/14		Probationary
Job Not Certified	X	15.03.3	6202024	Job Not Certified: CASTLE, PATTI: 414000 Oral Communication (.5 credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202024	Job Not Certified: FOSTER, THOMAS: 377810 Physical Education Grade 7	ALP Licensure Completion Date: 09/01/2016	

Job Not Certified	X	15.03.3	6202024	Job Not Certified: FOSTER, THOMAS: 388810 Physical Education Grade 8	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202024	Job Not Certified: LIGHT, BILLIE: 377110 Language Arts Grade 7	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202024	Job Not Certified: LIGHT, BILLIE: 388110 Language Arts Grade 8	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202024	Job Not Certified: LIGHT, BILLIE: 410000 English 9	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6202024	Job Not Certified: ROBERSON, RICKYE: 399100 Career Orientation	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
07	23	178	60	13595
08	30	FTE Information		
09	34			
10	32			
11	27			
12	32			
		Counselor	Principal	Assistant Principal
		0.60	0.00	0.00
				Library/Media Specialist
				0.50









## Lee County School District 2013/2014 School Year

# Standards Annual Accreditation Report

Lee County School District

Accreditation Status: Cited

**District:**

3904000 - Lee County School District

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna , AR 72360

870-295-7100

**Schools:**

3904005 - [Whitten Elementary School](#) - Accredited

3904010 - [Anna Strong Intermediate School](#) - Cited

3904011 - [Lee High School](#) - Probationary

**ADE Standards Assurance Supervisor:**

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Records and Reports	II	7.03.2	3904000	Cycle 2 Late Submission		Cited

## District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	72	881	180	31864
02	64			
03	58			
04	55			
05	62			
06	67			
07	68			
08	79			
09	81			
K	82			
		FTE Information		
		Counselor	Principal	Assitant Principal
		3.00	3.00	1.00
				2.00

10	61	
11	65	
12	67	



## Whitten Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Whitten Elementary School

### Accreditation Status: Accredited

**District:**

3904000 - [Lee County School District](#)

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna , AR 72360

870-295-7100

**ADE Standards Assurance Supervisor:**

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	3904005	Job Not Certified: SOUTHERLAND, KARA: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	3904005	Job Not Certified: SOUTHERLAND, KARA: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	3904005	Job Not Certified: SOUTHERLAND, KARA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
01	72	218	60	11000
02	64			
K	82			
FTE Information				
<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>	<a href="#">Library/Media Specialist</a>	
1.00	1.00	0.00	0.50	



## Anna Strong Intermediate School 2013/14 School Year

# Standards Annual Accreditation Report

Anna Strong Intermediate School

Accreditation Status: Cited

**District:**

3904000 - [Lee County School District](#)

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna, AR 72360

870-295-7100

**ADE Standards Assurance Supervisor:**

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA: 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/2011	Cited
Job Not Certified	X	15.03.3	3904010	Job Not Certified: BAKER, MELINDA: 971500 Special Education Itinerant Services	ALP Licensure Completion Date: 09/01/2015	Cited

## School Details Summary

Student Enrollment	
<u>Grade Level</u>	<u>Student Count</u>
03	58
04	55
05	62
06	67

School Information		
Total Enrollment	Staff Development Hours	Total Book Volume
242	60	9864

FTE Information			
Counselor	Principal	Assistant Principal	Library/Media Specialist
1.00	1.00	0.00	0.50



**Lee High School**  
**2013/14 School Year**

# Standards Annual Accreditation Report

Lee High School

Accreditation Status: Probationary

**District:**

3904000 - [Lee County School District](#)

Superintendent Willie Murdock

188 W. Chestnut St.

Marianna , AR 72360

870-295-7100

**ADE Standards Assurance Supervisor:**

Brandon Morrison

Brandon.Morrison@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	3904011	Job Not Certified: GIBSON, JUDITH 358140 Strategic Reading 6-8 (combination) (STR READING)		Probationary
Job Not Certified	X	15.03.3	3904011	Job Not Certified: GIBSON, JUDITH 358140 Strategic Reading 6-8 (combination) (STRA READ 7)		Probationary
Job Not Certified	X	15.03.3	3904011	Job Not Certified: TINZIE, TRACIA: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3904011	Job Not Certified: TINZIE, TRACIA: 972200 Special Education Science	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3904011	Job Not Certified: TINZIE, TRACIA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3904011	Job Not Certified: TINZIE, TRACIA: 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	3904011	Job Not Certified: TINZIE, TRACIA 973900 9th Grade Math Portfolio (PORT-9TH MATH)	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	3904011	Provisional License: RACHEL, KENNETH Carpentry (CARPENTRY)		
Provisional License	X	15.03.6	3904011	Provisional License: RACHEL, KENNETH Construction Fundamentals (CONSTRUCTION)		

Provisional License	X	15.03.6	3904011	Provisional License: RACHEL, KENNETH Electrical (ELECTRICAL)		
Provisional License	X	15.03.6	3904011	Provisional License: RACHEL, KENNETH Plumbing (PLUMBING)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
07	68	421	60	11000
08	79			
09	81			
10	61			
11	65			
12	67			
		FTE Information		
		Counselor	Principal	Assistant Principal
		1.00	1.00	1.00
				Library/Media Specialist
				1.00







**Marion School District  
2013/2014 School Year**

## Standards Annual Accreditation Report

Marion School District

### Accreditation Status:

**District:**

1804000 - Marion School District

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**Schools:**

1804011 - [Avondale Elementary School](#) - Cited

1804012 - [Marion Elementary School](#) - Cited

1804014 - [Marion Junior High School](#) - Cited

1804015 - [Marion High School](#) - Cited

1804016 - [Marion Middle School](#) - Cited

1804017 - [Marion Intermediate School](#) - Cited

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

### District Details Summary

Student Enrollment	
<a href="#">Grade Level</a>	<a href="#">Student Count</a>
01	330
02	294
03	304
04	329
05	324
06	306
07	340

District Information			
Total Enrollment	Staff Development Hours	Total Book Volume	
4231	360	55460	

FTE Information			
Counselor	Principal	Assitant Principal	Library/Media Specialist
9.51	6.00	9.00	6.00

08	360
09	334
EE	3
SS	9
K	369
10	352
11	274
12	303



## Avondale Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Avondale Elementary School

### Accreditation Status: Cited

**District:**

 1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1804011	Job Not Certified: MIZE, JUDITH: 6015 Elementary Guidance Counselor	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	1804011	Job Not Certified: MIZE, JUDITH: 6015 Guidance Counselor	ALP Licensure Completion Date: 09/01/2014	Cited

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
01	330	699	60	11128
K	369			
FTE Information				
<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>	<a href="#">Library/Media Specialist</a>	
1.51	1.00	1.00	1.00	



**Marion Elementary School  
2013/14 School Year**

# Standards Annual Accreditation Report

Marion Elementary School

Accreditation Status: Cited

**District:**

1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1804012	Job Not Certified: BRADLEY, DEBORAH: 971550 Special Education Self-Contained (T/P Ratio 1-6)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804012	Job Not Certified: LONG, SARAH: 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1804012	Job Not Certified: LONG, SARAH: 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
02	294	598	60	7529
03	304			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	
1.00	1.00	1.00	1.00	



**Marion Junior High School  
2013/14 School Year**

## Standards Annual Accreditation Report

Marion Junior High School

Accreditation Status: Cited

**District:**

1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1804014	Job Not Certified: WILLIAMS, JUSTIN: 388710 Social Studies Grade 8	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804014	Job Not Certified: WILLIAMS, JUSTIN: 471000 World History	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804014	Job Not Certified: WILLIAMS, JUSTIN: 472000 Civics (.5 credit)	ALP Licensure Completion Date: 09/01/2015	Cited
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Prep Period (Prep Period)		
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Remediation/Enrichment (Instructional Activity 8)		
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Remediation/Enrichment (Instructional Activity)		
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Special Education Language Arts (Lg Arts 9)		
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Special Education Language Arts (Lg Arts8)		
Provisional License	X	15.03.6	1804014	Provisional License: STAVER, MEGGIE Special Education Resource Services (Transition)		

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
08	360	701	60	9893
09	334			
SS	7			
		FTE Information		
		Counselor	Principal	Assistant Principal
		2.00	1.00	1.00
		Library/Media Specialist		
		1.00		



**Marion High School  
2013/14 School Year**

# Standards Annual Accreditation Report

Marion High School

Accreditation Status: Cited

**District:**

1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1804015	Job Not Certified: SINGLETON, FELISA: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804015	Job Not Certified: WILLIAMS, JUSTIN: 470000 American History	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804015	Job Not Certified: WILLIAMS, JUSTIN: 471000 World History	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804015	Job Not Certified: WILLIAMS, JUSTIN: 472000 Civics (.5 credit)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804015	Job Not Certified: WILLIAMS, JUSTIN: 474500 Sociology (.5 credit)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804015	Job Not Certified: CARTER, CHRISTINA: 971560 Special Education Transition	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1804015	Job Not Certified: CARTER, CHRISTINA: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1804015	Job Not Certified: CARTER, CHRISTINA: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1804015	Job Not Certified: HUTCHINS, KIMBERLY: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	



Provisional License	X	15.03.6	1804015	Provisional License: GARCIA, GLORIA Prep Period (Prep)		
Provisional License	X	15.03.6	1804015	Provisional License: GARCIA, GLORIA Remediation/Enrichment (Sophomore Seminar)		
Provisional License	X	15.03.6	1804015	Provisional License: GARCIA, GLORIA Spanish I (Spanish I)		
Provisional License	X	15.03.6	1804015	Provisional License: GARCIA, GLORIA Spanish II (Spanish II)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
10	352	931	60	12860
11	274			
12	303			
SS	2			
		FTE Information		
		Counselor	Principal	Assistant Principal
		3.00	1.00	3.00
				Library/Media Specialist
				1.00



## Marion Middle School 2013/14 School Year

# Standards Annual Accreditation Report

## Marion Middle School

### Accreditation Status: Cited

**District:**

 1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1804016	Job Not Certified: EARLY, JESSICA: 366110 Language Arts Grade 6	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804016	Job Not Certified: EARLY, JESSICA: 366130 Reading Grade 6	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804016	Job Not Certified: SHELTON, SARA: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1804016	Job Not Certified: WILLIAMS, JUSTIN: 377710 Social Studies Grade 7	ALP Licensure Completion Date: 09/01/2015	Cited

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
06	306	649	60	7478
07	340	FTE Information		
EE	3			
		<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>
		1.00	1.00	2.00
				<u>Library/Media Specialist</u>
				1.00



## Marion Intermediate School 2013/14 School Year

# Standards Annual Accreditation Report

Marion Intermediate School

Accreditation Status: Cited

**District:**

1804000 - [Marion School District](#)

Superintendent Don Johnston

200 Manor Street

Marion , AR 72364

870-739-5100

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1804017	Job Not Certified: SPENCE, SANDRA: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	1804017	Job Not Certified: SPENCE, SANDRA: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2014	Cited
Job Not Certified	X	15.03.3	1804017	Job Not Certified: BURT, MISTY: 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1804017	Job Not Certified: BURT, MISTY: 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	1804017	Provisional License: MAYS, BRIANNE Prep Period (Teacher Prep)		
Provisional License	X	15.03.6	1804017	Provisional License: MAYS, BRIANNE Special Education Mathematics (Math)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
04	329	653	60	6572
05	324			

	<b>FTE Information</b>			
	<b>Counselor</b>	<b>Principal</b>	<b>Assistant Principal</b>	<b>Library/Media Specialist</b>
	1.00	1.00	1.00	1.00





## West Memphis School District 2013/2014 School Year

# Standards Annual Accreditation Report

## West Memphis School District

### Accreditation Status:

**District:**

1803000 - West Memphis School District

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**Schools:**

1803025 - [Bragg Elementary School](#) - Accredited

1803026 - [Faulk Elementary School](#) - Accredited

1803027 - [Jackson Elementary School](#) - Cited

1803028 - [Maddux Elementary School](#) - Accredited

1803029 - [Richland Elementary School](#) - Accredited

1803030 - [Weaver Elementary School](#) - Accredited

1803032 - [Wonder Elementary School](#) - Accredited

1803033 - [East Junior High School](#) - Accredited

1803034 - [West Junior High School](#) - Accredited

1803035 - [Wonder Junior High School](#) - Accredited

1803036 - [West Memphis High School](#) - Accredited

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	495	5484	660	100683

02	427
03	395
04	427
05	428
06	373
07	404
08	385
09	409
K	543
10	420
11	384
12	340

**FTE Information**

<b>Counselor</b>	<b>Principal</b>	<b>Assitant Principal</b>	<b>Library/Media Specialist</b>
13.00	11.00	8.50	11.00



## Bragg Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Bragg Elementary School

### Accreditation Status: Accredited

**District:**

 1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	75	436	60	10965
02	62			
03	49			
04	65			
05	59			
06	47			
K	79			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.00	1.00	0.00	1.00	





## Faulk Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Faulk Elementary School

### Accreditation Status: Accredited

**District:**

 1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1803026	Job Not Certified: SOTELO, EMILY: 366110 Language Arts Grade 6	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1803026	Job Not Certified: SOTELO, EMILY: 366310 Mathematics Grade 6	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
01	93	576	60	10565
02	92			
03	75			
04	68			
05	72			
06	76			
K	100			
		FTE Information		
		<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
		<a href="#">Library/Media Specialist</a>		
		1.00	1.00	1.00
				1.00



## Jackson Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

Jackson Elementary School

Accreditation Status: Cited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1803027	Job Not Certified: EVANS, SHARMANE: 5010 Elementary Library/Media Specialist	ALP Licensure Completion Date: 09/01/2015	Cited
Job Not Certified	X	15.03.3	1803027	Job Not Certified: EVANS, SHARMANE: 5010 Library Media Specialist	ALP Licensure Completion Date: 09/01/2015	Cited

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
01	46	298	60	11702
02	33	FTE Information		
03	35			
04	44	<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
05	41	1.00	1.00	0.00
06	38	<a href="#">Library/Media Specialist</a>		
K	61			
				1.00



**Maddux Elementary School  
2013/14 School Year**

# Standards Annual Accreditation Report

Maddux Elementary School

Accreditation Status: Accredited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1803028	Job Not Certified: ADAMS, CASSIE: 2020 Elementary School Assistant Principal	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1803028	Job Not Certified: FORTENBERRY, CHARLI: 355210 Science Grade 5	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
01	74	516	60	9490
02	74	FTE Information		
03	67			
04	66			
05	70			
06	84			
K	81			
		<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
		1.00	1.00	1.00
		<a href="#">Library/Media Specialist</a>		
		1.00		



**Richland Elementary School**  
**2013/14 School Year**

# Standards Annual Accreditation Report

## Richland Elementary School

### Accreditation Status: Accredited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Language Arts (Spelling-1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Language Arts (Writing 1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Mathematics (Math-1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Reading (Reading -1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Science (Science-1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Grade 1 Social Studies (Social Stud-1)		
Provisional License	X	15.03.6	1803029	Provisional License: ROGERS, STEPHENIE BLAIR Prep Period (Prep)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>

01	84	555	60	4503
02	67	<b>FTE Information</b>		
03	73	<b>Counselor</b>	<b>Principal</b>	<b>Assistant Principal</b>
04	91			<b>Library/Media Specialist</b>
05	79	1.00	1.00	0.50
06	74			1.00
K	87			



## Weaver Elementary School 2013/14 School Year

# Standards Annual Accreditation Report

## Weaver Elementary School

### Accreditation Status: Accredited

**District:**

 1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	51	367	60	6954
02	44			
03	50			
04	50			
05	55			
06	54			
K	63			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.00	1.00	0.00	1.00	



**Wonder Elementary School  
2013/14 School Year**

# Standards Annual Accreditation Report

## Wonder Elementary School

### Accreditation Status: Accredited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	72	394	60	11569
02	55			
03	46			
04	43			
05	52			
06	54			
K	72			
		FTE Information		
		Counselor	Principal	Assistant Principal
		1.00	1.00	0.00
				Library/Media Specialist
				1.00



## East Junior High School 2013/14 School Year

# Standards Annual Accreditation Report

## East Junior High School

### Accreditation Status: Accredited

**District:**

 1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Provisional License	X	15.03.6	1803033	Provisional License: HUNTER, RACHEL ANN Language Arts Grade 7 (English 7)		
Provisional License	X	15.03.6	1803033	Provisional License: HUNTER, RACHEL ANN Language Arts Grade 7 (PRE (AP) Eng-7)		
Provisional License	X	15.03.6	1803033	Provisional License: HUNTER, RACHEL ANN Language Arts Grade 8 (PRE (AP) English 8)		
Provisional License	X	15.03.6	1803033	Provisional License: HUNTER, RACHEL ANN Prep Period (Prep Period)		
Provisional License	X	15.03.6	1803033	Provisional License: HUNTER, RACHEL ANN Reading Grade 7 (Lang Arts 7)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
07	99	330	60	5751
08	107			
09	124			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	
1.00	1.00	1.00	1.00	





## West Junior High School 2013/14 School Year

# Standards Annual Accreditation Report

## West Junior High School

### Accreditation Status: Accredited

**District:**

 1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Provisional License	X	15.03.6	1803034	Provisional License: DUNCAN, APRIL SHANNON English 9 (English I)		
Provisional License	X	15.03.6	1803034	Provisional License: DUNCAN, APRIL SHANNON Prep Period (Prep Period)		
Provisional License	X	15.03.6	1803034	Provisional License: DUNCAN, APRIL SHANNON Reading Grade 8 (Lang Arts 8)		

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
07	158	463	60	5062
08	140			
09	165			
FTE Information				
<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>	<a href="#">Library/Media Specialist</a>	
1.00	1.00	1.00	1.00	



## Wonder Junior High School 2013/14 School Year

# Standards Annual Accreditation Report

Wonder Junior High School

Accreditation Status: Accredited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<a href="#">Exception Description</a>	<a href="#">Standard</a>	<a href="#">Rule</a>	<a href="#">LEA</a>	<a href="#">Description</a>	<a href="#">Comments</a>	<a href="#">Status</a>
Job Not Certified	X	15.03.3	1803035	Job Not Certified: RANDLE, CALLIE: 377310 Mathematics Grade 7	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1803035	Job Not Certified: RANDLE, CALLIE: 530100 First Part Algebra 1	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	<a href="#">Total Enrollment</a>	<a href="#">Staff Development Hours</a>	<a href="#">Total Book Volume</a>
07	147	405	60	9182
08	138	FTE Information		
09	120			
		<a href="#">Counselor</a>	<a href="#">Principal</a>	<a href="#">Assistant Principal</a>
		1.00	1.00	1.00
		<a href="#">Library/Media Specialist</a>		
		1.00		



## West Memphis High School 2013/14 School Year

# Standards Annual Accreditation Report

West Memphis High School

Accreditation Status: Accredited

**District:**

1803000 - [West Memphis School District](#)

Superintendent Jonathan Collins

301 S Avalon

West Memphis , AR 72303

870-735-1915

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
10	420	1144	60	14940
11	384			
12	340			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
3.00	1.00	3.00	1.00	





## Wynne School District 2013/2014 School Year

# Standards Annual Accreditation Report

Wynne School District

## Accreditation Status:

### District:

1905000 - Wynne School District

Superintendent Carl Easley

P.o. Box 69

Wynne , AR 72396

870-238-5020

### Schools:

1905014 - [Wynne Primary School](#) - Accredited

1905015 - [Wynne Intermediate School](#) - Accredited

1905016 - [Wynne Junior High School](#) - Accredited

1905017 - [Wynne High School](#) - Probationary

### ADE Standards Assurance Supervisor:

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## District Details Summary

Student Enrollment		District Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
01	220	2731	240	43810
02	178	FTE Information		
03	222			
04	210	Counselor	Principal	Assitant Principal
05	201	8.00	4.00	5.90
06	217	Library/Media Specialist		
07	215			
08	201			
09	230			
K	229			
				4.00

10	207	
11	192	
12	209	



## Wynne Primary School 2013/14 School Year

# Standards Annual Accreditation Report

## Wynne Primary School

### Accreditation Status: Accredited

**District:**

 1905000 - [Wynne School District](#)

Superintendent Carl Easley

P.O. Box 69

Wynne , AR 72396

870-238-5020

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 200510 K. Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 204510 K-4 Visual Art (***)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 211510 Grade 1 Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: CASBEER, KRISTIN: 222510 Grade 2 Visual Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905014	Job Not Certified: HAYNES, TRENT: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
01	220	627	60	12968
02	178			
K	229			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	

	1.00	1.00	1.00	1.00
--	------	------	------	------





## Wynne Intermediate School 2013/14 School Year

# Standards Annual Accreditation Report

Wynne Intermediate School

Accreditation Status: Accredited

**District:**

1905000 - [Wynne School District](#)

Superintendent Carl Easley

P.O. Box 69

Wynne , AR 72396

870-238-5020

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

## School Details Summary

Student Enrollment		School Information		
<a href="#">Grade Level</a>	<a href="#">Student Count</a>	Total Enrollment	Staff Development Hours	Total Book Volume
03	222	633	60	8440
04	210			
05	201			
		FTE Information		
		Counselor	Principal	Assistant Principal
		Library/Media Specialist		
		2.00	1.00	1.00
				1.00



## Wynne Junior High School 2013/14 School Year

# Standards Annual Accreditation Report

Wynne Junior High School

Accreditation Status: Accredited

**District:**

1905000 - [Wynne School District](#)

Superintendent Carl Easley

P.O. Box 69

Wynne , AR 72396

870-238-5020

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	1905016	Job Not Certified: MCLENDON, KAREN: 970800 Gifted and Talented	ALP Licensure Completion Date: 09/01/2016	

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
06	217	633	60	7884
07	215			
08	201			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	
2.00	1.00	2.00	1.00	



**Wynne High School  
2013/14 School Year**

## Standards Annual Accreditation Report

Wynne High School

Accreditation Status: Probationary

**District:**

1905000 - [Wynne School District](#)

Superintendent Carl Easley

P.O. Box 69

Wynne , AR 72396

870-238-5020

**ADE Standards Assurance Supervisor:**

Mari Beth Nokes

Mari Beth.Nokes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Secondary Course Offerings	IV	9.03.3	1905017	Required Course(s) missing: Math Elective OSR Visit 12/10/13		Probationary
Job Not Certified	X	15.03.3	1905017	Job Not Certified: COLLINS, STEPHEN: 471000 World History	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905017	Job Not Certified: COLLINS, STEPHEN: 474600 World Geography (.5 credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	1905017	Job Not Certified: WIDBY, HALEY: 423000 Physical Science	ALP Licensure Completion Date: 09/01/2016	
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Advisory/Homeroom (ENRICHMENT 12 A)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Human Anatomy and Physiology (HUM ANAT& PHYS)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Introduction to Medical Professions (.5 credit) (INTRO MED PROF)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Medical Clinical Internship/Specialization (MED		

				CLINIC SPEC)		
Provisional License	X	15.03.6	1905017	Provisional License: BURDESHAW, LAURA Prep Period (PREPARATION)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Advisory/Homeroom (ENRICH 9 A)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Computerized Business Applications (CT BUS APPS)		
Provisional License	X	15.03.6	1905017	Provisional License: DAVIS, CHARLES Prep Period (PREPARATION)		

## School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	Total Enrollment	Staff Development Hours	Total Book Volume
09	230	838	60	14518
10	207			
11	192			
12	209			
		FTE Information		
		Counselor	Principal	Assistant Principal
		3.00	1.00	1.90
				Library/Media Specialist
				1.00



## **DESEGREGATION INFORMATION**



# ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood  
Commissioner

March 10, 2015

State Board  
of Education

Sam Ledbetter  
Little Rock  
Chair

Toyce Newton  
Crossett  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Kim Davis  
Fayetteville

Alice Mahony  
El Dorado

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

The Honorable Attorney General Leslie Rutledge  
ATTN: Assistant Attorney General Rosalyn Middleton  
Office of the Attorney General  
323 Center Street, Suite 200  
Little Rock, AR 72201

## Re: Proposed Administrative Consolidation

Dear Attorney General Rutledge:

Pursuant to Ark. Code Ann. § 6-13-1408 and 6-13-1603, the State Board of Education (State Board) is required to accomplish consolidations and annexations of school districts in a way that does not hamper, delay, or in any manner negatively affect the desegregation of another school district.

Therefore, I respectfully request your advisory opinion as to whether the involuntary consolidation of the Hughes School District into or with one or more of its contiguous school districts would negatively affect, hamper or delay the desegregation efforts of the affected or any other school districts. The Hughes School District reports that it is not subject to a desegregation order.

The school districts contiguous to the Hughes School District are: Forrest City School District, Lee County School District, Palestine-Wheatley School District, Brinkley School District, McCrory School District, Wynne School District, Earle School District, Marion School District, and the West Memphis School District. Of the contiguous school districts, the Arkansas Department of Education understands that the following school districts may be subject to desegregation orders:

Brinkley School District, *Jackson, et al. v. Marvell School District*, 425 F.2d 211 (1970); *Fields v. Marvell School District*, 353 Ark. 483, 102 S.W.3d 502 (2003); and

Forrest City School District, *McKissic, et al. v. Forrest City School District No. 7*, Case No. H-69-C-42, U.S. District Court, Eastern District of Arkansas.

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
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Employer

Palestine-Wheatley School District, *Smith v. Palestine-Wheatley School Board*, Case No. 2:89-CV-036, U.S. District Court, Eastern District of Arkansas.<sup>1</sup>

As the State Board must make a decision concerning this consolidation on Thursday, April 9, 2015, your earliest response to this request is greatly appreciated.

Respectfully,

A handwritten signature in black ink that reads "Tony Wood". The signature is written in a cursive, slightly slanted style.

Tony Wood  
Commissioner of Education

---

<sup>1</sup> According to Arkansas Department of Education records, the West Memphis School District (*Yarbrough v. Hulbert-West Memphis School District*, 380 F.2d 962 (1967)) may also be subject to a desegregation order.



Exhibit E

Affidavit Concerning Desegregation Orders

COMES NOW the Hughes School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Hughes School District currently is (is not) (circle one) involved in desegregation litigation in a United States Federal Court or is/is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 25<sup>th</sup> day of

February, 2015.

Sheryl Owen  
Superintendent

County of St. Francis  
State of Arkansas

Sworn and subscribed before me, Notary Public, this 25<sup>th</sup> day of February, 2015.

Sherry L. Thomas  
Notary Public

My Commission expires

10-24-2024



\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

## **APPLICABLE LAWS**

State of Arkansas *As Engrossed: H2/12/15 H2/23/15*

90th General Assembly

# A Bill

Regular Session, 2015

HOUSE BILL 1263

By: Representatives Cozart, C. Armstrong, Baltz, Branscum, Deffenbaugh, Eubanks, Farrer, K. Ferguson, C. Fite, Gossage, Harris, Lampkin, Lowery, Lundstrum, McElroy, McNair, Miller, Ratliff, Richmond, Scott, Womack, *C. Douglas, Murdock, Ballinger, Beck, Bentley, Della Rosa, M. Gray, G. Hodges, Payton, Richey, Sullivan, Tosh*

By: Senators A. Clark, B. Johnson, *Caldwell, Maloch, G. Stubblefield, Irvin, Teague*

## For An Act To Be Entitled

AN ACT TO PROVIDE A WAIVER FOR A SCHOOL DISTRICT FROM  
AN ADMINISTRATIVE CONSOLIDATION OR REORGANIZATION  
UNDER CERTAIN *CONDITIONS; TO DECLARE AN EMERGENCY;*  
AND FOR OTHER PURPOSES.

## Subtitle

*TO PROVIDE A WAIVER FOR A SCHOOL DISTRICT  
FROM AN ADMINISTRATIVE CONSOLIDATION OR  
REORGANIZATION UNDER CERTAIN CONDITIONS;  
AND TO DECLARE AN EMERGENCY.*

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

SECTION 1. Arkansas Code § 6-13-1603(a)(3), concerning administrative reorganization of a school district, is amended to read as follows:

(3) ~~Any~~ A school district on the consolidation list that does not submit a petition under subdivision (a)(2)(A) of this section or that does not receive approval by the state board for a voluntary consolidation or annexation petition shall be administratively consolidated by the state board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602 unless the school district has been granted a waiver under § 6-13-1613.



1 SECTION 2. Arkansas Code Title 6, Chapter 13, Subchapter 16, is  
2 amended to add an additional section to read as follows:

3 6-13-1613. Minimum school district size waiver.

4 (a)(1) A school district that is placed on the consolidation list  
5 published by the Department of Education under § 6-13-1602(2) may annually  
6 request a waiver from the average daily membership requirement of three  
7 hundred fifty (350) students from the State Board of Education.

8 (2) A school district shall submit a petition for a waiver to  
9 the state board no later than thirty (30) days after the consolidation list  
10 is published.

11 (3) The petition for a waiver shall include:

12 (A) The average daily membership of the school district in  
13 the current school year;

14 (B) A statement that the school district *is not in*  
15 *probationary status* for any violation of the Standards for Accreditation of  
16 Arkansas Public Schools and School Districts;

17 (C) A copy of the school district's current year budget  
18 and any fiscal audit conducted within the previous two year; and

19 (D) A statement of assurance that the school district is  
20 not currently classified in academic distress, fiscal distress, or facilities  
21 distress.

22 (b)(1) The state board shall render a decision to either grant or  
23 reject a petition for waiver that is received by a school district within  
24 forty-five (45) days of receipt.

25 (2) The state board shall grant a petition for a waiver if it is  
26 demonstrated by the school district that:

27 (A) The school district is not currently classified in  
28 academic distress, fiscal distress, or facilities distress;

29 (B) The school district *is not in probationary status* for  
30 a violation of the Standards for Accreditation of Arkansas Public Schools and  
31 School Districts;

32 (C) The academic facilities owned and operated by the  
33 school district are adequate as evidenced by the school district's facilities  
34 master plan; and

35 (D) It is in the best interest of the students in the  
36 school district to keep the school district open due to the length of

1 potential time spent on the bus by a student traveling to and from school  
2 should the school district be administratively reorganized, as assured by the  
3 school board of directors of the school district requesting the waiver.

4 (3) The state board may revoke a waiver that has been granted to  
5 a school district at anytime if it is found that the conditions under  
6 subdivision (b)(2)(A) of this section change.

7 (c) A school district that is granted a waiver shall remain listed on  
8 the consolidation list that is published annually by the department.

9  
10 SECTION 3. EMERGENCY CLAUSE. It is found and determined by the  
11 General Assembly of the State of Arkansas that small school districts are at  
12 risk of being consolidated or reorganized; that small school districts that  
13 are successful in educating their students and not in academic or fiscal  
14 distress should not be consolidated or reorganized; and that this act is  
15 immediately necessary to ensure that small school districts that are placed  
16 on the consolidation list are not consolidated immediately. Therefore, an  
17 emergency is declared to exist, and this act being immediately necessary for  
18 the preservation of the public peace, health, and safety shall become  
19 effective on:

20 (1) The date of its approval by the Governor;

21 (2) If the bill is neither approved nor vetoed by the Governor,  
22 the expiration of the period of time during which the Governor may veto the  
23 bill; or

24 (3) If the bill is vetoed by the Governor and the veto is  
25 overridden, the date the last house overrides the veto.

26  
27 /s/Cozart

28  
29  
30 **APPROVED: 03/11/2015**

View [A.C.A. § 6-13-1601](#)[Return to Search Results](#)**A.C.A. § 6-13-1601** (Copy w/ Cite)

Pages: 2

*A.C.A. § 6-13-1601*

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\*\*\* Legislation is current through the 2013 Regular Session and updates \*\*\*  
\*\*\* received from the Arkansas Code Revision Commission through \*\*\*  
\*\*\* September 12, 2013. \*\*\*

Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally

Chapter 13 School Districts

Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1601 (2013)

**6-13-1601. Definitions.**

As used in this subchapter:

(1) "Administrative annexation" means the joining of an affected school district or a part of the school district with a receiving district;

(2) "Administrative consolidation" means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;

(3) "Affected district" means a school district that loses territory or students as a result of administrative annexation or administrative consolidation;

(4) "Average daily membership" has the same meaning as defined in § 6-20-2303;

(5) "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of administrative annexation; and

(6) "Resulting district" means the new school district created from an affected district or districts as a result of administrative consolidation.

**HISTORY:** Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 21; 2013, No. 1073, § 12.



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Subchapter 16 -- Public Education Reorganization Act

A.C.A. § 6-13-1602 (2013)




**6-13-1602. Administrative consolidation list.**

By January 1 of each year, the Department of Education shall publish a:

(1) List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and




(2) Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

**HISTORY:** Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 2151, § 22; 2011, No. 989, § 10.

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A.C.A. § 6-13-1603 (2013)

**6-13-1603. Administrative reorganization.**

**(a) (1)** Any school district included in the Department of Education's consolidation list under § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of this section.

**(2) (A)** Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board of Education by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition.

**(B)** If the petition is approved by the state board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

**(3)** Any school district on the consolidation list that does not submit a petition under subdivision (a)(2)(A) of this section or that does not receive approval by the state board for a voluntary consolidation or annexation petition shall be administratively consolidated by the state board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under § 6-13-1602.

**(4)** The state board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under § 6-13-1602.

**(5)** The state board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

**(A)** The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

**(B)** The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

**(b)** Any school district required to be administratively consolidated under this subchapter shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

**(c)** All administrative consolidations or annexations under this section shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

**(d)** In the administratively consolidated or annexed school districts created under this subchapter, the ad valorem tax rate shall be determined as set forth under § 6-13-1409.

**(e)** Nothing in this section shall be construed to require the closing of any school or school facility.

**(f)** No administratively consolidated or annexed school district shall have more than one (1) superintendent.

**(g)** Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the state board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

**(1)** The school district fails to meet minimum teacher salary requirements; or

**(2)** The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the department.

**(h)** Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:

**(1)** Are within the same county, and the state board approves the administrative consolidation; or

**(2)** Are not within the same county, and the state board approves the administrative consolidation or administrative annexation and finds that:

**(A)** The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or

**(B)** The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.



**(i)** Contiguous school districts may administratively consolidate even if they are not in the same county.

**(j)** The state board shall promulgate rules to facilitate the administration of this subchapter.

**(k)** The provisions of §§ 6-13-1415 -- 6-13-1417 shall govern the board of directors of each resulting district or receiving district created under this subchapter.

**HISTORY:** Acts 2003 (2nd Ex. Sess.), No. 60, § 3; 2005, No. 1397, § 1; 2005, No. 1962, § 9; 2005, No. 2151, § 23; 2011, No. 1217, § 5.

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A.C.A. § 6-13-1604 (2013)

**6-13-1604. [Repealed.]**View Full  A.C.A. § 6-13-1604 [Return to Search Results](#)**A.C.A. § 6-13-1604** (Copy w/ Cite)Pages: **1****LexisNexis**[About LexisNexis](#) | [Privacy Policy](#) | [Terms & Conditions](#) | [Contact Us](#)

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A.C.A. § 6-13-1605 (2013)

**6-13-1605. [Repealed.]**View Full  A.C.A. § 6-13-1605 [Return to Search Results](#)**A.C.A. § 6-13-1605** (Copy w/ Cite)

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A.C.A. § 6-13-1606 (2013)

**6-13-1606. Development of plan to track student progress.**

(a) Following the administrative consolidation or administrative annexation under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students;

(3) Students from major racial and ethnic groups; and

(4) Specific population groups as identified by the State Board of Education, the department, the affected district, or the receiving district as target groups for closing the achievement gaps.

(b) The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:

(1) Individual student records;

(2) Attendance records;

(3) Enrollment records;

(4) Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and

(5) ACT and SAT results and records.

(c) The school district shall report to the department information determined by the department as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:

(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students; and

(3) Students from major racial and ethnic groups.


(d) By November 1, 2005, and by November 1 each year thereafter, the department shall file a written report with the Governor, the chair of the interim House Committee on Education, the chair of the interim Senate Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:



(1) Students who have been placed at risk of academic failure as required under § 6-15-1602;

(2) Economically disadvantaged students; and

(3) Students from major racial and ethnic groups.

**HISTORY:** Acts 2005, No. 1198, § 1; 2009, No. 376, § 12.

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**A.C.A. § 6-13-1607** (2013)**6-13-1607. Retention of historical records and documents.**

Following the annexations or consolidations under § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- (1) Student transcripts;
- (2) Graduation records;
- (3) Minutes and other legal documents of the local board of directors;
- (4) Maps or boundary documents;
- (5) Sports records, trophies, and awards;
- (6) Employee records; and
- (7) Financial records.

**HISTORY:** Acts 2005, No. 2146, § 1.View   A.C.A. § 6-13-1607 [Return to Search Results](#)**A.C.A. § 6-13-1607** (Copy w/ Cite)



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A.C.A. § 6-13-1608 (2013)

**6-13-1608. Audit required.**

(a) The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board of Education.

(b) The comprehensive financial review shall begin no less than ten (10) days after the earliest of:

(1) The publication of the district's name on the consolidation and annexation list under § 6-13-1602;

(2) The filing of a petition for voluntary administrative consolidation or administrative annexation; or

(3) The adoption of a motion by the state board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.

(c) (1) Beginning on the date of publication of the consolidation list under § 6-13-1602 each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.

(2) No contract or other debt obligation incurred by a school district for which the department has oversight authority under this section shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.



(d) Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.

(e) The department and the division shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of this section.

(f) A school district may not incur debt without the prior written approval of the department if the school district is identified by the department under § 6-13-1602(1) as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

**HISTORY:** Acts 2005, No. 1236, § 1; 2011, No. 989, § 11.

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A.C.A. § 6-13-1609 (2013)

**6-13-1609. Preservation of historical school artifacts.**

Following the administrative consolidations or administrative annexations under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.



**HISTORY:** Acts 2005, No. 2229, § 1; 2007, No. 1594, § 1; 2009, No. 376, § 13.

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A.C.A. § 6-13-1610 (2013)

**6-13-1610. Financial relief for debts acquired as a result of involuntary consolidations.****(a)** As used in this section:

**(1)** "Accounts payable" means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;

**(2)** "Act 60 school district" means a school district that was on the consolidation list under § 6-13-1602 and was involuntarily consolidated under § 6-13-1603(a)(3);

**(3)** "Available funding" means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;

**(4)** "Excess accounts payable" means accounts payable of an Act 60 school district that exceed available funding; and

**(5)** "Improper expenditure exceptions" means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

**(b)** If on July 1, 2004, or thereafter, the State Board of Education required an involuntary administrative consolidation under § 6-13-1603(a)(3) and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending if paid from the funds of the Act 60 district, the department shall provide supplemental funding to the resulting district.

**(c) (1)** The amount of the supplemental funding provided under subsection (b) of this section shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

(2) (A) The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the department based on information provided in a final audit and other verifiable fiscal information available to the department.

(B) The audit of an Act 60 school district required under this section shall be completed within the time under § 6-20-1801(d) for school districts in fiscal distress.



(3) No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under § 6-20-1801.

(d) (1) Beginning on the date of the publication of the consolidation list under § 6-13-1602 each year, the department shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

(2) No contract or other debt obligation incurred by a school district for which the department has oversight authority under this section shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

**HISTORY:** Acts 2005, No. 2230, § 1.

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A.C.A. § 6-13-1611 (2013)

**6-13-1611. Reports.**

(a) By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the interim House Committee on Education, the interim Senate Committee on Education, and the Department of Education indicating:

(1) What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:

- (A) Parent-teacher associations;
- (B) Booster clubs; and
- (C) Parent involvement committees;

(2) The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and

(3) The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.



(b) The department shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:

- (1) Opportunities for inclusion or participation in the resulting or receiving district; and
- (2) The efforts, if any, that were made to include parents from the affected district in the

receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

**HISTORY:** Acts 2005, No. 2321, § 1; 2009, No. 376, § 14.

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**A.C.A. § 6-13-1612 (2013)****6-13-1612. Academic support centers.**

(a) The purpose of this section is to:

(1) Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

(2) Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

(3) Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

(b) An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under this subchapter to fulfill the objectives identified in subsection (a) of this section.

(c) The Department of Education shall:

(1) Establish rules to implement this section; and



(2) Report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

**HISTORY:** Acts 2007, No. 1575, § 1.

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## **APPLICABLE RULES**

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS  
September 2014**

**1.00 PURPOSE**

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

**2.00 AUTHORITY**

- 2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., Act 1073 of 2013 and annual appropriations of the Arkansas General Assembly.

**3.00 DEFINITIONS**

- 3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;
- 3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;
- 3.03 “Affected district” means a school district that:
- 3.03.1 Loses territory or students as a result of annexation or administrative annexation; or
- 3.03.2 Is involved in a consolidation or administrative consolidation.
- 3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;
- 3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;
- 3.06 “Average daily membership (ADM)” has the same meaning as defined by the Arkansas General Assembly in Ark. Code Ann. § 6-20-2303.

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- 3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;
- 3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.
- 3.09 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;
- 3.10 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

*Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601*

#### **4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD**

- 4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

*Source: Ark. Code Ann. § 6-13-1402*

### **CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS**

#### **5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS**

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
  - 5.01.1 The State Board, after providing thirty (30) days’ written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
  - 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a

copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

- 5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and
- 5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;
- 5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and
  - 5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or
- 5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and
  - 5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

- 5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:
- 5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or
  - 5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.
- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
- 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
  - 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.



5.05 The State Board shall:

5.05.1 Issue an order establishing the changed boundaries; and

5.05.2 File the order with the:

5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;

5.05.2.2 Secretary of State; and

5.05.2.3 Arkansas Geographic Information Office.

5.05.3 The county clerk shall make a permanent record of the order.

5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.

5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

*Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416*

**6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS**

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation

or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and

Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

*Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416*

#### **7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN**

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

*Source: Ark. Code Ann. § 6-13-1407*

#### **8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION**

8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to

assist a school district or districts in desegregation of the public schools of this state.

- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

*Source: Ark. Code Ann. § 6-13-1408*

## **9.00 OTHER STATE BOARD OF EDUCATION DUTIES**

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
- 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
  - 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
  - 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.
- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

*Source: Ark. Code Ann. § 6-13-1409*

## **10.00 APPEAL AND ELECTION**

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

*Source: Ark. Code Ann. § 6-13-1410*

## **11.00 USE OF FUND BALANCES**

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.
- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, ~~or~~ fiscal, or facilities\_distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., or the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.

*Source: Ark. Code Ann. § 6-13-1411*

## **12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS**

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.
- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
- 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
  - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

- 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
  - 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
  - 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
  - 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
    - 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
    - 12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or
    - 12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

- 12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or
  - 12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:
- 12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;
  - 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
  - 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:



- 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
  - 12.10.2 Secretary of State; and
  - 12.10.3 Arkansas Geographic Information Office.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

*Source: Ark. Code Ann. § 6-13-1415*

### **13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS**

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.
- 13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.
  - 13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

- 13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.
  - 13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.
- 13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:
- 13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
  - 13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or
  - 13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

- 13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:
  - 13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;
  - 13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
  - 13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.
- 13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.
  - 13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.
  - 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
  - 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
  - 13.09.2 Secretary of State; and

13.09.3 Arkansas Geographic Information Office.

13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

*Source: Ark. Code Ann. § 6-13-1416*

#### **14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS**

14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.

14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:

14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or

14.02.2 Determined by the permanent board of directors.

14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

14.04 A vacancy on the board of directors shall be filled as prescribed by law.

14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

- 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
  - 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
- 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
  - 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
  - 14.07.3 No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map, in a format prescribed by the Arkansas Geographic Information Office, detailing the election zone boundaries of the resulting district or receiving district with the:
    - 14.07.3.1 Secretary of State;
    - 14.07.3.2 Arkansas Geographic Information Office; and
    - 14.07.3.3 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

*Source: Ark. Code Ann. § 6-13-1417*

## **ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS**

### **15.00 ADMINISTRATIVE CONSOLIDATION LIST**

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

*Source: Ark. Code Ann. § 6-13-1602*

### **16.00 ADMINISTRATIVE REORGANIZATION**

- 16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

- 16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:
  - 16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or
  - 16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.
- 16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).
- 16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.
- 16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.
- 16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.
- 16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.
- 16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:
  - 16.11.1 The school district fails to meet minimum teacher salary requirements; or

- 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
  - 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
  - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
    - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
    - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

*Source: Ark. Code Ann. § 6-13-1603*

## **17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS**

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:



- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
  - 17.01.2 Economically disadvantaged students;
  - 17.01.3 Students from major racial and ethnic groups; and
  - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
  - 17.02.2 Attendance records;
  - 17.02.3 Enrollment records;
  - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
  - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
  - 17.03.2 Economically disadvantaged students; and
  - 17.03.3 Students from major racial and ethnic groups.
- 17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

*Source: Ark. Code Ann. § 6-13-1606*

## **18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS**

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

*Source: Ark. Code Ann. § 6-13-1607*

## **19.00 AUDIT REQUIRED**

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
  - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
  - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

*Source: Ark. Code Ann. § 6-13-1608*

## **20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS**

- 20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

*Source: Ark. Code Ann. § 6-13-1609*

## **21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS**

- 21.01 As used in Section 21.00 of these rules:

- 21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;
- 21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;
- 21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;
- 21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and
- 21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

- 21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

- 21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

- 21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

*Source: Ark. Code Ann. § 6-13-1610*

## **22.00 ANNUAL REPORTS**

- 22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1      What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
  - 22.01.1.1      Parent-teacher associations;
  - 22.01.1.2      Booster clubs; and
  - 22.01.1.3      Parent involvement committees;
- 22.01.2      The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3      The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02      The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
  - 22.02.1      Opportunities for inclusion or participation in the resulting or receiving district; and
  - 22.02.2      The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

*Source: Ark. Code Ann. § 6-13-1611*

**23.00 ACADEMIC SUPPORT CENTERS**

- 23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:
- 23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;
  - 23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and
  - 23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.
- 23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.
- 23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

*Source: Ark. Code Ann. § 6-13-1612*

## **CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

### **24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

- 24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.
- 24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.
- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

### **25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING**

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
  - 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.



- 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where

the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

## **26.00 GENERAL REQUIREMENTS**

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.
- 26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:
- 26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;
- 26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;
- 26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.
- 26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.
- 26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

**27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY  
CONSOLIDATIONS AND ANNEXATIONS**

- 27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

**28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY  
CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 28.08 The State Board shall issue a written order concerning the matter.

**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF  
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE ANNEXATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY INTO THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR ANNEXATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
annexation of the petitioning affected school district(s) into the petitioning receiving  
\_\_\_\_\_ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to annex the \_\_\_\_\_ School District(s) into the receiving \_\_\_\_\_ School  
District as approved by a majority of the members of the local boards of education of the  
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners  
into the receiving \_\_\_\_\_ School District. Said public notice of intent to annex  
(was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper  
of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for  
a time period of no less than once a week for two (2) consecutive weeks immediately prior to the  
filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving \_\_\_\_\_ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County into the receiving \_\_\_\_\_ School District of \_\_\_\_\_ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving \_\_\_\_\_ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County



By: \_\_\_\_\_

Superintendent

Date

\_\_\_\_\_  
President, School Board

Date

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE CONSOLIDATION OF \_\_\_\_\_ SCHOOL DISTRICT(S) OF \_\_\_\_\_ COUNTY AND THE \_\_\_\_\_ SCHOOL DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR CONSOLIDATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting \_\_\_\_\_ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the \_\_\_\_\_ and \_\_\_\_\_ School District(s) into the resulting \_\_\_\_\_ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting \_\_\_\_\_ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting \_\_\_\_\_ School District shall elect \_\_\_\_ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting  
 \_\_\_\_\_ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County into the resulting \_\_\_\_\_ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By: \_\_\_\_\_  
 Superintendent Date

\_\_\_\_\_  
 President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

**Exhibit A****SCHOOL BOARD RESOLUTION**

COMES NOW the \_\_\_\_\_ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on \_\_\_\_\_, 20\_\_\_\_, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the \_\_\_\_\_ School District with the \_\_\_\_\_ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the \_\_\_\_\_ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

\_\_\_\_\_ School District

of \_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

By: \_\_\_\_\_  
President, School Board Date

**EXHIBIT D****AFFIDAVIT CONCERNING DESEGREGATION ORDERS**

COMES NOW the \_\_\_\_\_ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the \_\_\_\_\_ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY of \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:

\_\_\_\_\_

\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.



**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND  
CONSOLIDATIONS OF SCHOOL DISTRICTS**

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE ANNEXATION OF \_\_\_\_\_ SCHOOL  
DISTRICT(S) OF \_\_\_\_\_ COUNTY INTO THE \_\_\_\_\_ SCHOOL  
DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and  
the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and  
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-  
1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the  
voluntary administrative annexation of the petitioning affected school district(s) into the  
petitioning receiving \_\_\_\_\_ School District, and hereby would submit to the Board as  
follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit  
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board  
resolutions to annex the \_\_\_\_\_ School District(s) into the receiving \_\_\_\_\_ School  
District as approved by a majority of the members of the local boards of education of the  
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B  
attached hereto, (submit only if public notice was published in the newspaper) proof of public  
notice of intent to petition this Board to annex the Petitioners into the receiving \_\_\_\_\_  
School District. Said public notice of intent to annex (was)(was not) published in the local  
newspaper(s) of general circulation (or in a state newspaper of daily circulation if local  
newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the \_\_\_\_\_ school year were \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District and \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of \_\_\_\_\_ for the \_\_\_\_\_ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, \_\_\_\_\_, and that there shall be only one local school board and one local superintendent of the receiving \_\_\_\_\_ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the \_\_\_\_\_ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County into the receiving \_\_\_\_\_ School District of \_\_\_\_\_ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving \_\_\_\_\_ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE CONSOLIDATION OF \_\_\_\_\_ SCHOOL DISTRICT(S) OF \_\_\_\_\_ COUNTY AND THE \_\_\_\_\_ SCHOOL DISTRICT OF \_\_\_\_\_ COUNTY:**

**PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION**

COMES NOW the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting \_\_\_\_\_ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the \_\_\_\_\_ and \_\_\_\_\_ School District(s) into the resulting \_\_\_\_\_ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting \_\_\_\_\_ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the \_\_\_\_\_ school year were \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District and \_\_\_\_\_ and \_\_\_\_\_ for the \_\_\_\_\_ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of \_\_\_\_\_ for the \_\_\_\_\_ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by \_\_\_\_\_, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting \_\_\_\_\_ School District shall elect \_\_\_\_\_ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

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8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, \_\_\_\_\_, and that there shall be only one local school board and one local superintendent of the resulting \_\_\_\_\_ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the \_\_\_\_\_ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.



WHEREFORE, Petitioners request that the Board approve the consolidation of the \_\_\_\_\_ School District(s) of \_\_\_\_\_ County and the \_\_\_\_\_ School District of \_\_\_\_\_ County into the resulting \_\_\_\_\_ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the \_\_\_\_\_ and \_\_\_\_\_ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

\_\_\_\_\_ School District

\_\_\_\_\_ County

By:

\_\_\_\_\_  
Superintendent Date

\_\_\_\_\_  
President, School Board Date

**Exhibit A****SCHOOL BOARD RESOLUTION**

COMES NOW the \_\_\_\_\_ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on \_\_\_\_\_, \_\_\_\_\_, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the \_\_\_\_\_ School District with the \_\_\_\_\_ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the \_\_\_\_\_ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

\_\_\_\_\_ School District  
of \_\_\_\_\_ County

By: \_\_\_\_\_  
Superintendent Date

By: \_\_\_\_\_  
President, School Board Date

**Exhibit C****AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP**

COMES NOW the affiant, \_\_\_\_\_, Superintendent of the  
 \_\_\_\_\_ School District, and having been duly sworn, states under oath as  
 follows:

1. The average daily membership (ADM) of the \_\_\_\_\_ School  
 District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was \_\_\_\_\_ students  
 for the \_\_\_\_\_ school year and \_\_\_\_\_ students for the \_\_\_\_\_ school year.

2. The combined average daily membership of the affected school districts was  
 \_\_\_\_\_ for the \_\_\_\_\_ school year, an average daily membership meeting or exceeding  
 three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of  
 \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
 Superintendent

County of \_\_\_\_\_  
State of Arkansas

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of  
\_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:  
\_\_\_\_\_

**Exhibit E**

**AFFIDAVIT OF ISOLATED SCHOOL STATUS**

Comes the affiant, \_\_\_\_\_, Superintendent of the \_\_\_\_\_ School District, and having been duly sworn, states under oath as follows:

1. My name is \_\_\_\_\_. I am the Superintendent of the \_\_\_\_\_ School District.
2. My business address is \_\_\_\_\_.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the \_\_\_\_\_ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the \_\_\_\_\_ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
  - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is \_\_\_\_\_.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is \_\_\_\_\_.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is \_\_\_\_\_ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is \_\_\_\_\_.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are \_\_\_\_\_.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY OF \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:

\_\_\_\_\_

**EXHIBIT F**

**AFFIDAVIT CONCERNING DESEGREGATION ORDERS**

COMES NOW the \_\_\_\_\_ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the \_\_\_\_\_ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "\*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Superintendent

COUNTY of \_\_\_\_\_  
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

My Commission expires:  
\_\_\_\_\_

\* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

## **ASSOCIATED DOCUMENTS**





# ARKANSAS DEPARTMENT OF EDUCATION

July 18, 2014

Tony Wood  
Commissioner

State Board  
of Education

Sam Ledbetter  
Little Rock  
Chair

Toyce Newton  
Crossett  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Alice Mahony  
El Dorado

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Ms. Sheryl Owens, Superintendent  
Hughes School District  
P.O. Box 9  
Hughes, AR 72348

Mr. Rudolph Robinson, Board President  
Hughes School District  
P.O. Box 9  
Hughes, AR 72348

**Re: Ark. Code Ann. § 6-13-1602 List**

Dear Superintendent Owens and President Robinson:

Ark. Code Ann. § 6-13-1602(2) requires the Arkansas Department of Education (ADE) to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

I regret to inform you that the Hughes School District appears on this list for the 2014-2015 school year. That means that the Hughes School District will be required to administratively consolidate with or annex into another school district or districts before the 2015-2016 school year. Pursuant to Ark. Code Ann. § 6-13-1603, the Hughes School District may voluntarily agree to administratively consolidate with or be annexed into another school district or districts. In that event, the Hughes School District must submit a petition for approval to the State Board of Education by March 1, 2015. If the petition is approved by the State Board of Education, the administrative consolidation or annexation will be effective by July 1, 2015.

I am mindful of the impact that these requirements might have upon you and your school district. I respectfully request that you pursue all available opportunities to seek a voluntary administrative annexation or consolidation to or with one or more of your neighboring school districts. I also ask that you provide me with a written report detailing the progress of those efforts, if any, by October 15, 2014.

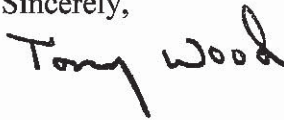
Should the Hughes School District not submit a voluntary petition for administrative annexation or consolidation as outlined above or does not receive approval from the State Board of Education for such a petition, the State Board of Education will be required to administratively consolidate the Hughes School District with or into one or more school districts by May 1, 2015. Such an administrative consolidation will be effective by July 1, 2015.

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

Please be advised that pursuant to Ark. Code Ann. § 6-13-1608, the Arkansas Department of Education shall have authority to oversee all fiscal and accounting-related matters of the Hughes School District. Additionally, any contracts or debt obligations of the Hughes School District must be preapproved in writing by me. Please route such requests for approval through Dr. Eric Saunders, ADE Assistant Commissioner for Fiscal and Administrative Services.

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to contact me at (501) 682-4201.

Sincerely,

A handwritten signature in black ink that reads "Tony Wood". The signature is written in a cursive, slightly slanted style.

Tony Wood  
Commissioner of Education

cc: Mr. Mike Hernandez, Deputy Commissioner of Education  
Ms. Deborah Coffman, Chief of Staff and State Board of Education Liaison  
Dr. Eric Saunders, Assistant Commissioner, Fiscal & Administrative Svcs  
Mr. Jeremy Lasiter, General Counsel



# ARKANSAS DEPARTMENT OF EDUCATION

August 7, 2013

Dr. Tom W. Kimbrell  
Commissioner

**State Board  
of Education**

Jim Cooper  
Melbourne  
Chair

Brenda Gullett  
Fayetteville  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Sam Ledbetter  
Little Rock

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

RECEIVED  
ATTORNEY'S OFFICE

AUG 09 2013

DEPARTMENT OF EDUCATION  
GENERAL DIVISION

Ms. Sheryl Owens, Superintendent  
Hughes School District  
P.O. Box 9  
Hughes, AR 72348

Mr. Rudolph Robinson, Board President  
Hughes School District  
P.O. Box 9  
Hughes, AR 72348

**Re: Ark. Code Ann. § 6-13-1602(1) List**

Dear Superintendent Owens and President Robinson:

Ark. Code Ann. § 6-13-1602 now requires the Arkansas Department of Education (ADE) to publish two lists by January 1 of each year. The lists are as follows:

**List #1: Ark. Code Ann. § 6-13-1602(1) List**

Ark. Code Ann. § 6-13-1602(1) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in the school year immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1608(f), school districts appearing on this list may not incur debt without the prior written approval of the ADE. The Hughes School District meets the requirement for inclusion on the Ark. Code Ann. § 6-13-1602(1) list. Accordingly, the Hughes School District may not incur any debt without the prior written approval of the ADE.

The applicable administrative rules define "debt" as "a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district." Please forward all such debt requests to my office for approval.

**List #2: Ark. Code Ann. § 6-13-1602(2) List (Administrative Consolidation List)**

Ark. Code Ann. § 6-13-1602(2) requires the ADE to publish a list of all school districts with fewer than three hundred fifty (350) students according to the school districts' average daily membership in each of the two (2) school years immediately preceding the current school year. Pursuant to Ark. Code Ann. § 6-13-1603, school districts appearing on this list must be administratively consolidated with or annexed to another school district or districts.

The Hughes School District **does not** appear on this list for the 2013-2014 school year. However, should your school district's average daily membership for 2013-

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Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

2014 remain below 350 students, your district will be required to be administratively consolidated with or annexed to another school district or districts before the 2015-2016 school year.

Thank you for your attention to this matter. Should you have any questions concerning this matter or should you require additional information, please do not hesitate to contact me at (501) 682-4488.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mike Hernandez', with a stylized flourish at the end.

Mike Hernandez  
Assistant Commissioner  
Fiscal and Administrative Services

cc: Tom W. Kimbrell, Ed.D, Commissioner of Education  
Mr. Tony Wood, Deputy Commissioner of Education  
Ms. Deborah Coffman, Chief of Staff and State Board of Education Liaison  
Mr. Jeremy Lasiter, General Counsel





# ARKANSAS DEPARTMENT OF EDUCATION

**Tony Wood**  
*Commissioner*

February 13, 2015

**State Board  
of Education**

**Sam Ledbetter**  
*Little Rock*  
**Chair**

**Toyce Newton**  
*Crossett*  
**Vice Chair**

**Dr. Jay Barth**  
*Little Rock*

**Joe Black**  
*Newport*

**Kim Davis**  
*Fayetteville*

**Alice Mahony**  
*El Dorado*

**Mireya Reith**  
*Fayetteville*

**Vicki Saviers**  
*Little Rock*

**Diane Zook**  
*Melbourne*

**Mr. David Wyatt**, Interim Superintendent  
Yellville-Summit School District  
1124 North Panther Ave.  
Yellville, AR 72687

Dear Mr. Wyatt:

Pursuant to Ark. Code Ann. § 6-20-1905, this letter is to provide notice that the Yellville-Summit School District has been identified by the Arkansas Department of Education (Department) as a school district in Fiscal Distress. According to Ark. Code Ann. § 6-20-1904, Yellville-Summit School District meets one (1) or more of the criteria necessary to be identified as a school district in Fiscal Distress, including:

- A declining balance determined to jeopardize the fiscal integrity of the school district.

The Department will request that the State Board of Education (SBE) classify the Yellville-Summit School District as being in Fiscal Distress at its meeting on April 9, 2015. The meeting will begin at 10:00 a.m. in the Auditorium of the Arch Ford Education Building, Four Capitol Mall in Little Rock, Arkansas.

Please find included in this mailing a copy of Arkansas Fiscal Assessment and Accountability Program. It provides the process by which a district may appeal the classification of Fiscal Distress to the SBE. An appeal would be heard at the same April 9, 2015, SBE Meeting. Additional information may be found in Arkansas Code Ann. § 6-20-1901 et seq.

Ark. Code Ann. §6-20-1907 states no school district identified in Fiscal Distress may incur any debt without prior written approval of the Department of Education. "Any debt" includes any employment contract, vendor contract, lease, loan, purchase, or any other obligation that will increase the district's financial obligations, accounts payable, or its liabilities. The district is required to obtain prior written approval from the Department, effective with its receipt of this letter. Please retain this notice in your District audit file.

Four Capitol Mall  
Little Rock, AR  
72201-1019  
(501) 682-4475  
ArkansasEd.org

*An Equal Opportunity  
Employer*

Fiscal Distress Identification  
Page 2

Should the district have questions or comments, please contact the Fiscal Distress Services, at (501) 682-5124.

Sincerely,

A handwritten signature in cursive script, reading "Hazel Burnett".

Hazel Burnett,  
ADE Coordinator Fiscal Distress Accountability and Reporting

HB:ddm

cc: Mr. Tony Wood, Commissioner of Education  
Mr. Mike Hernandez, Deputy Commissioner of Education  
Jeremy Lasiter, General Counsel  
Dr. Eric Saunders, Assistant Commissioner  
Senator Johnny Key  
Representative Kelley Linck  
Ms. Robin Lee, School Board President  
Ms. Joan Vickers  
Mr. Doug Keeter  
Mr. Travis Doshier  
Mr. Jason Jones

District LEA  
District Description

4502000  
YELLVILLE-SUMMIT SCHOOL DISTRICT

FY-12 Legal Balance	972,646.72
FY-12 Restricted SOF	33,631.28
FY-12 Deposits with Paying Agents	0.00
FY-12 Current Loans	0.00
<b>FY-12 Unrestricted Legal Balance</b>	<b>939,015.44</b>

FY-13 Legal Balance	972,646.72
FY-13 Restricted SOF	63,128.19
FY-13 Deposits with Paying Agents	0.00
FY-13 Current Loans	0.00
<b>FY-13 Unrestricted Legal Balance</b>	<b>909,518.53</b>

FY 12-FY 13 % Change	-3.14%
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FY-14 Legal Balance	600,568.43
FY-14 Restricted SOF	48,301.84
FY-14 Deposits with Paying Agents	0.00
FY-14 Current Loans	0.00
<b>FY-14 Unrestricted Legal Balance</b>	<b>552,266.59</b>

FY 13-FY 14 % Change	-39.28%
Two Year Change	(386,748.85)
Two Year Projected Balance	165,517.74

BUDGET

FY-15 Legal Balance	600,568.43
FY-15 Restricted SOF	21,581.02
FY-15 Deposits with Paying Agents	0.00
FY-15 Current Loans	0.00
<b>FY-15 Unrestricted Legal Balance</b>	<b>578,987.41</b>

<b>FY-15 Projected Unrestricted Legal Balance (projected balance at June 30, 2015)</b>	
<b>*submitted by District February 2015</b>	<b>81,076.15</b>

FY-14 3qtr avg ADM	747.93
FY-15 1st qtr ADM	689.43
increase / decrease	(58.50)

**Yellville-Summit School District**  
**LEA #4502**  
**Marion County**

**Fiscal Distress Indicator and Additional Concerns:**

A declining balance determined to jeopardize the fiscal integrity of the school district.

<b>District Profile:</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
<b>Superintendent</b>	<b>Larry Ivens</b>	<b>Larry Ivens</b>	<b>Larry Ivens</b>	<b>Larry Ivens</b>
4 QTR ADM	812	785	761	743
Assessment	59,440,083	60,965,648	62,885,182	65,524,257
Total Mills	36.98	36.98	36.98	36.98
Total Debt Bond/Non Bond	7,790,000	7,700,000	7,638,275	7,472,215
Per Pupil Expenditures	9,724	9,522	10,096	10,585
Personnel-Non-Fed Certified FTE	58.47	62.36	64.20	64.32
Personnel-Non-Fed Certified Clsrm FTE	54.10	58.03	58.05	57.58
Avg Salary-Non-Fed Cert Clsrm FTE	43,355	44,715	45,163	46,195
Avg Salary-Non-Fed Cert FTE	45,503	46,569	46,493	47,437
Net Legal Balance (Excl Cat & QZAB)	925,493	945,963	916,902	553,243

Total Debt includes Bonded and Non-bonded filed with ADE.

Data Source: Annual Statistical Reports (ASR) and State Aid Notice for school district.

Mr. David Wyatt was hired on January 12, 2015 as Interim Superintendent for the remainder of the 2014-15 school year.





**OFFICE OF INTENSIVE  
SUPPORT REPORT TO  
STATE BOARD OF  
EDUCATION  
ON  
HELENA-WEST HELENA  
SCHOOL DISTRICT**

APRIL 2015

**HELENA-WEST HELENA SCHOOL DISTRICT  
LEADERSHIP AND ACADEMIC REPORT  
APRIL 2015**

**Quarterly Report on Status of the Helena-West Helena School District**

**As of**

**April 2015**

This report gives an overview of the third quarter assessment of progress of the previously set six (6) moth goals and actions set for the Helen-West Helena School District in regards to the areas of district leadership and academic goals. AdvancEd, the district leadership and the schools conducted a third quarter assessment of the district's and schools' improvement practices. The findings were consistent with the mid-year assessment conducted by the district leadership and the OIS team.

The AdvancEd external review team found that the Helena-West Helena School District met the standards to be fully accredited. The district will have two (2) years to address the improvement recommendations made by AdvancED. The AdvancEd External Team identified improvement goals that were consistent with the OIS previously identified goals. Both AdvancEd and the OIS team found that the district is still not implementing all practices and procedures with fidelity although practices and procedures are in place in the categories of Academic Performance, Learning Environment and Efficiency.

The Office of Intensive Support has worked with the district's administration to ensure continuous progress towards previously set goals and has refined the focus for the district for the next six (6) months in the following areas based upon the findings of AdvancEd, the Collaborative Team of Stakeholders, and the OIS team members:

**Academic Performance**

- Curriculum
- Classroom Evaluation and Assessment
- Instruction

**Learning Environment**

- School Culture
- Student, Family and Community Support
- Professional Development

**Efficiency**

- Leadership
- Organizational Structures and Resources; and
- Comprehensive and Effective Planning

Mr. Tolbert, State Superintendent for the Office of Intensive Support, has consistently met and supported Mr. Hoy with job-embedded professional development and guidance in leadership in these areas:

- Ethics
- Human Resources
- Facilities
- Leadership
- School Finance
- School Board Relations
- Legal Issues
- Technology
- Curriculum and Instruction
- District's Trend Data

The meetings with Mr. Hoy have remained informal enough to allow him to ask any questions and seek any advice relating to his role as superintendent and his responsibilities of conducting the day to day operations of the school district.

The district has drafted a Curriculum Management Plan. In this plan, the district has projected a Year at a Glance curriculum development and review calendar which is to be implemented district-wide. Additionally, the district and the Collaborative Stakeholder Team have begun a series of meetings to review data from a variety of sources to develop a Year at a Glance Calendar for all district administrators and central office personnel in order to improve the day to day operations of each department within the district and the leadership practices of all administrators. The schools and the district have begun developing a comprehensive professional growth and development survey which will be administered in April to collect data on the professional growth and development needs of all staff in the district. The Central Office Leadership Team and the schools' teams have started reviewing, drafting and revising the district's policies as they relate to curriculum, instruction, assessment, professional development and evaluation practices, allocation of resources, and comprehensive and effective improvement planning. Once the policies have been adopted, the OIS team will assist the district in developing clearly defined processes and procedures to ensure compliance with those policies. All efforts of the district's and schools leadership are supported by job-embedded, real time professional development by the OIS team and by Fetterman and Associates at Central High School.

Central High School's 45 Day Academic Distress plan is included in this report. Both the State Superintendent for the Office of Intensive Support and the Director of Learning Services have met with Mr. Hoy and the district's leadership team to discuss and outline support strategies to assist Central in meeting these 45 Day Academic Distress actions.



### Academic Distress ADE Evaluation Team

#### Recommendations

District: \_\_\_\_ Helena West Helena \_\_\_\_\_

School: \_\_\_\_ Central High School \_\_\_\_\_

School Improvement Team Members: \_\_\_\_ David Tollett, Pam Clark, Dr. Robert Toney

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\_\_\_\_\_

The recommendations listed below are based on research that indicates, when implemented with fidelity; a high probability of achieving school improvement goal exists. However, implementation of these recommendations does not guarantee removal of Academic Distress status.

Indicator (s)	Evidence	Recommendations
	Over the past two years there have been 9 new math teachers and 4 new literacy teachers, as well as new math and literacy coaches. Currently Central High School is lacking 2 math teachers. The turnover rate of teachers has affected the instructional consistency and experience needed to bring about a sustained change. The principal has no voice in teachers hired onto her campus. Currently Helena relies on TFA teachers to fill	The district needs to look at their recruitment policies, practices, advertisement avenues for posting jobs, and recruiting teachers. The principal needs to be an active participant in the recruitment and hiring of teachers for her campus. Also a comprehensive and sustainable new teacher induction training program needs to be developed to help new teachers to Central be supported and prepare for the upcoming school year.

	recruitment gaps, which increase the teacher turnover rate every two years or less.	
	Currently the majority of 6 <sup>th</sup> graders coming to central are not prepared for 7 <sup>th</sup> grade curriculum. This has caused a struggle to move forward with grade level instruction because of the remediation required to move them to the grade appropriate instructional level.	Curriculum and alignment issues exist between the 6 <sup>th</sup> and 7 <sup>th</sup> grade levels. To better assist these alignment issues vertical teaming time needs to be dedicated for 6 <sup>th</sup> and 7 <sup>th</sup> grade teachers to plan together and clearly establish the level of expectations for 6 <sup>th</sup> graders to be prepared for high school level Common Core standards. Also the school may want to explore a summer program to help 6 <sup>th</sup> graders transition and prepare for high school.
	Currently Central High school is designated as a priority school and is required under ESEA flexibility to have a MOU provider or local SIS support person. The previous MOU provider that provided leadership, math, and literacy support contract was terminated this summer and no additional MOU provider or external support has been provided to Central High School. This has resulted in Central receiving less support for both math and literacy than last year.	The district needs to provide central with MOU support as well as support in math and literacy to assist Central in achieving their goals. Less support will not translate into increased student achievement.
	Evidence supports a need for additional professional development for new teachers because of the high teacher turnover rate in both math and literacy.	Although Central achieved through the growth model, an Achieving rating, in both math and literacy this year, additional professional development is needed for math and literacy teachers to help support curriculum alignment, student assessment, data analysis, and modeling.



2015 Renewal Application Cycle

# **Notification of Charter Authorizing Panel Decision**

Arkansas Virtual Academy  
North Little Rock, Arkansas



# ARKANSAS DEPARTMENT OF EDUCATION

February 19, 2015

Tony Wood  
Commissioner

State Board  
of Education

Sam Ledbetter  
Little Rock  
Chair

Toyce Newton  
Crossett  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Kim Davis  
Fayetteville

Alice Mahony  
El Dorado

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

Dr. Scott Sides  
4702 West Commercial, Suite B3  
North Little Rock, Arkansas 72116

RE: Notice of Charter Authorizing Panel Hearing Decision  
Arkansas Virtual Academy

Dear Dr. Sides:

On February 18, 2015, the Charter Authorizing Panel met and approved the renewal application for Arkansas Virtual Academy for a period of 5 years. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Tuesday, February 24, 2015**, in order for the request to be included in the State Board of Education agenda materials for the meeting on March 12, 2015. Email the request to [ade.charterschools@arkansas.gov](mailto:ade.charterschools@arkansas.gov). Be advised that the decision of whether to review a Charter Authorizing Panel decision is discretionary. See Ark. Code Ann. § 6-23-702(b)(3). Regardless of whether a review of the panel's decision is requested, the application will be an action item for the State Board of Education on March 12, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at [cindy.hogue@arkansas.gov](mailto:cindy.hogue@arkansas.gov).

Sincerely,

Cindy Hogue, Director  
Office of Educational Options

C: Mr. Kelly Rodgers, Superintendent, North Little Rock School District



2015 Renewal Application Cycle

**Additional Materials  
Submitted by the  
Applicant for the Hearing**

Arkansas Virtual Academy  
North Little Rock, Arkansas

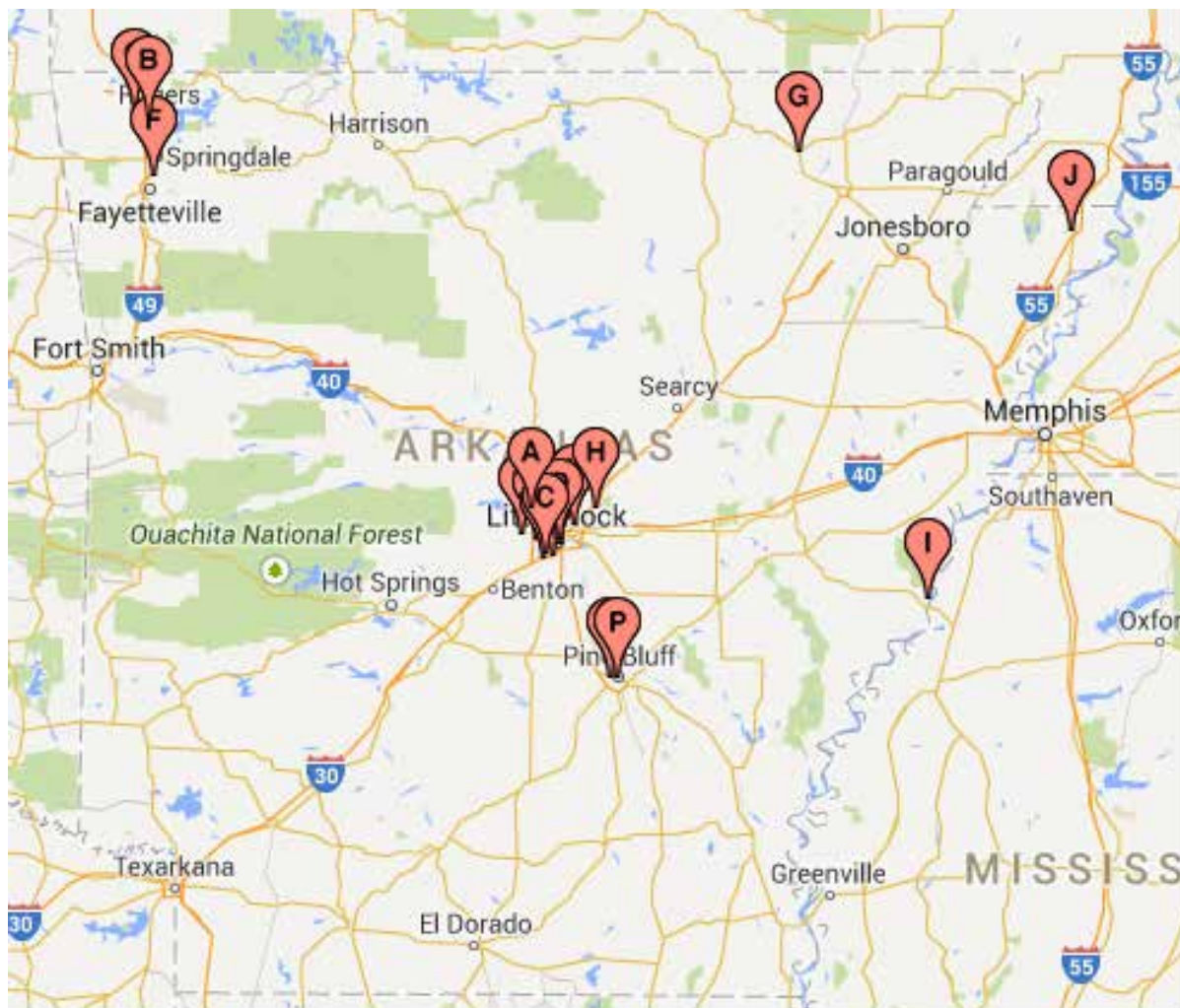


ARKANSAS<sup>SM</sup>  
VIRTUAL ACADEMY





# Arkansas Open-Enrollment Charters





## Geography and Opportunity

Open-enrollment charter schools are located in 7 of 75 counties (9.3%)

Arkansas Virtual Academy currently serves students in 71 of 75 counties (94.7%)



# An Important Choice for Families

- Mitigate health risks
- Greater flexibility in the event of life-changing illness
- Parents seeking greater involvement with a strong curriculum and involved teachers
- Safety
- Bullying
- Can be very efficient
- Support unique talents
- Accommodate a wide range of student learning
- Individualization can be very powerful



## Innovative and Student-Centered

- Research indicates that students achieve when parents are involved in their learning.
- ARVA leverages this relationship, supported by certified teachers and technology.
- Each student in ARVA has an individual learning path and academic plan.
- Planning is focused on the needs of each student.
- Students come to ARVA, in many cases, as an alternative to the traditional setting.
- ARVA offers students in Arkansas a solution that works for them, which has to be the fundamental consideration.



## Reliable Record

Eighth year as a charter – first established in 2002

Fully Accredited by the ADE

All Financial Audits – No Findings

Substantial Compliance – Special Education





## Challenges

- An expansion of more than 200 percent
- Preparing teachers in a 200 percent growth context
- Preparing for an unknown enrollment
- Expanding to provide the first fully-online high school offering in the state
- Fostering strong and consistent partnerships





## ARVA's Growth

- School Year 2013-2014
  - 4 of 29 teachers had experience teaching virtually
- School Year 2014-2015
  - 25 of 29 teachers returned from previous year
- School Year 2015-2016
  - ARVA Board – Maximum enrollment of 2,000
  - Grades K-11
  - 380 Students Grades 9-11
  - 1,620 Students Grades K-8



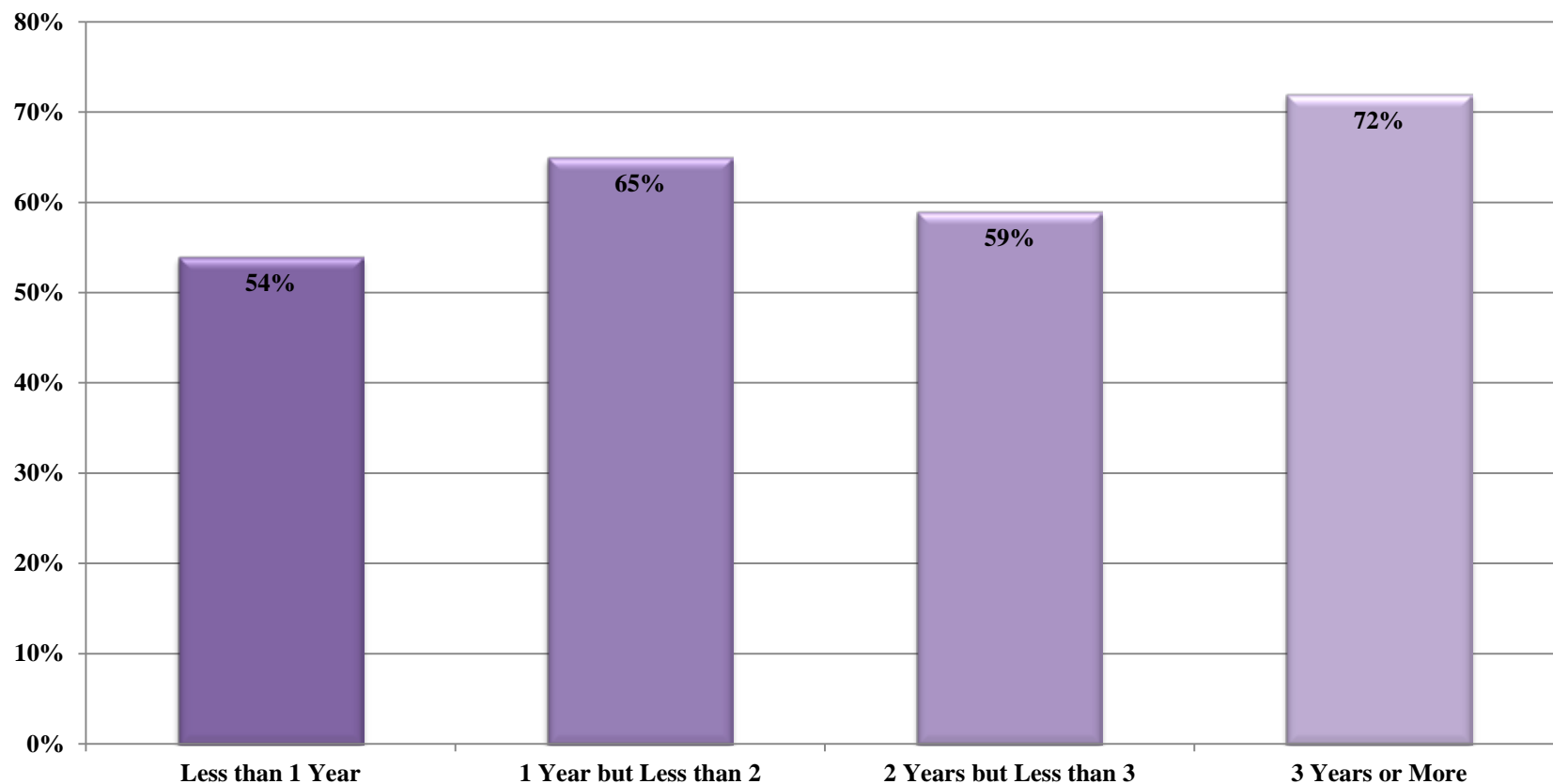
# ACTAAP Benchmark Exam - Math

- 2012-2013 to 2013-2014 Math
- Math Percent Prof./Adv. 2012-2013
  - 68.8% Prof./Adv. All Students
  - 62.2% Prof./Adv. TAGG
- Math Percent Prof./Adv. 2013-2014
  - 65.3% Prof./Adv. All Students
  - 58.9% Prof./Adv. TAGG



# ARVA Benchmark Exam - Math

**Math % Proficient by Longevity**





## ARVA ITBS (ACTAAP)

Math: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	57.6%	66.7%	51.5%	44.2%
3	41.4%	45.7%	58.3%	63.3%
4	62.5%	51.5%	55.0%	61.0%
5	51.5%	58.1%	48.8%	51.4%
6	46.4%	41.7%	51.4%	55.3%
7	60.0%	47.8%	40.6%	64.9%
8	61.5%	57.1%	57.9%	63.6%
Overall	54.2%	51.9%	51.7%	56.9%



## ARVA ITBS Math (ACTAAP)

**Math: Avg NPR of 2 Yr Students Compared to State Avg NPR**

Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	$\Delta$	District NPR	State NPR	$\Delta$	District NPR	State NPR	$\Delta$	District NPR	State NPR	$\Delta$
2	55.1	58.0	-2.94	66.5	58.0	+8.48	55.2	58.0	-2.8	51.4	58.0	-6.6
3	49.1	57.0	-7.93	53.9	58.0	-4.1	53.8	55.0	-1.2	61.9	54.0	+7.87
4	65.9	62.0	+3.91	55.7	62.0	-6.3	58.8	61.0	-2.2	62.3	61.0	+1.29
5	59.5	57.0	+2.45	63.2	57.0	+6.23	49.6	55.0	-5.4	55.6	54.0	+1.65
6	48.0	57.0	-9.04	48.5	58.0	-9.5	54.5	55.0	-0.5	56.8	54.0	+2.84
7	55.5	55.0	+0.5	51.7	55.0	-3.3	54.3	54.0	+0.25	58.6	53.0	+5.62
8	65.5	55.0	+10.46	60.0	56.0	+3.95	54.8	54.0	+0.79	60.1	53.0	+7.14



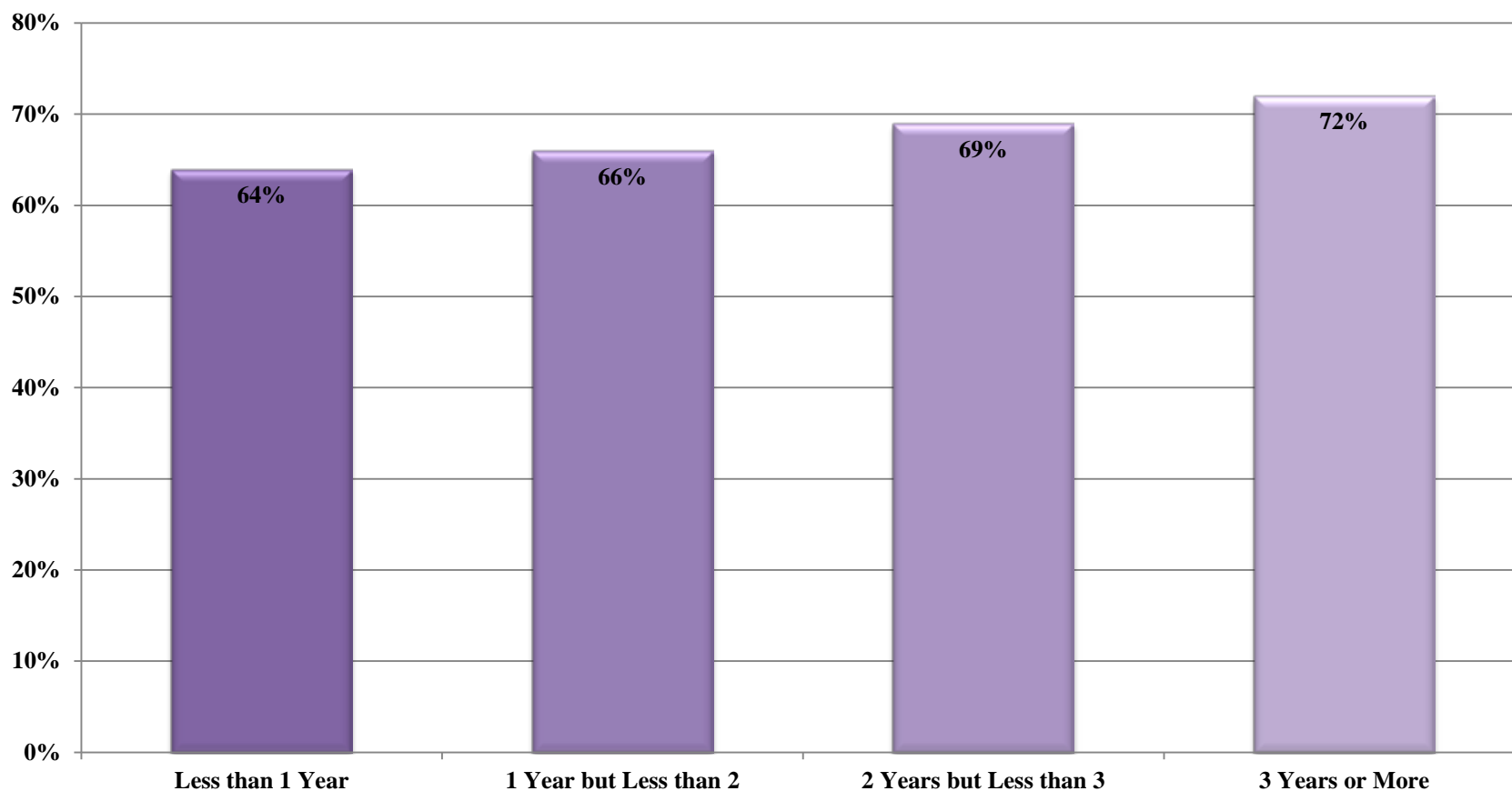
# ACTAAP Benchmark Exam - Literacy

- 2012-2013 to 2013-2014 Literacy
- Literacy Percent Prof./Adv. 2012-2013
  - 72.8% Prof./Adv. All Students
  - 65% Prof./Adv. TAGG
- Literacy Percent Prof./Adv. 2013-2014
  - 67.6% Prof./Adv. All Students
  - 61.5% Prof./Adv. TAGG



# ARVA Benchmark Exam - Literacy

**Literacy % Proficient by Longevity**





## ARVA ITBS (ACTAAP)

Language: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	36.4%	40.7%	54.5%	30.2%
3	41.4%	40.0%	52.8%	56.7%
4	46.9%	42.4%	42.5%	43.9%
5	60.6%	54.8%	51.2%	40.5%
6	42.9%	52.8%	48.6%	60.5%
7	65.0%	47.8%	59.4%	48.6%
8	57.7%	66.7%	52.6%	50.0%
Overall	49.5%	49.3%	49.6%	45.7%

Reading: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	62.5%	61.5%	63.6%	58.1%
3	65.5%	65.7%	61.1%	76.7%
4	75.0%	69.7%	67.5%	70.7%
5	75.8%	87.1%	63.4%	70.3%
6	64.3%	66.7%	77.1%	78.9%
7	70.0%	65.2%	71.9%	67.6%
8	76.9%	81.0%	63.2%	72.7%
Overall	70.0%	70.7%	66.9%	70.2%





# ARVA ITBS Language (ACTAAP)

Language: Avg NPR of 2 Yr Students Compared to State Avg NPR

Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	39.9	53.0	-13.06	52.9	57.0	-4.1	54.2	56.0	-1.8	41.1	55.0	-13.9
3	36.1	44.0	-7.86	40.5	47.0	-6.5	46.1	46.0	+0.08	50.0	44.0	+6.03
4	54.3	54.0	+0.28	46.0	55.0	-9.0	47.3	55.0	-7.7	50.9	55.0	-4.1
5	52.6	49.0	+3.58	55.1	50.0	+5.06	47.8	50.0	-2.2	46.4	50.0	-3.6
6	46.6	49.0	-2.39	52.2	50.0	+2.22	51.1	49.0	+2.09	52.0	49.0	+3.03
7	53.3	47.0	+6.3	47.6	47.0	+0.57	56.0	47.0	+9	48.6	46.0	+2.65
8	54.8	47.0	+7.81	53.3	48.0	+5.29	52.7	48.0	+4.68	49.0	46.0	+2.95



## ARVA ITBS Reading (ACTAAP)

Reading: Avg NPR of 2 Yr Students Compared to State Avg NPR												
Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	60.0	59.0	+1	66.8	60.0	+6.85	63.0	59.0	+4	56.5	58.0	-1.5
3	55.9	51.0	+4.9	58.3	51.0	+7.31	56.6	51.0	+5.58	61.8	50.0	+11.77
4	66.7	52.0	+14.66	60.1	52.0	+8.06	63.0	53.0	+10	63.2	52.0	+11.24
5	65.8	47.0	+18.76	69.7	47.0	+22.68	54.3	47.0	+7.32	59.1	47.0	+12.14
6	56.1	47.0	+9.07	62.5	47.0	+15.5	65.0	46.0	+19.03	60.5	46.0	+14.47
7	68.0	51.0	+16.95	57.9	51.0	+6.91	70.2	50.0	+20.16	65.3	49.0	+16.32
8	68.8	53.0	+15.85	71.0	54.0	+16.95	61.6	53.0	+8.63	70.8	52.0	+18.82



## Looking Ahead

- Strengthened foundation moving toward 2015-2016
- Established team of administrators
- 94% of teachers have expressed intent to return
- Foundation is set for high school students
- Content-specific model, grades 5-11
- Truancy Coordinator – careful watch and improved communications
- Family Academic Support Team



# Recent Innovations and Initiatives

- Individualized Learning Plan
  - Priority Reported Weekly
- Math on Demand
  - Began October 20, 2014
  - Nearly 400 Students
- Family Academic Support Team
  - Helping Students and Families Understand the School in Advance
  - Helping Students and Families Have Greater Success Upon Enrollment



## Family Academic Support (FAST)

- Helping Students and Families Understand Online Public Schooling
- Information Sessions During the Summer and School Year
  - Over 1,300 Families Have Attended
- Will Be Specific to School, 2015-2016
- Helping Students and Families Prepare During the Summer
- Helping Students and Families Be Successful Learning Online and at Home
- Supporting Families Who Struggle – FAST First Responders
- Since Beginning November 17, 2014 – 270 Families



## Proposed Goals Moving Forward

- Arkansas Virtual Academy will improve student performance in literacy, measured by PARCC or any assessment to which the state may transition, an average of 2% each year, for students enrolled two or more years over a baseline established by the 2014 PARCC administration.
- Arkansas Virtual Academy will improve student performance in math, measured by PARCC or any assessment to which the state may transition, an average of 2% each year, for students enrolled two or more years over a baseline established by the 2014 PARCC administration.
- Students in ARVA's graduation Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.
- Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.

2014-2015 Application Cycle

# **Desegregation Analysis**

Arkansas Virtual Academy  
North Little Rock, Arkansas



# ARKANSAS DEPARTMENT OF EDUCATION

## MEMO

---

DATE: February 6, 2015  
TO: Charter Authorizer  
FROM: ADE Staff  
SUBJECT: Desegregation Analysis of Charter Renewal for  
Arkansas Virtual Academy Public Charter School

---

### **I. INTRODUCTION**

On October 13, 2003, the State Board of Education (State Board) approved the application of Arkansas Virtual Academy, Inc. to open and operate Arkansas Virtual Academy (ARVA) to serve 500 students in grades K-12 utilizing a completely virtual curriculum.<sup>1</sup> ARVA requests a renewal of its charter for five (5) years.

### **II. STATUTORY REQUIREMENTS**

Although Ark. Code Ann. § 6-23-106 requires the State Board to carefully analyze the impact of any new proposed charter school on the efforts of public school districts to achieve and maintain unitary systems, it does not require the State Board to conduct an analysis of charter renewal or proposed amendments to an existing charter. However, Ark. Code Ann. § 6-23-106(c) states that the State Board "shall not approve any ... act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state."

### **III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS**

Arkansas Virtual Academy draws students from throughout the state. The desegregation analysis submitted by ARVA is attached as Exhibit "A".

### **IV. DATA FROM THE DEPARTMENT**

Enrollment as of October 1, 2014, for all public school districts in the state as compared to Arkansas Virtual Academy, is as follows:

---

<sup>1</sup> ARVA currently has approval through special language from the Arkansas General Assembly to enroll up to 3,000 students.



District	2 or More Races	Asian	African American	Hispanic	Native American, Hawaiian, Pacific Islander	White	Total
State of Arkansas	9,571	7,345	98,720	56,054	6,070	298,323	476,083
	2.52%	1.45%	21.03%	9.24%	1.17%	64.60%	--
ARVA	30	21	144	90	25	1,337	1,647
	0.00%	1.20%	7.80%	3.80%	1.00%	86.20%	--

Source: ADE Data Center, October 1, 2014 Enrollment

## V. ANALYSIS FROM THE DEPARTMENT

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The Department is aware of pending desegregation orders affecting the Little Rock (LRSD), North Little Rock (NLRSD) and Pulaski County Special School Districts (PCSSD) (*Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-866, United States District Court–Eastern District of Arkansas). However, in recent litigation related to the impact of charter schools on desegregation, none of the three districts has alleged any adverse impact on desegregation by Arkansas Virtual Academy.

Because Arkansas Virtual Academy draws students from throughout the state, the State Board must ensure that any act it approves, including approval of charter renewal, does not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools.” *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate.” *Id.*, at 208 (emphasis in original).

## **V. CONCLUSION**

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). The Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

*[I]n order to find unconstitutional segregation, we require that plaintiffs “prove all of the essential elements of de jure segregation -- that is, stated simply, a current condition of segregation resulting from intentional state action directed specifically to the [allegedly segregated] schools.” Keyes v. School Dist. No. 1, 413 U.S. 189, 205-206 (1973) (emphasis added). “[T]he differentiating factor between de jure segregation and so-called de facto segregation . . . is purpose or intent to segregate.” Id., at 208 (emphasis in original).*

It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools. Although ADE is aware of various desegregation orders affecting districts throughout the state, we have no reason to believe that the number of students who will attend ARVA will be significant enough to impact any district’s desegregation obligations. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.



**Arkansas Virtual Academy  
2015 Renewal Application  
New Waivers Requested**

**1. Vocal and Instrumental Music**

**Section 9.03.4.5 of the ADE Rules Governing Standards for Accreditation**

*Arkansas Virtual Academy is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The online environment is not conducive to the performance requirement described for vocal music and instrumental music.*

**Legal Comments:** The Authorizer lacks the authority to grant this waiver.

**DESEGREGATION ANALYSIS:** Not responsive; ARVA must include its own desegregation analysis.

**Desegregation Assurances**

The Arkansas Virtual Academy's administrative offices are located within the boundaries of the North Little Rock School District (NLRSD).

As such, Arkansas Virtual Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact its continued operation would have upon the school districts of the state as a whole, to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated schools, but with particular attention to the NLRSD, Little Rock School District (LRSD), and the Pulaski County Special School District (PCSSD). Arkansas Virtual Academy has substantiated that the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of the renewal of Arkansas Virtual Academy's open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court Orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Arkansas Virtual Academy draws students from many school districts across the state, as well as students who were formerly in private schools or were home schooled, with its on-line offerings. Arkansas Virtual Academy provides particular opportunities to children, who for any number of reasons, are not able to attend school in a traditional school district. Many of the students enrolled at Arkansas Virtual Academy, therefore, would not be able to attend a traditional school district.

Because all public school districts in Arkansas from which Arkansas Virtual Academy draws students are unitary in student assignment or otherwise not under any court orders to



desegregate, the renewal of its charter can have no negative affect on the desegregation efforts of any public school district in this state.

Arkansas Virtual Academy is an open-enrollment public charter school and, therefore, must admit all applicants that apply, unless there are more applicants than spaces, in which case Arkansas Virtual Academy must fill spaces according to a random, anonymous lottery. Therefore, Arkansas Virtual Academy cannot predict its future student demographics.

According to the 2014-2015 school year enrollment figures as maintained by the ADE Data Center, Arkansas Virtual Academy's current enrollment is comprised of 1,647 students of which there are 21 Asian, 144 African American, 90 Hispanic, 21 Native American and 1,337 Caucasian students. The total of 1,647 students would have no material impact on the racial composition of the public school districts in Arkansas, which contain slightly more than 476,000 students. According to the 2014-2015 enrollment figures as maintained by the ADE Data Center, the total enrollment of Arkansas Virtual Academy is slightly more than .003% of that number. According to the 2014-2015 school year enrollment figures as maintained by the ADE Data Center, the NLRSD has a total of 8,576 students, the LRSD has a total of 23,363 students, and the PCSSD has a total of 16,592 students. The combined student population of the three (3) Pulaski County School Districts is 48,531 students. Arkansas Virtual Academy's student enrollment of 1,647 students is equal to approximately 3.4% of the combined student population of the three (3) Pulaski County School Districts.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation Case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation". On January 17, 2013, the United States District Judge D.P. Marshall, Jr. denied LRSD's Motion in these words:

"To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation or the M-to-M stipulation."

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.

In January, 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of the LRSD's appeal to the Eighth Circuit Court of

**Appeals concerning charter school issues. On August 21, 2014, Judge Marshall signed an order which gave final approval to the Settlement Agreement and released the LRSD and NLRSD from the case.**

**In conclusion, Arkansas Virtual Academy submits that upon the basis of its review, no court orders or statutory obligations affecting the PCSSD, LRSD and NLRSD or any other public school district prohibit the State's charter school authorizer from renewing the charter of Arkansas Virtual Academy for an open-enrollment public charter school which enrolls students statewide and whose administrative offices are located within the boundaries of the NLRSD.**



# **Arkansas Virtual Academy Summary**

Arkansas Virtual Academy  
North Little Rock, Arkansas



## ARKANSAS VIRTUAL ACADEMY

<b>Sponsoring Entity:</b>	<b>Arkansas Virtual Academy Board of Directors</b>
<b>Addresses:</b>	<b>4702 West Commercial, Suite B3 North Little Rock, Arkansas 72116</b>
<b>Grades Served:</b>	<b>K-10 (Approved K-12)</b>
<b>Enrollment:</b>	<b>1647 (2014-2015)</b>
<b>Maximum Enrollment:</b>	<b>500 (Charter Contract) 3000(Special Language)</b>
<b>Number of Years Requested for Renewal:</b>	<b>5</b>

### From 2014 Arkansas School ESEA Accountability Reports

<b>District</b>	Needs Improvement District
<b>District Attendance Rate</b>	98.89%
	Achieving – Percent Tested
	Needs Improvement – Literacy
	Needs Improvement – Math

<b>Elementary School</b>	
<b>Grades K-5</b>	Needs Improvement School
<b>School Attendance Rate</b>	99.16%
	Achieving – Percent Tested
	Needs Improvement – Literacy
	Needs Improvement – Math

<b>Middle School</b>	
<b>Grades 5-8</b>	Needs Improvement School
<b>School Attendance Rate</b>	98.45%
	Achieving – Percent Tested
	Needs Improvement – Literacy
	Needs Improvement – Math

### Special Education Monitoring

January 26, 2011 Letter – Commended for being in substantial compliance with state and federal special education regulations. Scheduled for monitoring December 1, 2014 - January 9, 2015.

### 2012-2013 Accreditation Statuses

Elementary School	Accredited
Middle School	Accredited

### Arkansas Comprehensive School Improvement Plans (ACSIP)

Working with ADE School Improvement Specialist

### Annual Equity Compliance Report

Submitted the 2013-2014 report

## Financial Balances

<b>FISCAL YEAR</b>	<b>GRADE LEVELS</b>	<b>LEGAL BALANCE</b>	<b>CATEGORICAL FUND BALANCE</b>	<b>ADM</b>	<b>ENROLLMENT CAP</b>
<b>2013</b>	<b>K-8</b>	<b>531,167</b>	<b>44</b>	<b>495</b>	<b>500</b>
<b>2014</b>	<b>K-8</b>	<b>683,561</b>	<b>0</b>	<b>498</b>	<b>3000</b>
<b>2015</b>	<b>K-10</b>	<b>Not Available</b>	<b>Not Available</b>	<b>1308</b>	<b>3000</b>
<b>2015 1<sup>st</sup> Qrt ADM</b>				<b>1507</b>	

Data Sources:

Grade Levels, ADMs and Cap from the year end ADE State Aid Notices

FY13 Legal Balance from the APSCN report dated Cycle 9, 2013

FY14 Legal Balance from the APSCN report dated October 10, 2014

FY13 Categorical Balance from the APSCN report dated November 25, 2013

FY14 Categorical Balance from the APSCN report dated October 10, 2014

## 2013 Financial Audit

There were no findings for the 2013 annual financial audit

# ADE Evaluation and Applicant Responses

## ARKANSAS VIRTUAL ACADEMY

<b>Sponsoring Entity:</b>	<b>Arkansas Virtual Academy Board of Directors</b>
<b>Addresses:</b>	<b>4702 West Commercial, Suite B3 North Little Rock, Arkansas 72116</b>
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<b>Enrollment:</b>	<b>1647 (2014-2015)</b>
<b>Maximum Enrollment:</b>	<b>500 (Charter Contract) 3000(Special Language)</b>
<b>Number of Years Requested for Renewal:</b>	<b>5</b>

### ***CONTACT INFORMATION***

Applicants are requested to provide complete contact information.

#### **Evaluation Criteria:**

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

**FULLY RESPONSIVE**

### ***SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS***

#### **Part A: Charter School Progress**

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

**FULLY RESPONSIVE**

#### **Part B: Desegregation Analysis**

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and

- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

**See Legal Review Document for Any Comments**

## ***SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS***

### **Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

**FULLY RESPONSIVE**

### **Part B: Disclosure Information**

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

**FULLY RESPONSIVE**

## ***SECTION 3: STUDENT AND TEACHER RETENTION***

### **Part A: Student Retention**

Applicants are requested to compile and analyze student retention data.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

**FULLY RESPONSIVE**

#### **Comments and Additional Questions:**

**Explain the configuration of the classes and the average class size.**

**Describe how a typical class occurs in the virtual setting and describe the teacher student interaction.**

Grade	Average Class Size	Configuration	Description
K-2	60 (Student-Teacher Ratio)	Looping	Beginning and developing readers and writers will continue with their teachers until they enter grade 3.
3-4	60 (Student-Teacher Ratio)	Grade Specific	Students will have one teacher for all subjects for the school year.
5-8	60 (Student-Teacher Ratio)	Content Specific	Teachers will give instruction for their content area. Homeroom assignments are made for day to day functioning.
9-10	130-150 (Student-Teacher Ratio)	Content Specific	Weekly classes, remediation sessions, study halls, collaborative sessions, office hours, advisory sessions, one on one sessions as needed

Teachers will typically host a range of 10-20 students for each instructional session and 1-10 during the remediation sessions. Academic leaders and teachers work in partnership to analyze pertinent data, and teachers determine which students should be required to participate in remediation sessions and what content may need additional focus for each student. Teachers assess student learning and evaluate what will be needed for each student based on current and relevant information.

Teachers begin the year building Individualized Learning Plan with all students and parents. Updates occur throughout the year. Examples of interactions between student and teacher are provided.

- Written communications are exchanged via KMail
- Instruction that is based on current standards for each course.
- In preparation for a lesson, teachers use a flipped model where and when it makes the most sense. Current tools, like eduCanon for example, are used to engage students in advance of the student teacher interaction to pre-assess and maximize learning.
- Web cams are used when appropriate or necessary.
- Virtual labs and tours may be used.
- Pre and post assessments are given using virtual tools and or web platforms such as Study Island.
- Breakout rooms provide space and tools for collaborative work for students.
- Student presentations are often made before other students, and developing skills working effectively within a remote web session.
- Discussions, related to content, will take place using Blackboard Collaborative tools such as a microphone, chat window, polls, emoticons, and/or hand raising.
- Like any classroom, teachers work to keep instruction authentic for students where the teacher serves as a facilitator for students who are learning through their interaction with one another.

Arkansas Virtual Academy teachers receive ongoing development and training. One professional development activity has been based on Doug Lemov’s book, *“Teach Like a Champion: 49 Techniques That Put Students on the Path to College”*. These included researched-based techniques translate well to the virtual setting as well and focus on the following:

- Setting high academic standards
- Planning to ensure success
- Structuring and delivering the lesson
- Engaging the student
- Creating a strong culture
- Setting and maintaining behavioral expectations
- Building character and trust
- Planed and thoughtful pace
- Challenging students to think critically

#### **Part B: Teacher Retention**

Applicants are requested to compile and evaluate teacher retention data.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

**FULLY RESPONSIVE**

#### **SECTION 4: TEST DATA**

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter’s current academic goals.

##### **Evaluation Criteria:**

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current academic goals.

**FULLY RESPONSIVE**

##### **Comments and Additional Questions:**

Provide the End of Course comparisons for Algebra 1 and Geometry for 7<sup>th</sup> and 8<sup>th</sup> grade.

Explain the preparation steps taken to adequately prepare teachers and faculty for the online testing. Include information about devices.

The 2014-2015 school year marks the first year that ARVA has served students in high school grades. Prior to 2014-2015, as a school serving students in grades K-8, Algebra I has been the only course that has been offered which has included an end-of-course exam.

Algebra I EOC		
	6 <sup>th</sup> or 7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
April 2012	100% Prof. or Adv.	83% Prof. or Adv.

	<i>N = 2</i> <i>(1 Grade 6 and 1 Grade 7)</i>	<i>N = 18</i>
April 2013	33% Prof. or Adv. <i>N = 3 (Grade 7)</i>	79% Prof. or Adv. <i>N = 19</i>
April 2014	100% Prof. or Adv. <i>N = 1 (Grade 7)</i>	83% Prof. or Adv. <i>N = 63</i>

Arkansas Virtual Academy's District Testing Coordinator has attended several webinars and trainings offered by the Arkansas Department of Education, Pearson, Questar, etc., and she has worked closely with ARVA administrators, participating in a weekly testing preparation meeting to prepare all needed logistics and protocols for a successful, statewide testing administration. She also participates in weekly meetings with K12 Inc. to network with other testing coordinators, nationally, who will also lead PARCC testing this spring.

Arkansas Virtual Academy teachers have attended multiple training sessions conducted by the District Testing Coordinator regarding all state and district testing for the 2014-2015 school year. Trainings have been provided through interactive web sessions and during face-to-face professional development days with all faculty members. All faculty members who will administer the PARCC have been trained on testing procedures which have included: setting up testing sessions, monitoring tests, troubleshooting testing and computer issues, and safety procedures with all technology. All ARVA faculty are working to prepare students for the test and are being trained in how to appropriately ensure that accommodations are provided at each site. Procedures for test security, chain of custody, procedures for testing day, and emergency procedures are part of the site coordinator training.

Test site coordinators are participating in site-based trials, conducted at each testing site to provide an authentic opportunity to prepare and practice all functional understandings needed to successfully lead the testing effort. For PARCC testing, HP Streams will be used for student testing, and HP Model 635 will be used for proctor computers. Please see the HP Stream specification provided.

Part Description	HP Stream Commercial
Screen	11.6" HD Anti-Glare LED Display (1366 X 768)
Operating System	Windows 8.1 Pro 64 for Education
Processor	Intel Bay Trail N2840 Processor (2.58 GHz, 1 MB cache, 2 cores) w/Intel HD Graphics
Memory	2 GB DDR3L Memory
Storage	2 GB eMMC HDD
Battery	3-cell, 37 Wh Li-ion polymer * estimated 8 hours
Misc.	Fanless design
Misc.	TPM

Part Description	HP 635
Screen	15.6-inch diagonal LED-backlit HD anti-glare (1366 x 768)
Operating System	Windows 7 Professional 32-bit
Processor	AMD Dual Core Processor E300 (1.3GHz, 1MB L2 cache) w/ Integrated ATI Mobility Radeon™ HD 4250
Memory	4 GB DDR3 SDRAM
Storage	320 GB



Misc.	19mm thin clamshell design
Audio	Sound - DTS Audio
Ports	1 USB 3.0; 2 USB 2.0; 1 HDMI; 1 headphone/microphone combo
Additional Slots	Expansion Slots 1 multi-format SD media card reader
Dimensions	11.81 x 8.1 x 0.78 in
Weight	Weight 2.82 lbs.
Network	Wireless 802.11b/g/n (1x1); Bluetooth®
Power Supply	45 W AC power adapter

Battery	6-cell (47 WHr) Lithium-Ion battery
Audio	Altec Lansing speakers High Definition Audio w/ Microphone
Ports	3 USB 2.0, 1 LAN, 1 Mic input, 1 Headphone output, 1 VGA, 1 HDMI
Additional Slots	Multi MediaCard , SD Memory Card reader, DVD±RW Drive
Dimensions	Depth: 9.7 in Height: 1.4 in Width: 14.8 in
Weight	5.5 lbs
Network	Realtek RTL8191SE 802.11b/g/n 1x1 WiFi Adapter
Power Supply	Form Factor: External Frequency Required: 50/60 Hz Nominal Voltage: AC 120/230 V Power Provided: 65 Watt Voltage Provided: 18.5 V

## ***SECTION 5: ACADEMIC PERFORMANCE GOALS***

### **Part A: Current Performance Goals**

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic performance goals and provide supporting documentation that demonstrates the progress.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

## FULLY RESPONSIVE

### Comments and Additional Questions:

Confirm if this is a complete list of the charter's goals going forward, or are there any additional old goals that should still be included moving forward. Consider that the benchmark exams no longer exist. Consider using more general language for meeting statewide assessment goals.

Clarify which assessments are being used at each grade level on the charts included on page 15 of the application.

The new goals listed are a complete list of the goals that the charter is proposing as we move forward. As the school has changed and has continued to develop, and with new assessments now before us, the content of the previous goals are believed to be overshadowed by the measurement of Common Core State Standards through PARCC or a similar exam, as the state believes appropriate.

On page 15, the "Literacy % Proficient by Longevity" graph and corresponding table on page 14, include only Augmented Benchmark Examination outcomes for students in grades 3-8. This is also true for the "Mathematics % Percent by Longevity" graph and table on page 18. The "% of Students At or Above State Performance" and "Avg NPR of 2 Yr Students Compared to State Avg NPR" tables report outcomes only from the Iowa Test of Basic Skills (ITBS).

### Part B: New Performance Goals

It is understood that during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

Arkansas Virtual Academy will improve student performance in literacy, measured by PARCC or any assessment to which the state may transition, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Arkansas Virtual Academy will improve student performance in math, measured by PARCC or any assessment to which the state may transition, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Students in ARVA's graduating Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.

Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.

### Part B: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

### Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals -
  - Measureable student academic performance goals;
  - The specific tool that will be used to measure academic performance for each goal;
  - The level of performance that will demonstrate success; and

- The timeframe for achieving each goal.

## **FULLY RESPONSIVE**

### **SECTION 6: FINANCE**

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

#### **Evaluation Criteria:**

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions taken to rectify each issue; and
- The date by which each issue was or will be corrected.

## **FULLY RESPONSIVE**

### **SECTION 7: WAIVERS**

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

#### **Part A: New Waiver Requests**

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested**.

## **See Legal Review Document for Any Comments**

#### **Part B: Waivers to Be Rescinded**

Applicants are requested to identify any waiver that is no longer needed.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers**.

## **See Legal Review Document for Any Comments**

### **SECTION 8: REQUESTED AMENDMENTS**

Applicants are requested to identify and explain amendment requests.

#### **Evaluation Criteria:**

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested**;
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

## **FULLY RESPONSIVE**

# **Legal Review of Waivers Requested**

**Arkansas Virtual Academy  
2015 Renewal Application  
New Waivers Requested**

**1. Vocal and Instrumental Music**

Section 9.03.4.5 of the ADE Rules Governing Standards for Accreditation

*Arkansas Virtual Academy is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The online environment is not conducive to the performance requirement described for vocal music and instrumental music.*

**Legal Comments:** The Authorizer lacks the authority to grant this waiver.

**Remaining Issues:** The Authorizer lacks the authority to grant this waiver. The applicant should confirm it no longer seeks this waiver.

**DESEGREGATION ANALYSIS:** Not responsive; ARVA must include its own desegregation analysis;

**Remaining Issues: None; Desegregation analysis responsive**

*Desegregation Assurances*

*The Arkansas Virtual Academy's administrative offices are located within the boundaries of the North Little Rock School District (NLRSD).*

*As such, Arkansas Virtual Academy offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. §6-23-106 to carefully review the potential impact its continued operation would have upon the school districts of the state as a whole, to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated schools, but with particular attention to the NLRSD, Little Rock School District (LRSD), and the Pulaski County Special School District (PCSSD). Arkansas Virtual Academy has substantiated that the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of the renewal of Arkansas Virtual Academy's open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court Orders or statutory obligations to create and maintain a unitary system of desegregated public schools.*

*Arkansas Virtual Academy draws students from many school districts across the state, as well as students who were formerly in private schools or were home schooled, with its on-line offerings. Arkansas Virtual Academy provides particular opportunities to children, who for any*

*number of reasons, are not able to attend school in a traditional school district. Many of the students enrolled at Arkansas Virtual Academy, therefore, would not be able to attend a traditional school district.*

*Because all public school districts in Arkansas from which Arkansas Virtual Academy draws students are unitary in student assignment or otherwise not under any court orders to desegregate, the renewal of its charter can have no negative affect on the desegregation efforts of any public school district in this state.*

*Arkansas Virtual Academy is an open-enrollment public charter school and, therefore, must admit all applicants that apply, unless there are more applicants than spaces, in which case Arkansas Virtual Academy must fill spaces according to a random, anonymous lottery. Therefore, Arkansas Virtual Academy cannot predict its future student demographics.*

*According to the 2014-2015 school year enrollment figures as maintained by the ADE Data Center, Arkansas Virtual Academy's current enrollment is comprised of 1,647 students of which there are 21 Asian, 144 African American, 90 Hispanic, 21 Native American and 1,337 Caucasian students. The total of 1,647 students would have no material impact on the racial composition of the public school districts in Arkansas, which contain slightly more than 476,000 students. According to the 2014-2015 enrollment figures as maintained by the ADE Data Center, the total enrollment of Arkansas Virtual Academy is slightly more than .003% of that number. According to the 2014-2015 school year enrollment figures as maintained by the ADE Data Center, the LRSD has a total of 8,576 students, the LRSD has a total of 23,363 students, and the PCSSD has a total of 16,592 students. The combined student population of the three (3) Pulaski County School Districts is 48,531 students. Arkansas Virtual Academy's student enrollment of 1,647 students is equal to approximately 3.4% of the combined student population of the three (3) Pulaski County School Districts.*

*In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation Case. The federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation" On January 17, 2013, the United States District Judge D.P. Marshall, Jr. denied LRSD's Motion in these words:*

*"To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation or the M-to-M stipulation."*

*Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.*

*In January, 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of the LRSD's appeal to the Eighth Circuit Court of Appeals concerning charter school issues. On August 21, 2014, Judge Marshall signed an order which gave final approval to the Settlement Agreement and released the LRSD and NLRSD from the case.*

*In conclusion, Arkansas Virtual Academy submits that upon the basis of its review, no court orders or statutory obligations affecting the PCSSD, LRSD and NLRSD or any other public school district prohibit the State's charter school authorizer from renewing the charter of Arkansas Virtual Academy for an open-enrollment public charter school which enrolls students statewide and whose administrative offices are located within the boundaries of the NLRSD.*

# Application





**ARKANSAS  
DEPARTMENT  
OF EDUCATION**

## **Open-Enrollment Public Charter School Renewal Application**

**Deadline for Submission: December 18, 2014**



**Charter School: Arkansas Virtual Academy**

**Arkansas Department of Education  
Charter School Office  
Four Capitol Mall  
Little Rock, AR 72201  
501.683.5313**

## **Contact Information**

<b>Sponsoring Entity:</b>	<b>Arkansas Virtual Academy Board of Directors</b>
<b>Name of Charter School:</b>	<b>Arkansas Virtual Academy</b>
<b>School LEA #</b>	<b>6043</b>
<b>Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	<b>Dr. Scott Sides 4702 West Commercial, Suite B3, NLR 72116 (501) 664-4225 (501) 664-4226 ssides@arva.org</b>
<b>Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:</b>	<b>Mr. John Riggs P.O. Box 1399, Little Rock, AR 72203-1399 501-570-3528 501-664-4225 johnr@jariggs.com</b>

**Number of Years Requested for Renewal (1-20): Five Years**

**Renewal Application Approval Date by the School/Entity Board(s): December 16, 2014**

# Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

## Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

Arkansas Virtual Academy (ARVA), as a charter school, was preceded by Arkansas Virtual School which was among the first full-time virtual schools in the country, established in 2002. After twelve years, and eight years as an open-enrollment public charter school, virtual schools have changed a great deal in a relatively short period of time. Adapting to a rapidly changing landscape and serving as the state’s only fully-virtual online offering to students statewide, ARVA continues to meet the call as an important laboratory for learning within the state of Arkansas and provides a needed option for students and families who might otherwise have no choice in public schooling.

An important facet of virtual learning continues to be the opportunity to receive a public education in a wide range of student circumstance. It is not an uncommon occurrence for families to choose online public schooling to mitigate health risks during treatment or to mitigate interruptions in student learning in the event of life-changing illness. Families regularly report that ARVA has positively changed the life of their student and provided an option that has allowed a greater opportunity for learning in the context of a broad set of unique student needs. In September 2014, a survey was issued to families enrolled in virtual academies. Twenty-one percent of all parents, and 31 percent of high school parents, reported choosing online virtual learning because their student was bullied. Ninety-one percent of families who chose virtual learning as the result of bullying indicated that learning virtually had been “very helpful” in dealing with the bullying issue. The issue of bullying has been established as an on-going and difficult challenge, and we understand that students cannot learn when their safety needs have not been met. In every case where Arkansas Virtual Academy has provided relief from concerns of health or safety, we have been successful for that student and family.

Virtual learning at ARVA continues to focus on the individualization of learning for each student. This practice has improved at ARVA during the current contractual period. This provision requires that 100 percent of students enrolled within ARVA have an individualized learning plan (ILP). The ILP describes a plan for student success which is based on the individual needs of the student, incorporates important and relevant data, and sets an agreed plan between the parent, student, and teacher. Individualized learning plan meetings are held for every student once per semester to update goals, note any needed and agreed changes, and ensure that the document remains a “living” valuable plan to promote student success and a successful collaboration for students. An important and unique attribute of ARVA’s approach to the ILP is the ability to track, through systems, the completion of the ILP. Success in this initiative is reported on national calls and with teachers through the receipt of weekly completion reports; further, there is an external review process through which ILP quality is sampled and evaluated. In a high-growth context, a clear focus on the individual learner requires careful and complete focus.

We are very excited about a new initiative called Math on Demand which will provide a flexible support for improved achievement in math. Math on Demand is a readily-available provision of teacher support for students when students need tutoring throughout the day. It is very simple – whenever students in grades three through nine need math tutoring or are experiencing a struggle on math concepts that are being studied, the student has a link to a teacher standing by from 8:00 am to 4:00 pm to assist them in a live, interactive web session. Students may utilize the Math on Demand resource as each student grows in understanding of his or her math needs, and teachers may also send students to Math on Demand for additional work that may be needed. This should be helpful for every student and should be particularly beneficial for students who are working below grade level upon enrollment and who need significant remediation to move toward working successfully at their age-appropriate grade level. This initiative began on October 20, 2014, and more than 200 students have taken advantage of this provision since that time.

During the current contractual period, and beginning in the 2013-2014 school year, ARVA experienced intense growth of nearly 200 percent. When those most knowledgeable and prepared to lead moved into leadership positions, and after 2 of 12 teachers accepted positions teaching where their children were attending school, 4 of a total of 29 teachers had experience teaching within the virtual model when the 2013-2014 school year began. This presented a challenge for the school, but also provided the opportunity for many teachers to grow in a challenging, data-driven learning environment where traditional teaching practices must be adapted to reach students learning at a distance. Twenty-five of twenty-nine teachers returned for the 2014-2015 school year from the 2013-2014 school year, and the faculty has now become established to lead best practice for virtual learning within the state of Arkansas.

In addition to a heavy focus on teacher growth for a team of teachers adapting to teach students virtually, the school has explored strategies needed to support a remote teaching workforce. Two new initiatives that have been deployed to support this effort include WorkTime service client and Voice over Internet Protocol (VoIP) phone service. These two initiatives have allowed an accurate tracking of a remote workforce related to use of one's computer (WorkTime) and phone (VOIP) for instructional and support purposes. Each offers detailed reports by user, allowing an aggregate or individual reports to support a remote teaching force. Both provisions are used to proactively support teacher work with students and families and to help support teachers as they prioritize their work and leverage their expertise within the virtual model. Serving as a laboratory for full-time virtual learning within our state, exploring and developing an improved understanding of the best and most-functional practices are will be very important as we look ahead to increasing online provisions which are growing with each passing year.

As online learning has become more widespread, a tension has developed between increased time during which students learning synchronously (live sessions) and asynchronous learning, which brings greater flexibility for times during which students are able to learn and for the family overall. Our ability to strike the proper balance between synchronous and asynchronous provisions and determine the most effective function of each to individualize and optimize learning for students will be very important in meeting the needs of a diverse learning community. Serving as a laboratory for the state, decisions related to synchronous and asynchronous learning and associated policy developments should be an area where ARVA is able to make great contribution.

During the current contractual period, a transition to a more robust synchronous provision has been underway. As the school has changed somewhat rapidly, the student and family population choosing to learn online and virtually has also changed. Students enrolled in ARVA who have cognitive learning disabilities has grown from 12.8 percent to 14.7 percent, and students qualifying as economically disadvantaged has increased from 60 percent to 66.5 percent. To meet the needs of a new and changing population and with the capacity to leverage increased scale, an instructional transition has been made to be more content-specific by teacher to incorporate a middle school model. This adaptation has brought an improved focus on content standards and skills in instruction across the curriculum, while the additional time commitment for students within interactive web sessions with multiple teachers has reciprocally impacted the flexibility of the model.

In addition to changes that have been needed in how we approach online instruction with students who are learning virtually, the need for an additional layer of support for families to help them successfully engage in learning virtually has become apparent. To meet this need, beginning in the 2014-2015 school year, an initiative to provide greater understanding for parents or learning coaches has been deployed. Through the Family Academic Support initiative, newly-enrolling families are provided training for greater and more immediate success learning online and from home.

The Family Academic Support initiative begins before a family enrolls when information is provided to applicants in advance of enrollment. During this exchange, the most important facets of online learning are shared. These meetings are available three times each week to accommodate parent availability. Learning coaches and students meet in an online classroom to experience what class sessions are like in the online school environment. Parents and students are encouraged to experience online tools that are regularly used within the online classroom. Parents often report positive feelings related to the amount of interaction that takes place in these sessions and between participants. In addition to experiencing the online classroom, information related to accessing coursework, contacting teachers, and a discussion of the roles and responsibilities for learning coach and teacher are included during this two-hour exchange. Fostering a better understanding of school policies, promoting a more complete

understanding of the online learning model for learning coaches, and helping attendees understand the importance of our participation in standardized testing requirements are all incorporated into the session. We also share how to become involved with other ARVA families through opportunities such as national online clubs, local enrichment events, and student outings held throughout the state during the year. Families understand that, once enrolled, new families are assisted by engagement coaches to become acclimated and successful in the online learning environment. Since May, when we began offering the parent information sessions, over 850 people have attended the full meeting with approximately 550 in attendance at summer sessions and 300 attending since school began. We often have multiple adults attend within one family, which should be considered in the total number of attendees, and engagement coaches have welcomed over 700 new families (over 900 K-8 students) to ARVA this year and helped prepare them to be successful learning at ARVA.

An additional and important improvement needed has been in development to provide an earlier understanding of when families are struggling in their pursuit of success within the model. The Family Academic Support Team (FAST) has deployed an outreach program known as the FAST First Responders. Through an open survey and an invitation to families to share their needs, the FAST First Responders, who are a select group of engagement coaches, work to re-engage families who express that they are experiencing difficulty. Engagement coaches review new responses daily and provide direct, specific, and immediate assistance to these families. Since beginning this segment of the Family Academic Support initiative on November 17, 2014, FAST First Responders have received over 650 responses to the survey. Responding to approximately 150 who indicated a moderate to high need for additional support, the First Response team has attempted contact of all families and have successfully brought resolution for nearly 70 percent of these families. Data on the effect of FAST on academic achievement, captured at Georgia Cyber Academy during the 2013-2014 school year, indicated that students served by the FAST program demonstrated improved achievement when compared to similar students who were not able to be served because of resources and staffing.

In summary, Arkansas Virtual Academy has served as a laboratory for virtual learning in the state, and has brought a needed option for learning to many students and families who were deserving of an option, and for whom the school has brought an important alternative. The school has been in a period of very high growth, and learning online brings its challenges. Building an entirely new team of teachers and adapting to the needs of a larger and changing population has also brought challenge, as digital learning has become more deeply integrated into the fabric of education during each year. Changes in population have led to changes in the instructional model as previously described, and the school is working hard to help interested families understand the virtual model to make an informed choice and have success learning online and virtually, and like any school, the virtual model will have its strengths and challenges. As we look ahead, and as ARVA grows on an established foundation, through initiatives like Family Academic Support and adapting instructional practices when needed, we will work diligently to bring consistency in academic outcomes and enrollment.

## **Part B: Desegregation Analysis**

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

The Arkansas Department of Education will complete this analysis.

## Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others

### Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

The Arkansas Virtual Academy (ARVA) are governed by the Arkansas Virtual Academy Board of Directors who volunteer their time, talents, expertise, and experience to ensure the school’s mission for students. The Board consists of individuals who are leaders in their communities, and the current membership of the ARVA Board provide academic, legal, financial, strategic, medical, operations/logistics, and technology expertise. Members of the ARVA Board hold no financial interest in the charter school or associated charter management organization. Of seven current directors, three directors have, or have had, students enrolled in ARVA.

The ARVA Board of Directors work within the scope of the Board’s established By-Laws which describe the process for selecting new members. It is required that the Board be comprised of a minimum of five directors. When a vacancy exists, the Board identifies additional skills needed to achieve an optimal balance of expertise on the Board. When an individual is identified who is believed to possess a desired skill set or area of expertise, the individual is contacted to assess whether she or he has interest in serving. A resume is submitted from any interested candidate for the Board’s review. Official nominations for new members are submitted to the Board’s Secretary/Treasurer at least two weeks in advance of the meeting where the candidate for director will be reviewed, provided a quorum is present. Directors must be elected by a majority of the Board, and directors may also be removed by a majority vote of the Board.

The Board of Directors meet regularly to review the academic and financial affairs of the school. While the ARVA Board’s By-Laws indicate that the Board “shall meet at least quarterly,” the ARVA Board has met at least six times in each year of the current contract. The ARVA Board of Directors’ primary responsibilities include ensuring the school’s mission, setting policy, and ensuring academic and fiscal responsibility through budgetary oversight. The ARVA Board of Directors is empowered to:

- Select educational vendors believed to be the most appropriate in meeting the school’s mission
- Employ faculty and staff in accordance with applicable regulations and law
- Engage legal counsel
- Ensure that the school is making progress toward the goals of the charter
- Review and approve policy as appropriate
- Provide financial oversight through budget approval and periodic review
- Hold the management staff accountable for the academic and fiscal responsibility of the school
- Provide support to the school for additional fund-raising, marketing, and other services as needs arise
- Work with the community to develop and advance opportunities for students within the school

The ARVA Board of Directors may, by resolution passed by a majority of the Board, designate one or more committees. Any committee shall consist of one or more directors to engage functions and duties as set forth within the resolution. The Board may also discharge any committee, with or without cause, at any time.

### Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member’s family member has or had a financial interest.

There have been no contract or lease agreements that require disclosure as described.

## Relationship Disclosures

**In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).**

<b>Charter School Board Member's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
Mr. John Riggs, Board Chair P.O. Box 1399 Little Rock, AR 72203-1399 501-570-3528 johnr@jariggs.com	None	None
Dr. Angela Driskill, Vice-Chair 906 Hilltop Road Alexander, AR 72002 501-847-2505 gadrisk4@gmail.com	None	None
Ms. Cary Hiatt Secretary/Treasurer 16 Village Grove Road Little Rock, AR 72211-2023 (501) 223-8252 chiatt2310@sbcglobal.net	None	None
Mr. Chad Gallagher 523 South Louisiana, Suite 222 Little Rock, Arkansas 72201 chad.gallagher@legacymail.org	None	None
Dr. Gary McHenry 1660 N. Forest Heights Fayetteville, AR 72703 479-466-9758 gmchenry@sbcglobal.net	None	None
Mr. Jess Askew III 124 W Capitol Avenue Little Rock, AR 72201 501-975-3000 jess.askew@kutakrock.com	None	None
Mr. Kevin Smith P.O. Box 504 Helena, AR 72342 870- 338-9094 kasmith@suddenlinkmail.com	None	None

## Section 3 – Student and Teacher Retention

### Part A: Student Retention

Complete the following Student Retention Table:

Group Combined Over All Years	Total Number	Number Left without Completing the Highest Grade Offered	% Left the Charter	% Left for Other Charter	% Left for Traditional Public	% Left for Private School	% Left for Home School	% Left the State	% Left for Unknown Reasons
All	3,313	1,552	46.9%	Included in Public	63.3%	4%	24.6%	6.2%	1.9%
Free/ Reduced Lunch	2,171	1095	50.4%	Included in Public	64.9%	2.2%	24.2%	8.2%	.05%
Two or More Races	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown	Unknown
Asian	37	11	29.7%	Included in Public	45.5%	18.2%	9%	27.3%	0
African American	337	194	57.6%	Included in Public	80.4%	< 1%	11.9%	4.6%	2.6%
Hispanic	107	55	51.4%	Included in Public	63.6%	0	23.6%	10.9%	1.8%
Native American	53	18	34%	Included in Public	55.6%	0	16.7%	22.2%	5.6%
White/ Caucasian/ Undefined	2,735/44	1,274	45.8%	Included in Public	61%	4.6%	26.8%	5.7%	2%
Special Education	428	186	43.5%	Included in Public	61.5%	5%	18.3%	15.1%	0
English Language Learner	0	0	0	0	0	0	0	0	0



Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

The Arkansas Virtual Academy offers students a very different learning experience than do traditional brick-and-mortar schools. Making this change is a family and student choice. Arkansas Virtual Academy works diligently to communicate the expectations and to express with candor the experience of a virtual school to families before they make the enrollment decision. Arkansas Virtual Academy also works in creative and meaningful ways to support new families and students as they experience virtual education for the first time. Like any school transition, it takes time for students to become comfortable with their classes, and a thorough understanding of what a day of virtual schooling is like happens with experience learning virtually.

Analysis of student academic performance on state tests across all K12 Inc. managed public schools shows that students who remain enrolled longer perform better. This is true for students whether below grade level, on grade level, or above grade level. It is particularly important to note that the difference in achievement between students who are below grade level, when compared with students who are on or above grade level, narrows significantly after three or more years of continuous enrollment. In reading, grades 3-8, the difference in outcomes narrows from a difference between groups of 29 percentage points to 9 percentage points. In mathematics, the difference improves from a difference between groups of 41 percentage points to 14 percentage points. For all students, the percentage at or above proficiency increases year-over-year, indicating that the narrowing difference in achievement is not a function of the on grade level students declining but of the below grade level students accelerating their growth.

The online, virtual model presents unique challenge related to student withdrawals, as 47 percent of students who were enrolled withdrew from the school before completing the highest grade made available through ARVA. About 63 percent of students withdrawing have returned to traditional public school, four percent reported that they would attend private school, nearly 25 percent indicated that the student would homeschool, and just over six percent withdrew because they were moving out of state. A small number of students were counted in the total who were incarcerated, placed in a residential treatment facility, or who experienced less common circumstances that represented a very small percent of the total.

Twenty percent of students decided not to return at the end of the school year. Data pertaining to specific reasons for leaving are unavailable for those deciding not to return upon conclusion of the school year. One of the most frequently reported reasons for student withdrawal is that circumstances changed where the learning coach could no longer be available, representing eleven percent of student withdrawals. Six percent of parents report family or personal health issues as the reason for leaving, and six percent withdraw as the result of a decision to move out of state. Nine percent of leaving families reported workload, time commitment, or too much structure as their reason for leaving, while seven percent of families reported that they had decided to return to a brick-and-mortar school because learning virtually met a temporary need for the family or because the structure and schedule of learning at home had proven to be very challenging. Four percent left for a more self-paced approach, reporting too much structure and seeking greater flexibility overall. Six percent of withdrawals were related to student socialization. Six percent reported having been accepted into a preferred school or having been accepted from another school's waitlist, and five percent of withdrawing families left to enroll privately to learn using the K<sup>12</sup> Curriculum.

Slightly more than half of all withdrawals were economically disadvantaged students. When considering that ARVA's student population, during the current contract, has been comprised of no less than 60 percent of students who were economically disadvantaged, and also considering that ARVA's current student population is 67 percent economically disadvantaged, a slightly smaller percent of students who qualify as economically disadvantaged have withdrawn at 50 percent.

It is important to frame ARVA's withdrawals within the context of relevant student mobility statistics. In 2004, the Annual Social and Economic Supplement to the U.S. Census reported that 15 to 20 percent of school-aged children had moved in the previous year. In addition to this, research suggests that students in rural states withdraw at higher rates. When considering the additional eleven percent who reportedly withdraw because the learning coach could not be available and nine percent reporting

workload and time commitment, it becomes resounding clear that the understanding that families have in advance of enrollment is of tremendous important in our efforts to reduce the school's withdrawals.

As the opportunity to learn online and virtually has expanded, helping families understand the model before they enroll has become a clear need and a very high priority. To reduce the number of student withdrawals, the school has taken action to assist families in understanding the online, virtual model in advance of enrollment. Beginning in May of 2014, applicants have been engaged in a two-hour interactive session to promote greater understanding for families applying for enrollment. The purpose of this exchange has been to inform, as families must understand the virtual model in advance of enrollment, and we are making every effort to provide improved understanding. Additional information related to this initiative and the Family Academic Support initiative have been provided in Section 1.

To extend the work being done within the online sessions to promote improved understanding of the model for families in advance of enrollment, face-to-face sessions will be scheduled to take place throughout the state during the summer in advance of the 2015-2016 school year. While the online information session and exchange will continue to be provided and improved, having the opportunity to meet with families at locations throughout the state may reduce withdrawals and help to bring improved understanding for applicants.

In summary, the school is working very diligently to improve the percentage of students who withdraw from the school. All schools experience withdrawals, but helping families make a careful and well-informed choice will be very important. Parent information sessions, offered remotely and throughout the state, and the Family Academic Support initiative, will be important as we work to provide clear information and strong support for families who choose virtual learning for their student. Like all schools, ARVA will continue to experience student withdrawals, while better controlling withdrawals will be a very high priority of the school.

## Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2010-2011	13	12	92%	0	0
2011-2012	12	11	92%	0	0
2012-2013	12	10	83%	0	0

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter.

From 2010-2011, one teacher left because ARRA funds had been expended. Upon completion of the 2011-2012 school year, one teacher left to advance her career, having been named to a position in higher education and in her local community. Moving from 2012-2013 to 2013-2014, two teachers left to accept positions teaching in schools where their children were attending.

## Section 4 – Test Data

Review the following testing data summary, 2011-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

**Arkansas Virtual Academy  
State-Mandated Assessment Scores, 2011-2013**

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
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**Benchmark/Literacy-Combined Population**

2011	ARKANSAS VIRTUAL ACADEMY	300	9.33%	22.33%	40.67%	27.67%
2011	ARKANSAS STATE	854	5.45%	19.90%	40.34%	34.09%
2012	ARKANSAS VIRTUAL ACADEMY	308	8.12%	15.58%	33.12%	43.18%
2012	ARKANSAS STATE	841	4.21%	14.38%	35.71%	45.70%
2013	ARKANSAS VIRTUAL ACADEMY	306	10.46%	17.32%	35.95%	36.27%
2013	ARKANSAS STATE	837	4.86%	15.77%	36.22%	43.14%

**Benchmark/Literacy-Economically Disadvantaged**

2011	ARKANSAS VIRTUAL ACADEMY	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
2011	ARKANSAS STATE	529	7.45%	25.41%	42.17%	24.98%
2012	ARKANSAS VIRTUAL ACADEMY	167	10.18%	17.96%	32.34%	39.52%
2012	ARKANSAS STATE	534	5.81%	18.79%	39.69%	35.71%
2013	ARKANSAS VIRTUAL ACADEMY	178	11.80%	21.35%	37.64%	29.21%
2013	ARKANSAS STATE	530	6.57%	20.29%	39.62%	33.52%

**Benchmark/Math-Combined Population**

2011	ARKANSAS VIRTUAL ACADEMY	300	10.00%	18.33%	34.67%	37.00%
2011	ARKANSAS STATE	854	9.65%	13.87%	33.01%	43.39%
2012	ARKANSAS VIRTUAL ACADEMY	308	13.64%	16.88%	32.79%	36.69%
2012	ARKANSAS STATE	842	8.94%	13.32%	33.09%	44.66%
2013	ARKANSAS VIRTUAL ACADEMY	306	16.01%	15.36%	31.05%	37.58%
2013	ARKANSAS STATE	838	10.53%	14.52%	33.74%	41.22%

**Benchmark/Math-Economically Disadvantaged**

2011	ARKANSAS VIRTUAL ACADEMY	Unavailable	Unavailable	Unavailable	Unavailable	Unavailable
2011	ARKANSAS STATE	529	12.84%	17.54%	35.32%	34.30%
2012	ARKANSAS VIRTUAL ACADEMY	167	17.96%	20.36%	29.34%	32.34%
2012	ARKANSAS STATE	534	12.15%	16.87%	36.19%	34.79%
2013	ARKANSAS VIRTUAL ACADEMY	178	16.85%	17.98%	33.15%	32.02%
2013	ARKANSAS STATE	531	13.99%	18.08%	36.01%	31.91%

**Benchmark/Science-Combined Population**

2012	ARKANSAS VIRTUAL ACADEMY	103	12.62%	33.98%	39.81%	13.59%
2012	ARKANSAS STATE	286	15.19%	33.97%	38.23%	12.60%
2013	ARKANSAS VIRTUAL ACADEMY	98	16.33%	36.73%	38.78%	8.16%
2013	ARKANSAS STATE	282	15.96%	32.54%	37.62%	13.88%

**Benchmark/Science-Economically Disadvantaged**

2012	ARKANSAS VIRTUAL ACADEMY	58	13.79%	34.48%	41.38%	10.34%
2012	ARKANSAS STATE	179	20.74%	38.99%	32.89%	7.38%
2013	ARKANSAS VIRTUAL ACADEMY	56	16.07%	42.86%	37.50%	3.57%
2013	ARKANSAS STATE	178	21.59%	37.67%	32.99%	7.74%

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, <http://arc.arkansas.gov/>.

The included comparison data was provided by the Arkansas Department of Education, as part of the school's renewal template, and was prepared by the Arkansas Research Center. In the prepared table, Arkansas Virtual Academy students have been compared to students in the same grade level within their resident district public school district. The comparisons present ARVA students' achievement compared to students in the same grade level within the resident district, as has been footnoted. When tested in April 2011, ARVA's overall percentage who were proficient in literacy was within one percentage point of the district peers, while the percentage of advanced students within the district peer group was 6.42 percent greater. In 2012, the proficiency percentage of the district peer group was 2.59 percent greater, and the percentage of advanced students in the district peer group was 2.52 percent greater in literacy. In 2013, the percentage of the district peer group was 1.98 percent greater, and the percentage of advanced students was 3.64 percent greater for the district peer group.

An adjustment was made during the 2011-2012 school year in order that ARVA students who were economically disadvantaged could be tracked within APSCN. In 2012, the proficiency percentage for the district peer group was 7.35 percent greater, while there were 2.45 percent more students scoring advanced within the ARVA group when comparing the economically disadvantaged scores in literacy between groups. In 2013, the percentage of district peer group students who scored proficient was 1.98 percent greater, and the percentage of the district peer group students who scored advanced was 4.31 percent greater in literacy for students who were economically disadvantaged.

When comparing math performance in 2011, the percentage of ARVA students who demonstrated proficiency was 1.66 percent greater than the district peer group, while the percentage of the district peer group scoring advanced was 6.39 percent greater. In 2012, ARVA's percentage who were proficient was within one percentage point of the district peer group, while the percentage of students who scored advanced in math was 7.97 percent greater within the district peer group. In 2013, the percentage scoring proficient was 2.69 percent greater for the district peer group, and the percentage of students scoring advanced was 3.64 percent greater for the district peer group.

When comparing math performance for students who were economically disadvantaged in 2012, the percent of students who scored proficient was 6.85 percent greater for the district peer group, while the percentage of students who scored advanced was 2.45 percent greater for the ARVA student group for math performance of students identified as economically disadvantaged. In 2013, the percentage of students scoring at the proficient level who were in the district peer group was 2.86 percent greater, while the difference between the two groups was within one percent for students scoring advanced in math who were economically disadvantaged.

When comparing science performance, the percentage of ARVA students who scored at the proficient level was 1.58 percent greater, the percentage of students scoring advanced was greater by about one percent for the ARVA group. In 2013, the percentage of students scoring at the proficient level was 1.16 percent greater for the ARVA student group, while the percentage of students scoring advanced was 5.72 percent greater for the district peer group. When comparing science performance for students who were economically disadvantaged, the percentage of students scoring at the proficient level was 8.49 percent greater for the ARVA student group, and the percentage of students scoring advanced was 2.96 percent greater for the ARVA students. In 2013, the percentage of students scoring at the proficient level was 5.19 percent great for the ARVA student group, while the percentage of student scoring advanced was 4.17 greater for the district peer group in science achievement for students who were identified as economically disadvantaged.

## Section 5 – Academic Performance Goals

### Part A: Current Performance Goals

#### Goals in Reading

1. Students at Arkansas Virtual Academy will increase academic achievement in literacy as indicated on the benchmark exam and demonstrate proficiency at the state level of AMO.

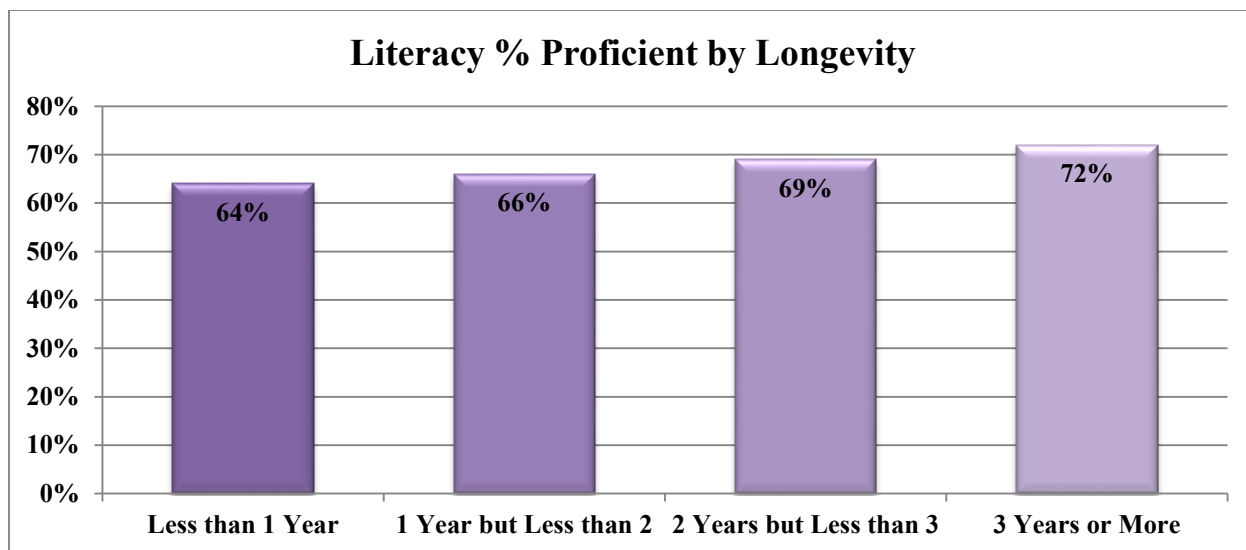
Arkansas Virtual Academy was achieving in 2012, having met AMOs in literacy for all students and TAGG at the district level and within the elementary and middle schools. For both the district and elementary schools, AMOs were achieved for the overall proficiency percentage and the growth calculation. The middle school was designated as achieving through the growth calculation and was .25 of one percent from meeting the overall proficiency AMO for TAGG, while the middle school did achieve the all students AMO.

In 2013, ARVA was achieving as at the district level and within the elementary and middle schools. The district was designated as achieving through the three year growth performance calculation. The elementary school achieved AMOs for all students and TAGG in the overall proficiency calculation, the growth performance calculation, and the three year growth calculation. Annual Measurable Objectives were met for TAGG in the three year average performance calculation, while this measure was missed by .34 of one percent. The middle school was designated as achieving through the three year average performance calculation and the three year growth calculation for all students and TAGG. AMOs were met for the TAGG group in the overall proficiency calculation and three year growth calculation, while the all students measures did not meet the AMOs for overall proficiency or growth at 73.17 percent proficient and 68.18 percent of students meeting growth.

In 2014, ARVA's kindergarten through eighth grade enrollment grew by nearly 200 percent. The district, the elementary school, and the middle school were successful in meeting TAGG AMOs, while the district and both schools missed their AMOs in literacy within the overall proficiency calculation. The overall district percentage of students performing at or above proficient was 67.73 with an AMO target of 75.85, and 67.73 percent of students achieved the growth measure, while the AMO target was 76.17. Achievement outcomes within the elementary school were similar at 63.95 percent of students at or above proficiency with an AMO target of 73.66, and 61.99 percent of students met growth with an AMO target of 73.37 percent. The overall proficiency percentage was comparatively better within the middle school with 70.81 percent of students demonstrating proficiency and 71.00 percent of students achieving growth; however, the AMO targets for the middle school grades were 83.48 percent for the overall proficiency and 83.34 percent for growth.

When viewing proficiency percentages of students in literacy by persistence, a positive trend is observed over time for students who remain enrolled.

Literacy				
	Less than 1 Year	1 Year but Less than 2	2 Years but Less than 3	3 Years or More
% Proficient	64%	66%	69%	72%
Total Count	387	303	39	163



2. On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in literacy.

The overall percentage of students performing at or above the state performance in percentile rank in language was within one percentage point in 2011, 2012, and 2013, while the percentage of ARVA students at or above the state's average percentile rank fell by about four percentage points to 45.7 percent in 2014.

Language: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	36.4%	40.7%	54.5%	30.2%
3	41.4%	40.0%	52.8%	56.7%
4	46.9%	42.4%	42.5%	43.9%
5	60.6%	54.8%	51.2%	40.5%
6	42.9%	52.8%	48.6%	60.5%
7	65.0%	47.8%	59.4%	48.6%
8	57.7%	66.7%	52.6%	50.0%
Overall	49.5%	49.3%	49.6%	45.7%

When comparing the average percentile rank of ARVA students for the language portion of the Iowa Test of Basic Skills by grade against the average percentile rank of the state by grade, students in grades two, three, and four did not perform above the state average in percentile rank, while grades two and three improved in each year since 2011. Please see the table on the following page for comparative data.

Language: Avg NPR of 2 Yr Students Compared to State Avg NPR												
Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	39.9	53.0	-13.06	52.9	57.0	-4.1	54.2	56.0	-1.8	41.1	55.0	-13.9
3	36.1	44.0	-7.86	40.5	47.0	-6.5	46.1	46.0	+0.08	50.0	44.0	+6.03
4	54.3	54.0	+0.28	46.0	55.0	-9.0	47.3	55.0	-7.7	50.9	55.0	-4.1
5	52.6	49.0	+3.58	55.1	50.0	+5.06	47.8	50.0	-2.2	46.4	50.0	-3.6
6	46.6	49.0	-2.39	52.2	50.0	+2.22	51.1	49.0	+2.09	52.0	49.0	+3.03
7	53.3	47.0	+6.3	47.6	47.0	+0.57	56.0	47.0	+9	48.6	46.0	+2.65
8	54.8	47.0	+7.81	53.3	48.0	+5.29	52.7	48.0	+4.68	49.0	46.0	+2.95

Arkansas Virtual Academy students who had been enrolled for at least two years outperformed the state average percentile rank in every year and grade with exception of second grade in 2014.

Reading: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	62.5%	61.5%	63.6%	58.1%
3	65.5%	65.7%	61.1%	76.7%
4	75.0%	69.7%	67.5%	70.7%
5	75.8%	87.1%	63.4%	70.3%
6	64.3%	66.7%	77.1%	78.9%
7	70.0%	65.2%	71.9%	67.6%
8	76.9%	81.0%	63.2%	72.7%
Overall	70.0%	70.7%	66.9%	70.2%

Reading: Avg NPR of 2 Yr Students Compared to State Avg NPR												
Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	60.0	59.0	+1	66.8	60.0	+6.85	63.0	59.0	+4	56.5	58.0	-1.5
3	55.9	51.0	+4.9	58.3	51.0	+7.31	56.6	51.0	+5.58	61.8	50.0	+11.77
4	66.7	52.0	+14.66	60.1	52.0	+8.06	63.0	53.0	+10	63.2	52.0	+11.24
5	65.8	47.0	+18.76	69.7	47.0	+22.68	54.3	47.0	+7.32	59.1	47.0	+12.14
6	56.1	47.0	+9.07	62.5	47.0	+15.5	65.0	46.0	+19.03	60.5	46.0	+14.47
7	68.0	51.0	+16.95	57.9	51.0	+6.91	70.2	50.0	+20.16	65.3	49.0	+16.32
8	68.8	53.0	+15.85	71.0	54.0	+16.95	61.6	53.0	+8.63	70.8	52.0	+18.82



- Students will complete 90% of the curriculum lessons in literacy.

Language Arts – Percentage of Curriculum Lessons Completed				
	2011-2012	2012-2013	2013-2014	Overall
Annually	91.5%	99%	86%	90%

Percentages were variable by year, while the overall percentage of students completed 90% of the curriculum lessons in literacy. This goal was part of the original charter approved in 2007, and was included in the 2012 renewal. This goal does not hold the relevance within the model that it once held. Originally, interactive web sessions with students did not exist as part of the virtual model or ARVA's instructional plan. With synchronous sessions increasing in frequency, portions of the curriculum have become more reliant on teacher time with the student as opposed to time spent in lessons online and also with the learning coach. The learning coach and online lessons are still vital within the model, but the teacher working with the student online has increased and will continue to increase.

### **Goals in Mathematics**

- Students at Arkansas Virtual Academy will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state level of Annual Measurable Objective (AMO).

Arkansas Virtual Academy was designated as a district needing improvement in 2012 with 71.91 percent of students achieving proficiency. With 71.91 percent of students demonstrating proficiency, the AMO target was missed by 1.86 percent. Similarly within the elementary school, 70.42 percent of students demonstrated proficiency. With 70.42 percent of students demonstrating proficiency, the AMO target was missed by four percentage points. The middle school was achieving in 2012, as 75.58 percent of students demonstrated proficiency. While not reaching the AMO target for growth within the middle school, the percentage of students meeting growth was 70.49.

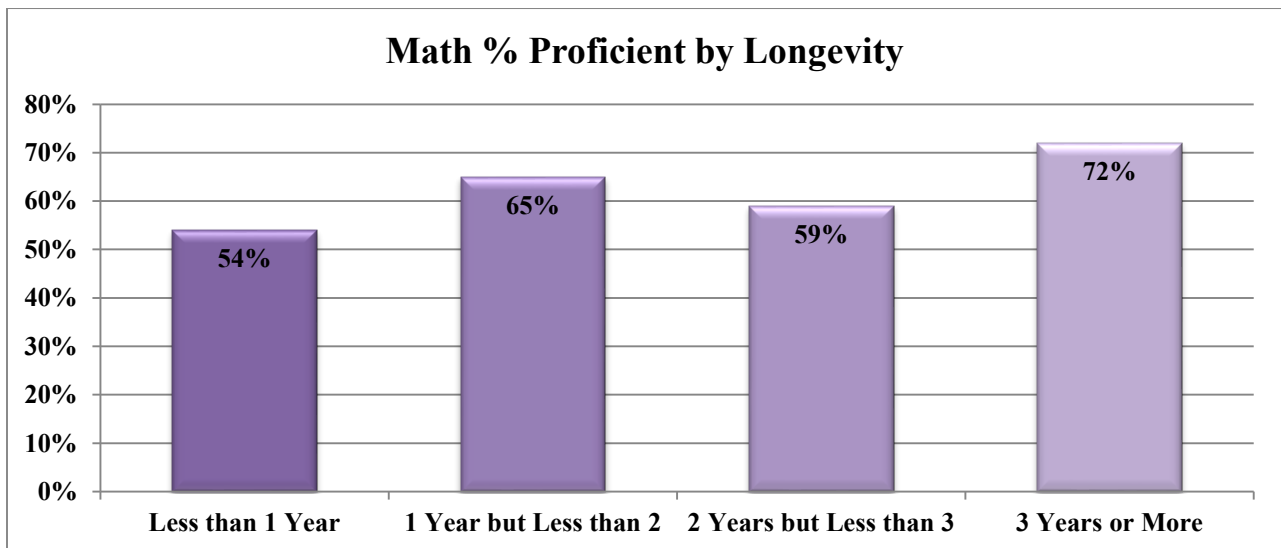
In 2013, the percentage of students demonstrating proficiency within the district was 67.70, which missed the AMO target for math by 8.7 percentage points. Overall, math results in 2013 had slipped. The three year percentage of students performing at proficient in math and within the district was 70.25. Within the elementary school, the percentage of students performing at or above the proficient level was 71.35 percent. This missed the AMO of 77.23 percent for elementary math but followed similar proficiency patterns as had been demonstrated across years, having more than 70 percent performing at or above proficiency. Math outcomes in the middle school had fallen to 63.19 percent of students demonstrating proficiency which also lowered the three year average performance within the middle school to 68.09 percent of students performing at or above the proficient level. While the percentage of students scoring proficient had fallen from the prior year, students performing at or above proficiency on the Algebra I End-of-Course exam was 72.72 percent.

In 2014, the percentage of students demonstrating proficiency within the district was 65.25 percent, which missed the district AMO target of 78.76 by 13.51 percent. Within the elementary school, 64.89 percent of students performed at or above the proficient level. This percentage was below the AMO target of 79.51 percent by 14.62 percent. The percentage of students within the middle school scoring at or above proficient was 65.52 percent. This percentage was below the AMO target of 76.69 percent

by 11.17 points. While the average had fallen, students performing at or above the proficient level on the Algebra I End of Course had increased to 76.25 percent.

Overall, math has presented our greatest academic challenge. When viewing proficiency percentages of students by persistence, a positive trend is observed over time for students who remain enrolled. A great deal of our intervention focus has been directed toward math. In order to meet the one page requirement, strategies employed to address goals for improvement will be discussed within the renewal presentation.

Mathematics				
	Less than 1 Year	1 Year but Less than 2	2 Years but Less than 3	3 Years or More
<b>% Proficient</b>	54%	65%	59%	72%
<b>Total Count</b>	387	303	39	163



- On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in mathematics.

The overall percentage of students performing at or above the state performance in percentile rank in math was above the average percentile rank of the state one percentage point in 2011, 2012, 2013, and 2014.

Math: % of 2 Yr Students At or Above State Performance				
Grade	2011	2012	2013	2014
2	57.6%	66.7%	51.5%	44.2%
3	41.4%	45.7%	58.3%	63.3%
4	62.5%	51.5%	55.0%	61.0%
5	51.5%	58.1%	48.8%	51.4%
6	46.4%	41.7%	51.4%	55.3%
7	60.0%	47.8%	40.6%	64.9%
8	61.5%	57.1%	57.9%	63.6%
Overall	54.2%	51.9%	51.7%	56.9%

When comparing the average percentile rank of ARVA students for the math portion of the Iowa Test of Basic Skills by grade, the greatest need is observed for students in second grade when compared to other grades. This will be discussed within the renewal presentation.

Math: Avg NPR of 2 Yr Students Compared to State Avg NPR												
Grade	2011			2012			2013			2014		
	2+ Yr NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ	District NPR	State NPR	Δ
2	55.1	58.0	-2.94	66.5	58.0	+8.48	55.2	58.0	-2.8	51.4	58.0	-6.6
3	49.1	57.0	-7.93	53.9	58.0	-4.1	53.8	55.0	-1.2	61.9	54.0	+7.87
4	65.9	62.0	+3.91	55.7	62.0	-6.3	58.8	61.0	-2.2	62.3	61.0	+1.29
5	59.5	57.0	+2.45	63.2	57.0	+6.23	49.6	55.0	-5.4	55.6	54.0	+1.65
6	48.0	57.0	-9.04	48.5	58.0	-9.5	54.5	55.0	-0.5	56.8	54.0	+2.84
7	55.5	55.0	+0.5	51.7	55.0	-3.3	54.3	54.0	+0.25	58.6	53.0	+5.62
8	65.5	55.0	+10.46	60.0	56.0	+3.95	54.8	54.0	+0.79	60.1	53.0	+7.14

3. Students will complete 90% of the curriculum lessons in Mathematics.

Math – Percentage of Curriculum Lessons Completed				
	2011-2012	2012-2013	2013-2014	Overall
Annually	88.6%	95.7%	76.5%	83.2%

Percentages were variable by year, while the overall percentage of students completed 83.2 percent of the curriculum lessons in math. This goal was part of the original charter approved in 2007, and was included in the 2012 renewal. As previously stated, this goal does not hold the relevance within the model that is once held. Originally, interactive web sessions with students did not exist as part of the virtual model or ARVA's instructional plan. With synchronous sessions increasing in frequency, portions of the curriculum have become more reliant on direct teacher instruction with the student as opposed to time spent in lessons online and also with the learning coach. The learning coach and online lessons are still vital within the model, but the teacher working with the student online has increased and will continue to increase. This is especially true in math where we are focusing instruction more heavily.

### **Other Goals**

1. Students will demonstrate mastery at 80% or above in every completed lesson and unit objective as measured by the assessments within the Online School (OLS).

Arkansas Virtual Academy successfully met this goal each year. Arkansas Virtual Academy students working within the Online School (OLS) are required to complete lessons, demonstrating mastery at 80% or above, in order to advance to the following lesson. Additional lessons and activities may be provided for students once lessons have been mastered, or remediation is provided for students in the event that prior knowledge may need to be addressed in order to gain content mastery.

## **Part B: New Performance Goals**

It is understood that during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

Arkansas Virtual Academy will improve student performance in literacy, measured by PARCC, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Arkansas Virtual Academy will improve student performance in math, measured by PARCC, an average of 2%, each year, for students enrolled in ARVA for two or more years over a baseline established from the 2014 PARCC administration.

Students in ARVA's graduating Class of 2018 and beyond, who began the ninth grade with ARVA, will earn an average of 5.5 course credits toward graduation in each year of the charter.

Arkansas Virtual Academy will demonstrate a satisfaction rate of 95% or higher measured by an annual satisfaction survey.

## Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

There were no findings for the 2013 annual financial audit.

## Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

### **Waivers from Title 6 of the Arkansas Code Annotated (Education Code)**

6-5-405(b)(1)	Pertaining to the requirement for superintendents and assistant superintendents to have professional development on applying for state-supported student financial assistance for higher education
6-10-106	School year dates
6-10-110	School fire marshal program
6-13-109	School superintendent
6-13-608	Length of directors’ terms
6-13-611	Vacancies generally
6-13-615	Election—Single member zones
6-13-616	Director eligibility
6-13-619	Monthly meetings
6-13-619(a)(1)(A)	Requiring monthly board meetings
6-13-619(c)(1)(A)	Requiring a board member to be physically present at a meeting to be counted for purposes of a quorum or to vote
6-13-620	Powers and duties
6-13-630	Election by zone and at large
6-13-631	Effect of minority population on election
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-903(a)(2)	Requiring report cards to be mailed, given to a parent at a conference, or sent home with the student
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-1302	Emergency plan for war or terrorist attack
6-16-102	School day hours (provided that instruction is lengthened beyond six hours a day and not shortened to less than six hours a day)
6-16-108	Daily recitation of the Pledge of Allegiance
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-203	Committees on personnel policies—Members
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers’ salary fund—Authorized disbursements

6-17-919	Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2403	Minimum teacher compensation schedule
6-18-209(b)	Adoption of student attendance policy—Effect of excessive absences
6-18-210	Definition of planned instructional time
6-18-213	Attendance records and reports generally
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-511	Removal of student from classroom by teacher
6-18-705	School breakfast program
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
6-18-1005(a)(6)	Health services (requiring individual health care plans for certain students and trained and licensed personnel to perform medical tasks at school)
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-406	Adoption, sale, or exchange of instructional materials
6-21-413	Textbook selection committee
6-25-101 et seq.	Public School Library and Media Technology Act
6-25-103-106	Requiring a library media program
6-25-104	Library media specialist—Qualifications
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

**Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.1.2	The Smart Core curriculum contained within 38 units that must be taught each year (to allow the full 38 to be available and taught by the senior year for students entering as 9 <sup>th</sup> or 10 <sup>th</sup> grade students in 2014-2015)
9.03.2.7	Grades K-4 Practical Living Skills/Career Exploration
9.03.3.9	Grades 5-8 Career and Technical Education
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit) (to allow the full 38 to be available and taught by the senior year for students entering as 9 <sup>th</sup> or 10 <sup>th</sup> grade students in 2014-2015)
10.01.4	Planned instructional time
10.02	Class Size and Teaching Load
10.02.5	Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction (to allow an average of 180 students per teacher in grades 9-12)
10.05	Extracurricular Activities
10.06	Requirements for Participation in Extracurricular Activities
10.07	Homework and Independent Study Skills
12.02	Grading
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
16.02	Media Services
16.03	Health and Safety Services
18	Gifted and Talented Education

**Waivers from Other Rules:**

- Alternative learning
- Certified staff salary scale
- Defibrillator devices
- Discipline and school safety policies
- Distance learning
- Expenditure requirements
- Junior Fire Marshal Program
- Purchasing of instructional materials
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
- ADE Rules Governing the Superintendent Mentoring Program
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools
- ADE Rules Governing Education Licensure
- Section 1-7 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites (not a waiver of website posting requirements)
- ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine through Twelve.

**Part A: New Waiver Requests**

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

State Board of Education *Standards for Accreditation*

1. Section 9.03.4.5 of the Standards Rules requiring that vocal and instrument music be taught within the required courses which shall be taught annually for a total of 38 units.  
Arkansas Virtual Academy is requesting a waiver from the requirement that 1 unit of vocal music and 1 unit instrumental music each be offered within the required curriculum to be taught annually. The online environment is not conducive to the performance requirement described for vocal music and instrumental music.

**Part B: Waivers to Be Rescinded**

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

Arkansas Virtual Academy wishes to maintain all currently approved waivers.

## Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan). A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**.

The Arkansas Virtual Academy Board of Directors is requesting an amendment to the charter's enrollment cap and grade levels. While the enrollment cap and grade levels were indirectly described within Act 1309 of 2013, Arkansas Virtual Academy was effectively changed. Since that time, grades 9 and 10 have been served through ARVA, and the district's current enrollment is 1,644 students. Serving grades 9 and 10 within the Arkansas Virtual Academy district has created a third school – Arkansas Virtual Academy High School. The Arkansas Virtual Academy Board of Directors is requesting that Arkansas Virtual Academy's charter be amended to reflect a total of enrollment of 2,000 students who may be in grades kindergarten through grade twelve (K-12). In order to offer the 38 required courses for grade 11 in school year 2015-2016 and grade 12 in school year 2016-2017, a list of high school course offerings and course sequence, a list of elective offerings, and a budget for a total enrollment 2,000 have each been provided.

HIGH SCHOOL COURSE OFFERINGS			
Subject	Class	Option 1	Option 2
Math	Freshman	Algebra I	Geometry
LA	Freshman	LAC I -English 9	LAC II - English 10
Science	Freshman	Physical Science	Biology
Social Studies	Freshman	World History	
Elective 1	Freshman	See Electives Below	
Elective 2	Freshman	See Electives Below	
Subject	Class	Option 1	Option 2
Math	Sophomore	Geometry	Algebra II
LA	Sophomore	LAC II - English 10	
Science	Sophomore	Biology	Chemistry
Social Studies	Sophomore	World History	American History
Elective 1	Sophomore	See Electives Below	
Elective 2	Sophomore	See Electives Below	
Subject	Class	Option 1	Option 2
Math	Junior	Algebra II	Pre Cal-Trig/Calculus
LA	Junior	American Lit - English 11	
Science	Junior	Chemistry	Physics
Social Studies	Junior	Civics/ Am Government / Economics	Psychology
Elective 1	Junior	See Electives Below	
Elective 2	Junior	See Electives Below	
Subject	Class	Option 1	Option 2
Math	Senior	Pre Cal-Trig or Calculus	Probability and Statistics
LA	Senior	British and World Lit -English 12	
Science	Senior	Physics	Environmental Science
Social Studies	Senior	Civics/Am Government/ Economics	Psychology
Elective 1	Senior	See Electives Below	
Elective 2	Senior	See Electives Below	



HIGH SCHOOL ELECTIVE OFFERINGS		
PE/ Health and Safety	Marketing I/II	Personal Finance
Fine Arts	Entrepreneurship	Psychology
Instrumental Music	Comp Apps I/II	Oral Communications
Vocal Music	Java Basics I/II	Environmental Science
Digital Arts I and II (Adv. Art)	Visual Basics I/II	Oral Communications
3D Art I and II (Adv. Art)	Economics	Journalism
	Journalism	World Language I/II

## ARVA Budget - 2,000 Enrollment

		Annual Budget Projection	
		Total	% of Rev
<b>Managed Enrollments</b>			
K-8		1,640	
HS		360	
<b>Ending Enrollment (Avg. for Totals)</b>		<b>2,000</b>	
<b>Funding Sources</b>			
Basic Formula Funding - K-8 and HS		\$ 13,079,087	94%
Title I		\$ 492,466	4%
Title IIA		\$ 69,420	0%
Title VIB		\$ 246,095	2%
<b>Total Funding</b>		<b>\$ 13,887,067</b>	<b>100.0%</b>
<b>Instruction - Teachers</b>			
Salary - Regular		\$ 1,388,351	10.0%
Salary - Special Ed		\$ 469,706	3.4%
Salary - ICs / Advisors / Counselors		\$ 141,802	1.0%
Salary - Title		\$ 123,064	0.9%
Salary - Other		\$ 246,056	1.8%
Salary - Part-Time Regular		\$ 1,903	0.0%
Salary - Part-Time Special		\$ 19,476	0.1%
Benefits		\$ 733,020	5.3%
Travel		\$ 18,647	0.1%
Phone		\$ 29,676	0.2%
Instructional Materials		\$ 50,688	0.4%
Curriculum Delivery		\$ 105,141	0.8%
Teacher Laptops		\$ 39,000	0.3%
Non-Instructional Materials & Supplies		\$ 93,239	0.7%
Conf., Teacher Training & Prof. Dev.		\$ 167,754	1.2%
Printing, Mailing, Postage		\$ 9,675	0.1%
ISP		\$ 32,133	0.2%
<b>Total Instruction - Teachers</b>		<b>\$ 3,669,332</b>	<b>26.4%</b>
<b>Instruction - Students</b>			
Proctored Exams & Test Administration		\$ 379,802	2.7%
Curriculum Delivery		\$ 3,143,356	22.6%
Instructional Materials		\$ 2,598,704	18.7%
Computer, Peripherals, & Software		\$ 426,798	3.1%
ISP		\$ 140,038	1.0%
Family & Academic Support		\$ 246,800	1.8%
<b>Total Instruction - Students</b>		<b>\$ 6,935,498</b>	<b>49.9%</b>

## ARVA Budget - 2,000 Enrollment

	Annual Budget Projection	
	Total	% of Rev
<b>Student and Family Services</b>		
Special Ed Contracted Svcs & Other Related Exp.	\$ 1,263,388	9.1%
Field Trips	\$ 5,378	0.0%
Hybrid Program	\$ -	0.0%
School Events	\$ 5,378	0.0%
<b>Total Student and Family Services</b>	<b>\$ 1,274,143</b>	<b>9.2%</b>
<b>School Administration &amp; Governance</b>		
Educational Services	\$ 420,187	3.0%
Legal Services	\$ 16,974	0.1%
Auditing - External	\$ 31,827	0.2%
Board Development & Training	\$ 5,305	0.0%
Professional Development	\$ 10,626	0.1%
Phone	\$ 8,912	0.1%
Admin Computer, Peripherals, & Software	\$ 4,244	0.0%
Temporary Employees	\$ 21,218	0.2%
<b>Total School Administration &amp; Governance</b>	<b>\$ 519,292</b>	<b>3.7%</b>
<b>Technology</b>		
Technology Services	\$ 972,095	7.0%
<b>Total Technology</b>	<b>\$ 972,095</b>	<b>7.0%</b>
<b>Insurance / Facilities / Other</b>		
Rent	\$ 55,360	0.4%
Telephone	\$ 5,305	0.0%
Internet Connection	\$ 3,183	0.0%
Copier / Fax Lease	\$ 12,731	0.1%
Outside Copying	\$ 484	0.0%
Office Postage and Shipping	\$ 7,502	0.1%
Office supplies and equipment	\$ 8,487	0.1%
Computer equip. & installation	\$ 5,305	0.0%
General Liability Insurance	\$ 25,344	0.2%
Bank fees	\$ 637	0.0%
<b>Total Insurance / Facilities / Other</b>	<b>\$ 124,336</b>	<b>0.9%</b>
<b>Total School Expenditures This Period</b>	<b>\$ 13,494,695</b>	<b>97.2%</b>
<b>3% Fund Reserve on Basic Funding</b>	<b>\$ 392,373</b>	<b>2.8%</b>
<b>Fund Balance</b>	<b>\$ (0)</b>	<b>0.0%</b>

(g) Health and safety codes as established by the State Board of Education and local governmental entities.

14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntary close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader

12-18-14

Date

Scott Sides/Head of School

Printed Name/Position

# **2014 ESEA Information**

Arkansas Virtual Academy  
North Little Rock, Arkansas

<b>District:</b> ARKANSAS VIRTUAL ACADEMY	<b>Superintendent:</b> SCOTT SIDES	Report created on: 10/29/2014
<b>LEA:</b> 6043700	<b>Enrollment:</b> 1334	<b>% Prof/Adv.</b>
<b>Address:</b> 4702 WEST COMMERCIAL	<b>Attendance:</b> 98.89	<b>2014 Math + Literacy</b> 66.4
<b>Address:</b> NORTH LITTLE ROCK, AR 72116	<b>Poverty Rate:</b> 65.44	<b>2013 Math + Literacy</b> 70.7
<b>Phone:</b> 501-664-4225		<b>2012 Math + Literacy</b> 73.9

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	897	904	99.23	977	985	99.19
Targeted Achievement Gap Group	615	621	99.03	665	672	98.96
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	89	90	98.89	98	99	98.99
Hispanic	53	54	98.15	59	60	98.33
White	709	712	99.58	772	776	99.48
Economically Disadvantaged	580	585	99.15	630	636	99.06
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	129	131	98.47	130	132	98.48

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	466	689	67.63	75.85	91.00	319	471	67.73	76.17	93.00
Targeted Achievement Gap Group	283	460	61.52	39.19	91.00	197	317	62.15	54.35	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	881	1247	70.65	75.85	91.00	629	872	72.13	76.17	93.00
Targeted Achievement Gap Group	517	811	63.75	39.19	91.00	366	562	65.12	54.35	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	31	66	46.97	53.13		22	48	45.83	50.00	
Hispanic	27	39	69.23	85.00		18	29	62.07	62.50	
White	380	548	69.34	77.94		267	375	71.20	78.09	
Economically Disadvantaged	273	428	63.79			189	293	64.51		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	24	98	24.49	39.19		20	74	27.03	54.35	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	492	754	65.25	78.76	92.00	347	573	60.56	72.66	81.00
Targeted Achievement Gap Group	294	499	58.92	43.24	92.00	210	382	54.97	34.78	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	914	1354	67.50	78.76	92.00	578	974	59.34	72.66	81.00
Targeted Achievement Gap Group	533	879	60.64	43.24	92.00	335	627	53.43	34.78	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	30	75	40.00	55.89		24	58	41.38	58.33	
Hispanic	30	45	66.67	100.00		18	34	52.94	62.50	
White	406	597	68.01	80.95		290	454	63.88	74.30	
Economically Disadvantaged	282	467	60.39			203	356	57.02		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	27	99	27.27	39.19		22	81	27.16	34.78	

<b>District:</b> ARKANSAS VIRTUAL ACADEMY	<b>Superintendent:</b> SCOTT SIDES	Report created on: 10/29/2014
<b>School:</b> ARK VIRTUAL ACADEMY ELEMENTARY	<b>Principal:</b> LISA WILLIAMS	
<b>LEA:</b> 6043701	<b>Grade:</b> K - 5	
<b>Address:</b> 4702 W COMMERCIAL DR	<b>Enrollment:</b> 822	<b>% Prof/Adv.</b>
<b>Address:</b> NORTH LITTLE ROCK, AR 72116	<b>Attendance:</b> 99.16	<b>2014 Math + Literacy</b> 64.4
<b>Phone:</b> 501-664-4225	<b>Poverty Rate:</b> 66.30	<b>2013 Math + Literacy</b> 73.2
		<b>2012 Math + Literacy</b> 71.8

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	404	406	99.51	404	406	99.51
Targeted Achievement Gap Group	283	285	99.30	283	285	99.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	38	39	97.44	38	39	97.44
Hispanic	24	24	100.00	24	24	100.00
White	317	317	100.00	317	317	100.00
Economically Disadvantaged	267	268	99.63	267	268	99.63
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	73	74	98.65	73	74	98.65

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	319	63.95	73.66	91.00	106	171	61.99	73.37	93.00
Targeted Achievement Gap Group	121	217	55.76	38.40	91.00	68	119	57.14	55.00	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	479	695	68.92	73.66	91.00	288	405	71.11	73.37	93.00
Targeted Achievement Gap Group	279	455	61.32	38.40	91.00	168	261	64.37	55.00	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	16	29	55.17	48.08		8	19	42.11	37.50	
Hispanic	14	20	70.00	100.00		8	12	66.67	100.00	
White	157	248	63.31	75.95		86	131	65.65	75.39	
Economically Disadvantaged	118	201	58.71			63	108	58.33		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	15	59	25.42	38.40		15	41	36.59	55.00	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	207	319	64.89	79.51	92.00	100	219	45.66	70.11	81.00
Targeted Achievement Gap Group	127	217	58.53	46.43	92.00	66	152	43.42	40.00	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	477	696	68.53	79.51	92.00	225	453	49.67	70.11	81.00
Targeted Achievement Gap Group	279	456	61.18	46.43	92.00	131	294	44.56	40.00	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	11	29	37.93	65.39		5	24	20.83	75.00	
Hispanic	13	20	65.00	100.00		6	15	40.00	25.00	
White	167	248	67.34	81.66		84	167	50.30	71.29	
Economically Disadvantaged	120	201	59.70			65	140	46.43		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	19	59	32.20	38.40		10	46	21.74	40.00	

<b>District:</b> ARKANSAS VIRTUAL ACADEMY	<b>Superintendent:</b> SCOTT SIDES	Report created on: 10/29/2014
<b>School:</b> ARK VIRTUAL ACADEMY MIDDLE SCHOOL	<b>Principal:</b> LISA WILLIAMS	
<b>LEA:</b> 6043702	<b>Grade:</b> 6 - 8	
<b>Address:</b> 4702 W COMMERCIAL DR	<b>Enrollment:</b> 512	<b>% Prof/Adv.</b>
<b>Address:</b> NORTH LITTLE ROCK, AR 72116	<b>Attendance:</b> 98.45	<b>2014 Math + Literacy</b> 68.0
<b>Phone:</b> 501-664-4225	<b>Poverty Rate:</b> 64.06	<b>2013 Math + Literacy</b> 67.5
		<b>2012 Math + Literacy</b> 79.7

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	493	498	99.00	573	579	98.96
Targeted Achievement Gap Group	332	336	98.81	382	387	98.71
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	51	51	100.00	60	60	100.00
Hispanic	29	30	96.67	35	36	97.22
White	392	395	99.24	455	459	99.13
Economically Disadvantaged	313	317	98.74	363	368	98.64
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	56	57	98.25	57	58	98.28

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	262	370	70.81	83.48	91.00	213	300	71.00	83.34	93.00
Targeted Achievement Gap Group	162	243	66.67	41.67	91.00	129	198	65.15	53.13	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	402	552	72.83	83.48	91.00	341	467	73.02	83.34	93.00
Targeted Achievement Gap Group	238	356	66.85	41.67	91.00	198	301	65.78	53.13	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	15	37	40.54	75.00		14	29	48.28	75.00	
Hispanic	13	19	68.42	62.50		10	17	58.82	25.00	
White	223	300	74.33	84.72		181	244	74.18	85.00	
Economically Disadvantaged	155	227	68.28			126	185	68.11		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	9	39	23.08	41.67		5	33	15.15	53.13	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	285	435	65.52	76.69	92.00	247	354	69.77	79.17	81.00
Targeted Achievement Gap Group	167	282	59.22	33.33	92.00	144	230	62.61	25.00	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	437	658	66.41	76.69	92.00	353	521	67.75	79.17	81.00
Targeted Achievement Gap Group	254	423	60.05	33.33	92.00	204	333	61.26	25.00	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	19	46	41.30	25.00		19	34	55.88	25.00	
Hispanic	17	25	68.00	100.00		12	19	63.16	100.00	
White	239	349	68.48	79.05		206	287	71.78	82.00	
Economically Disadvantaged	162	266	60.90			138	216	63.89		
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	8	40	20.00	41.67		12	35	34.29	25.00	



# **Data for Districts with Similar Demographics Compiled by the ADE**

### Arkansas Virtual Academy 6-8

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
4101000	ASHDOWN SCHOOL DISTRICT	4101003	ASHDOWN JUNIOR HIGH SCHOOL	322	205	63.66%	06	08	65.91%	58.38%	62.99%	55.33%
4301000	LONOKE SCHOOL DISTRICT	4301028	LONOKE MIDDLE SCHOOL	406	255	62.81%	06	08	73.13%	65.25%	67.80%	60.77%
0403000	GENTRY SCHOOL DISTRICT	0403015	GENTRY MIDDLE SCHOOL	364	231	63.46%	06	08	81.58%	79.19%	76.55%	69.64%
5802000	DOVER SCHOOL DISTRICT	5802008	DOVER MIDDLE SCHOOL	343	218	63.56%	06	08	84.42%	78.35%	77.88%	71%
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003140	NORTHWOOD MIDDLE SCHOOL	413	264	63.92%	06	08	65.55%	58.55%	55.72%	47.49%
6043700	ARKANSAS VIRTUAL ACADEMY	6043702	ARK VIRTUAL ACADEMY MIDDLE SCH	512	328	64.06%	06	08	70.81%	68.28%	65.52%	60.90%
0101000	DEWITT SCHOOL DISTRICT	0101003	DEWITT MIDDLE SCHOOL	309	205	66.34%	06	08	72.98%	64.48%	56.14%	49.18%
7301000	BALD KNOB SCHOOL DISTRICT	7301004	BALD KNOB MIDDLE SCHOOL	337	222	65.88%	06	08	79.61%	76.73%	63.43%	55.45%
5703000	MENA SCHOOL DISTRICT	5703011	MENA MIDDLE SCHOOL	403	264	65.51%	06	08	71.12%	67.23%	76.86%	72.58%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001003	MANN MAGNET MIDDLE SCHOOL	759	487	64.16%	06	08	71.98%	65.28%	68.42%	59.88%
0405000	ROGERS SCHOOL DISTRICT	0405046	LINGLE MIDDLE SCHOOL	872	564	64.68%	06	08	85.20%	82.42%	79.95%	74.47%

### Arkansas Virtual Academy K-5

District LEA	District Description	Location ID	Location Description	Enrollment	Total Free & Reduced	Percent Free/Reduced	Grade Low	Grade High	Literacy	Lit EconDis	Math	Math EconDis
1202000	HEBER SPRINGS SCHOOL DISTRICT	1202005	HEBER SPRINGS ELEM. SCHOOL	833	484	58.10%	K	05	84.74%	78.87%	83.11%	77.84%
7203000	FAYETTEVILLE SCHOOL DISTRICT	7203015	LEVERETT ELEMENTARY SCHOOL	345	205	59.42%	K	05	88.51%	84.62%	89.19%	82.05%
7203000	FAYETTEVILLE SCHOOL DISTRICT	7203017	WASHINGTON ELEMENTARY SCHOOL	361	218	60.39%	K	05	80.38%	71.57%	73.42%	61.76%
1705000	VAN BUREN SCHOOL DISTRICT	1705020	CITY HEIGHTS ELEMENTARY SCHOOL	356	220	61.80%	K	05	85.33%	80.21%	82.00%	77.08%
5802000	DOVER SCHOOL DISTRICT	5802009	DOVER ELEMENTARY SCHOOL	619	408	65.91%	K	05	93.99%	91.23%	89.05%	84.80%
6043700	ARKANSAS VIRTUAL ACADEMY	6043701	ARK VIRTUAL ACADEMY ELEMENTARY	822	545	66.30%	K	05	63.95%	58.71%	64.89%	59.70%
6302000	BENTON SCHOOL DISTRICT	6302007	ANGIE GRANT ELEMENTARY SCHOOL	600	408	68.00%	K	05	79.17%	71.68%	82.20%	76.88%
0101000	DEWITT SCHOOL DISTRICT	0101001	DEWITT ELEMENTARY SCHOOL	478	337	70.50%	K	05	82.46%	77.62%	80.57%	74.13%
7207000	SPRINGDALE SCHOOL DISTRICT	7207058	HARP ELEMENTARY SCHOOL	627	463	73.84%	K	05	82.86%	80.00%	80.32%	77.39%
6003000	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	6003130	PINEWOOD ELEMENTARY SCHOOL	426	315	73.94%	K	05	76.21%	73.62%	53.88%	47.85%
6001000	LITTLE ROCK SCHOOL DISTRICT	6001058	OTTER CREEK ELEMENTARY SCHOOL	593	453	76.39%	K	05	74.60%	71.11%	74.70%	71.82%



To: Ivy Pfeiffer

From: Michael Rowland

Cc'ed: Cheryl Reinhart, Kathy Howell, PLSB Members, Karli Saracini, Cheryl Reinhart, Joan Luneau, Melissa Jacks, Mary Richbourg

Date: March 6, 2015

Re: TEST OF ENGLISH AS A FOREIGN LANGUAGE TOEFL®

## English Proficiency Test

Current English Proficiency Test	Recommended English Proficiency Test
N/A: new English proficiency test	Test of English as a Foreign Language (TOEFL®)  Cut Score: 76 on a 120 scale
	Effective Immediately

## Rationale

International teachers seeking to obtain an Arkansas educator license will be required to successfully take the Test of English as a Foreign Language (TOEFL®). The TOEFL® is a widely accepted English-language proficiency test from Educational Testing Service. TOEFL® scores are accepted by 9,000+ colleges and universities in 130 countries.

The TOEFL® is administered via the Internet in a format that fully integrates all four-language skills measured: reading, listening, speaking, and writing. The TOEFL® is considered the industry standard in English-language assessment.

The TOEFL® is given in English and administered via the Internet. There are four sections (listening, reading, speaking and writing), which take a total of approximately four and a half hours to complete. Test takers are asked to perform tasks that combine more than one skill, such as:

- Read, listen and then speak in response to a question
- Listen and then speak in response to a question
- Read, listen and then write in response to a question

ADE personnel reviewed TOEFL cut scores from 17 Arkansas institutions of higher education, and after eliminating the high and low scores the average cut score is 76. The ADE recommends adopting the Test of English as a Foreign Language (TOEFL®) with a cut score of 76 on a 120-point scale effective immediately.



To: Ivy Pfeiffer

From: Michael Rowland

Cc'ed: Cheryl Reinhart, Kathy Howell, PLSB Members, Karli Saracini, Cheryl Reinhart, Joan Luneau, Melissa Jacks, Mary Richbourg

Date: March 6, 2015

Re: PRAXIS™ ASSESSMENT OF SIGNED COMMUNICATION  
- AMERICAN SIGN LANGUAGE (0632)

## Educator Licensure Test

Current ASL Test	Recommended ASL Test
N/A: new licensure area	Praxis™ Assessment of Signed Communication – American Sign Language (0632) Cut Score: 2.5 on a 5.0 scale
	Effective Immediately

## Rationale

Act 328 of 2013 provides authority for Arkansas public schools to offer American Sign Language as a credit-bearing modern language or foreign language. The new educator licensure area requires a content assessment, and Educational Testing Service (ETS) has available the Praxis™ Assessment of Signed Communication – American Sign Language (0632) test. On September 17, 2014, ETS and the ADE provided a state test review of the ASL (0632) for ASL practitioners.

The Assessment of Signed Communication: American Sign Language (ASL) test assesses sign proficiency in American Sign Language. It is designed for candidates who plan to seek certification to teach sign language to students as a language other than English. The test uses an interview format in which an experienced interviewer conducts a one-on-one conversational interview with a candidate. The test portion of the interview lasts approximately 20 minutes and is digitally recorded for scoring. Representative descriptions of topics covered in each category are provided below.

1. Description: This category elicits descriptive conversation during the interview. During the interview, there are questions that require description of familiar activities, events, etc.
2. Instructions: This category focuses on the “how to” questions. During the interview, there are questions that require an explanation of how to complete procedures or steps involved in various activities.
3. Hypothetical Situations: This category asks for a forecast of what would happen in a given situation. During the interview, there are questions that ask what would happen if a particular event occurred.
4. Problem Solving: This category asks for a solution to an imagined problem. During the interview, there are questions that require communication of an imagined problematic situation and the communication of a possible solution posed by that situation.
5. Supported Opinion: This category requires an opinion or position on one or more topics. The topics are selected to be general and noncontroversial. During the interview, questions request that the position taken is expressed and supported with an opinion. Communication skills should be used to be persuasive when possible.

ADE personnel reviewed national test data and recommends a cut score of 2.5/5.0. The ADE recommends adopting the Praxis™ Assessment of Signed Communication – American Sign Language (0632) with a cut score of 2.5 on a 5.0 scale effective immediately.

# **Arkansas Standards for Educational Interpreters and Transliterators**

**And Guidance for  
Educational Interpreters, Transliterators, Teachers, and Administrators**

Committee on Standards for Educational Interpreters  
Arkansas Department of Education  
Fourth Edition 2015

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## **Introduction**

**Public agencies employing educational interpreters for the deaf, deafblind, hard of hearing, or oral deaf, must comply with the legal standards established by the Arkansas Department of Education (ADE).** See *ADE, Special Education Unit, Procedural Requirements and Program Standards 26.02.2.3.*

This handbook contains the standards for educational interpreters and transliterators in Arkansas, as well as the timelines to meet the standards for those educational interpreters/translitterators under provisional status. All educational interpreters and transliterators employed by a school district prior to the beginning of the 2015-2016 school year, must obtain the minimum standards within the applicable required timeframe starting from the beginning of the 2015-2016 school year.

Also included in this handbook is guidance for professional development, roles and responsibilities, and professional conduct of those involved in the educational interpreting process. Administrators, classroom teachers and educational interpreters/translitterators can use this information to understand the professional role of the educational interpreter/translitterator as part of the educational team.

This handbook does not replace or take away any responsibilities of other federal and state statutes that are to be adhered to by the public school institutions and/or the individuals employed as educational interpreters.

The communication preference of a student should be determined prior to enrollment in the educational setting if possible, and that determination will drive the selection of appropriate related services. The Individuals with Disabilities Education Act (IDEA) states that interpreting services are related services (IDEA, 20 USC § 1401(26); 34 CFR § 300.34(c)(4)). These services could include oral transliterations, Cued Speech transliterations, manual codes of English, or American Sign Language (ASL) interpreting. ASL services are typically referred to as interpreting and other English-based sign systems or visual representations of English are referred to as transliteration.

The fundamental role of an interpreter, regardless of specialty or place of employment, is to facilitate communication between persons who are deaf and/or hard of hearing and others. Educational interpreters facilitate communication between students who are deaf and/or hard of hearing and others, including teachers, service providers, and peers within the educational environment. The educational interpreter/transliterater is a member of the educational team and should attend meetings where educational issues are discussed concerning students for whom services are provided by that interpreter.



## **Standards for Sign Language Interpreters/Transliterators**

Sign language/spoken English interpreters are highly skilled professionals that facilitate communication between hearing individuals and individuals who are deaf or hard of hearing.

### **Minimum standards:**

- (I) Must hold a valid interpreter's license issued by the Arkansas Department of Health (ADH);
- (II) Must have a high school diploma or equivalent; and
- (III) a. 3.0 on the Educational Interpreter Performance Assessment (EIPA), or  
b. Quality Assurance Screening Test (QAST) 3/3 (transliterating /interpreting).

### **Provisional standards:**

**Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.**

- (I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she:
  - a. (1) is a qualified interpreter licensed by ADH, or  
(2) is eligible to apply to be a qualified interpreter licensed by ADH and applies within one month of employment to obtain licensure; and
  - b. holds at least a:
    - (1) 2.5 EIPA, or
    - (2) QAST 2/2 (transliterating /interpreting).
- (II) Must obtain minimum standards within 3 academic years of employment if, at the time of employment, he or she:
  - a. (1) is a qualified interpreter licensed by ADH, or  
(2) is eligible to apply to be a qualified interpreter licensed by ADH and applies within one month of employment to obtain licensure; and

- b. holds at least a:
  - (1) 2.0 on EIPA, or
  - (2) QAST 1/1 (transliterating /interpreting).

**Preferred standards:**

**The preferred standard of educational interpreters for all employment within educational settings exceeds the minimum standard.**

- (I) Meet minimum standards, and
- (II) Possess a baccalaureate or associate's degree, and
- (III) Obtain a passing score on the EIPA written assessment, and
- (IV) Holds credentials with the Registry of Interpreters for the Deaf (RID).

## **Standards for Oral Transliterators**

Oral transliterators, also called oral interpreters, facilitate spoken communication between individuals who are deaf or hard of hearing and individuals who are not. Individuals who are “oralists” use speech and speechreading as their primary mode of communication and may or may not know or use manual communication modes or sign language.

### **Minimum standards:**

- (I) Must hold a valid interpreter’s license issued by ADH.
- (II) Must have a high school diploma or equivalent.
- (III) Must have an Oral Interpreter or Transliterator Certificate from the Registry of Interpreters for the Deaf (RID).

### **Provisional standards:**

**Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.**

- (I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she is a qualified licensed interpreter by ADH or is eligible to apply to be a qualified licensed interpreter and applies within one month of employment.

## **Standards for Cued Language Transliterators**

Cued language transliterators provide individuals who are deaf or hard of hearing with access to the auditory information by using a visual representation of spoken language utilizing eight (8) handshapes and four (4) hand locations near the face.

### **Minimum standards:**

- (I) Must hold a valid interpreter's license issued by ADH.
- (II) Must have a high school diploma or equivalent.
- (III) Must have a Transliterator Skills Certificate from the Testing, Evaluation and Certification Unit

### **Provisional standards:**

**Provisional standard timelines are cumulative for all employment within educational settings and may not be repeated from school district to school district.**

- (I) Must obtain minimum standards within 2 academic years of employment if, at the time of employment, he or she is a qualified licensed interpreter by ADH or is eligible to apply to be a qualified licensed interpreter and applies within one month of employment.

## **Professional Development**

Interpreters/transliterators licensed by ADH are required to complete continuing education units (CEUs) according to the Arkansas State Board of Health Rules Governing the Licensure of Provisional and Qualified Interpreters. Planned professional development activities should be made available to educational interpreters/transliterators just as they are to teachers and other school employees. Professional development can be provided in a variety of ways including in-service training programs, workshops, tutoring, conferences, and online.

**Possible areas for professional development opportunities may include, but are not limited to:**

- Higher certification level as an interpreter/transliterator
- Professional interpreting knowledge
- Knowledge in foundations of education and/or in education of students who are deaf
- Proficiency in English, e.g., vocabulary, spelling, reading, writing, literature
- Public speaking
- Child growth and development
- Language development
- Common expressions, spoken or signed, popular in school setting
- Deafness and its psychological, social and cultural considerations
- Overview of philosophies, techniques, legislation and regulations in education
- Speech production and speech reading factors
- Cued speech
- Sign systems
- Cognitive development
- Tutoring
- Guidelines for professional conduct
- Culture, multiculturalism, cultural literacy, literacy
- Linguistics

- Interpreting, roles and responsibilities
- Medical aspects of deafness
- Technology
- Content area terminology

**Possible sources for obtaining professional development activities include:**

I. Arkansas Registry of Interpreters for the Deaf (ARID)

Contact: Arkansas Registry of Interpreters for the Deaf

P.O. Box 46511

Little Rock, AR 72214-6511

<http://www.arkansasrid.org/>

To access the listserv, contact: John West at [tsewnhoj@gmail.com](mailto:tsewnhoj@gmail.com)

II. Outreach Program Support System for the Hearing Impaired

Contact: Outreach Program Coordinator

Arkansas School for the Deaf

2400 W. Markham

Little Rock, AR 72201

(501) 324-9522

<http://www.arschoolforthe deaf.org/education/components/scrapbook/>

III. University of Arkansas at Little Rock (UALR)

Contact: Program Director

UALR Interpreter Education Program

2801 South University

Little Rock, AR 72204-1099

(501) 569-3169

<http://ualr.edu/care/index.php/home/programs/interpretation-education/>

The UALR Interpreter Education Program provides the following:

- Associates of Science (A.S.) Degree in American Sign Language Studies
- Bachelor of Arts (B.A.) Degree in Interpretation: ASL/English
- Sign Language Studies Minor
- Educational Interpreting Minor

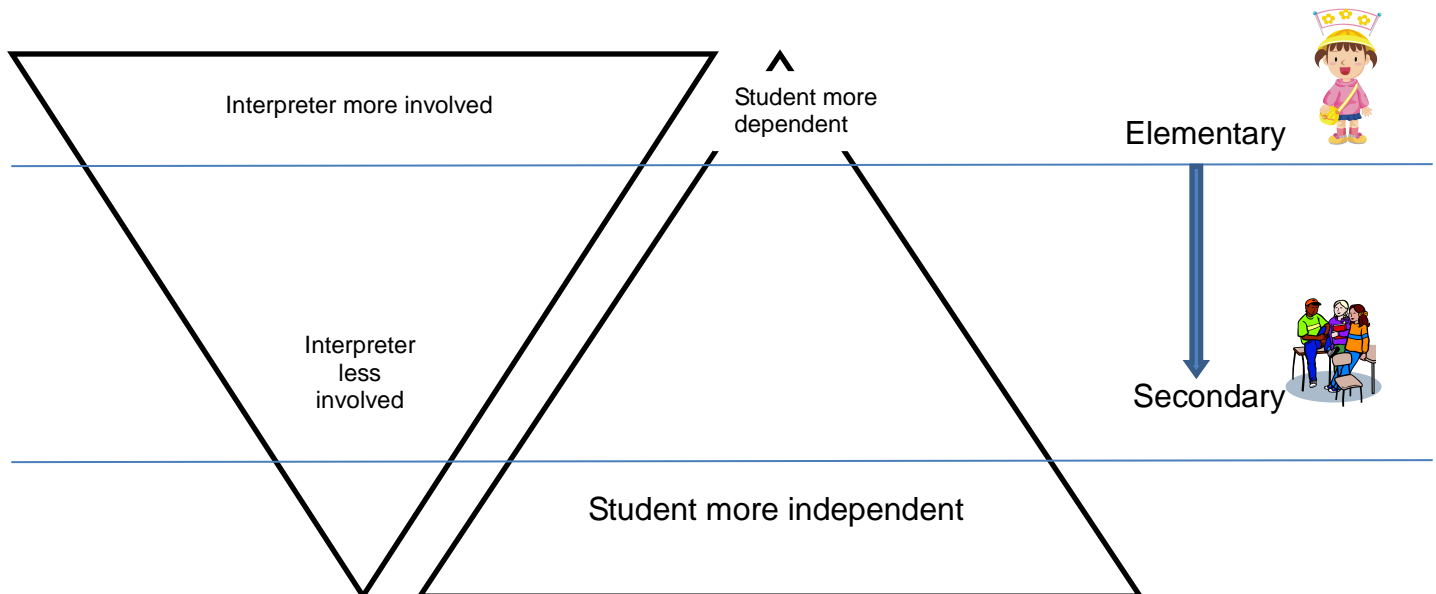
# **Guidance**



## Pyramids of Responsibility

It is the goal of every education program to prepare students to become independent including becoming knowledgeable consumers of interpreting services. A common legitimate concern is a student developing an inappropriate dependency on the interpreter/transliterater. Therefore, roles and responsibilities for the interpreting process are to be clearly outlined and explained.

The model below provides a visual representation of the student's increasing independence. As the student learns to be a good consumer of support services, the responsibilities of the educational interpreter and/or transliterator change. For example, the interpreter/transliterater for a student in kindergarten may sit closer to the student and share more responsibilities with the teacher for keeping the student on task. Conversely, the interpreter and/or transliterator in the high school setting may sit closer to the teacher and assume no responsibility for the student staying on task.



## Legal Situations and Educational Interpreters

### Legal Interpreting

Only highly qualified interpreters/ transliterators are to be utilized in legal interpreting. This not only includes courtroom interpreting, but also all related investigations and contact with police or juvenile authorities. Potential legal ramifications may include the entire case being dismissed if the quality of the interpreting service is questionable. **Most educational interpreters/transliterators do not have the experience or expertise to interpret in these situations. In addition, these situations are regarded as a conflict of interest. School districts are not to place them in such assignments.**

For information and technical assistance regarding legal interpreting, contact the Court Interpreter/transliterators at the Administrative Office of the Courts (501-682-9400).

## **Roles, Responsibilities, and Issues**

The roles and responsibilities for the educational interpreter/ transliterator, classroom teacher, administrator and student in the interpreting situation are to be clearly outlined and explained. A district administrator is to assign responsibilities to the individuals prior to initiation of services. If the interpreter/transliterators is newly hired, the administrator is to provide orientation regarding the job. The interpreter/transliterators is an employee of the school district, and all rules and regulations must be followed.

A clear job description for educational interpreters/ transliterators is to be developed by the school district and understood by all parties involved in the interpreting process. A job description provides clarification on employment issues, and it needs to be written prior to initiation of services. Minimally, the job description is to include job title, roles and responsibilities, qualifications and skill requirements. The role of an educational interpreter/transliterators in a high school setting may be vastly different from that of an interpreter/transliterators in an elementary setting. In addition, some issues may be unique to the interpreting position and require special consideration and clear communication to relevant parties. Examples include the following:

### **Educational Day**

The primary responsibility of the interpreter/transliterators is to provide access to communication when needed by the student who is deaf, and additional duties should not conflict with this role. It is essential that the educational interpreter/transliterators have sufficient knowledge of the content to interpret its concepts and vocabulary accurately and meaningfully. Preparation time to meet with the instructor, read lecture outlines, skim required reading in textbooks, and preview instructional videos may need to be scheduled.

Interpreters/ transliterators are to provide services from the location that best allows the student full visual access to instruction. In some cases, changes of placement are required during the instructional period. All staff members should be aware that the

student will need access to information in other activities of the school, assemblies, field trips, dramatic presentations, etc. A plan needs to be developed and implemented in case the interpreter/transliterators is absent.

### **Physical Conditions**

Continuous interpreting cannot be sustained over a prolonged period of time without producing fatigue and reduction of effectiveness on the part of both interpreter/transliterators and student.

Prolonged interpreting without a break also introduces a health risk for the interpreter/transliterators in a variety of “overuse” syndromes (e.g., Carpal Tunnel Syndrome). Therefore, consideration is to be given when assigning additional tasks (e.g., bus or cafeteria duty).

### **Tutoring**

With proper training and level of knowledge about the subject matter, interpreters/transliterators may provide tutoring services for students who are deaf. If tutoring is part of an educational interpreter’s/ transliterators’ responsibilities, it must be carried out under the direct supervision of the teacher. The teacher ultimately is responsible for teaching and assessing student progress. **It is not appropriate for the interpreter/transliterators to provide classroom instruction in the absence of the teacher or to take on the responsibility of the teacher for management of the class.**

### **Dress Code**

Interpreters/ transliterators are to follow dress codes established for other professionals in the school. Additional requirements are made to avoid eyestrain for the student who is deaf; interpreters/ transliterators need to wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.

## **Educational Team**

The interpreter/transliterators are an important member of the student's educational team. With that duty the interpreter/transliterators actively participate in programming committee meetings, especially regarding decisions related to communication issues. When participating in these meetings, the interpreter/transliterators cannot simultaneously provide interpreting services for any participant who is deaf. When the student who is deaf is included in the meeting, another interpreter/transliterators is needed to allow the student's interpreter/transliterators to fully participate as a committee member. If another interpreter is not available, the interpreter should submit information in writing and may then act as interpreter for the meeting.

## **After School Hours**

Interpreters/ transliterators may be contracted for flexible work hours. If this is a condition of the job, it must be discussed at the earliest possible date. School districts have the responsibility of providing equal access to school sponsored extracurricular activities. When a student who is deaf elects to participate in such programs, districts are responsible to provide interpreting services. An administrator may choose to contract with the district interpreter/transliterators or with another qualified community interpreter/transliterators.

## **When the Student Who is Deaf is Not Present**

The district needs to prepare a plan for the interpreter/transliterators when the student is absent, and the plan needs to be clearly communicated to all relevant parties, principal, teachers, school secretaries, special education supervisor, interpreter/transliterators, etc. This may include plans to improve interpreting skills or to perform other assignments. **It is not appropriate for an interpreter/ transliterators to take notes for the student in his/her absence.**

## **Role and Responsibilities of the Interpreter/Transliterater**

### **Role:**

The interpreter/transliterater facilitates communication by interpreting lectures, discussions, demonstrations, dramatic presentations, announcements, etc., accurately.

### **Responsibilities:**

1. Meet the classroom teacher(s) and student(s) and explain the role of an interpreter/transliterater, prior to providing services.
2. Obtain teacher's editions of textbooks, course outlines, and other related materials, prior to providing services.
3. Set aside time for planning with the teacher to discuss course content, lessons plans, upcoming tests, tutoring assignments, etc.
4. Position oneself so the student can easily see the interpretation, the teacher and visual instruction. Consideration should be given to appropriate seating and lighting arrangements for the benefit of the student(s).
5. Voice the student's questions, comments, responses, and presentations accurately.
6. Ask for clarification when information is not clear.
7. Remind the teacher(s) and student(s) to communicate directly with each other.
8. Follow the Code of Professional Conduct for interpreters as well as school district policies and procedures.
9. Seek technical assistance from the Outreach Program Support System for the Hearing Impaired.
10. Provide input regarding communication issues during programming meetings.
11. Provide tutoring services only under the guidance of the classroom teacher(s).
12. Wear solid colors contrasting to skin tones or subdued prints rather than bright, busy patterns.
13. Refrain from having personal conversations that interfere with the educational process.
14. Maintain an interpreter's license issued by ADH.

## **Role and Responsibilities of the Teacher**

### **Role:**

The teacher plans/provides classroom instruction and makes/enforces rules.

### **Responsibilities:**

1. Meet the interpreter/transliterater and the student(s) to discuss communication needs, prior to the interpreter/transliterater providing services.
2. Provide the interpreter/transliterater with teacher's editions of textbooks, course outlines and other related materials, prior to the interpreter/transliterater providing services.
3. Introduce the interpreter/transliterater to the class and explain his/her role, prior to the interpreter/transliterater providing services.
4. Set aside time for planning with the interpreter/transliterater to discuss course content, lesson plans, upcoming tests, tutoring assignments, etc.
5. Speak directly to the student(s) not the interpreter/transliterater (Example, don't say, "Tell him to open his book" or "Ask her if she understands.")
6. Treat the student(s) who is deaf or hard of hearing just as you would other students in your class.
7. Pause for the student who is deaf to answer questions or make comments. Be aware of additional time needed by the student(s). Be aware that the interpreting process will be delayed due to the time required to process spoken English into signs.
8. Know the Code of Professional Conduct for interpreters.
9. Seek technical assistance from the Outreach Program Support System for the Hearing Impaired.
10. Provide management, materials, and objectives to the interpreter/transliterater for tutoring services.
11. Use a moderate rate of speech that will allow the interpreter/transliterater to process and present information accurately.
12. Develop and implement classroom management procedures (the interpreter/transliterater **is not** responsible for disciplining any student(s) including students who are deaf).

13. Notify the interpreters/transliterators of changes in the school schedule, substitute teachers, guest speakers, field trips, etc.



## **Role and Responsibilities of the Administrator**

### **Role:**

The administrator ensures that the teacher, educational interpreter, and student adhere to their individual roles and responsibilities.

### **Responsibilities:**

1. Develop a job description for the interpreter/transliterater.
2. Provide supervision and periodic evaluation of technical competencies and overall job performance of the educational interpreter/transliterater.
3. Provide the educational interpreter/transliterater a mailbox, access to e-mail, desk space in the classroom(s) for preparation purposes, and a location to preview classroom or professional development materials.
4. Provide another qualified educational interpreter/transliterater for the student(s) who is deaf or hard of hearing for school conferences allowing the educational interpreter/transliterater to participate.
5. Monitor and encourage professional development of the educational interpreter/transliterater.
6. Explain school policies regarding dress code, chain of command, attendance requirements, and child abuse reporting procedures, etc.
7. Know the Code of Professional Conduct for Interpreters.
8. Seek technical assistance from support services.
9. Provide interpreter/transliterater services for parents/guardians, students, staff, and other individuals, who are deaf, to participate in all school activities, including extracurricular activities and school related conferences, in accordance with state and federal laws.
10. Notify the interpreters/transliteraters of changes in the school schedule, substitute teachers, guest speakers, field trips, etc.

## **Code of Professional Conduct**

RID, along with the National Association of the Deaf (NAD), co-authored the ethical code of conduct for interpreters. Both organizations uphold high standards of professionalism and ethical conduct for interpreters. At the core of this code of conduct are the seven tenets. The tenets are to be viewed holistically and as a guide to complete professional behavior. When in doubt, one should refer to the explicit language of the tenet.

### **TENETS**

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

**\*See Appendix for the full version of the Code of Professional Conduct.**

## **Definitions**

The following terms may be used in relation to interpreting for students who are deaf and hard of hearing within a classroom. It is important that the educational interpreter/transliterater be familiar with these terms and how they may apply to his/her particular setting.

**American Sign Language (ASL)** - a visual language used by the majority of persons who linguistically and culturally identify themselves as part of the Deaf Community. ASL is a distinct language with its own set of rules, grammar, and syntax.

**Cued Speech** - a system for visual representation of spoken language utilizing eight (8) handshapes and four (4) hand locations near the face to supplement speech.

**D/deaf** - 1. the upper case "D" in "Deaf" is used for a group of deaf people who share a common language (ASL) and culture. 2. the lower case "d" in "deaf" is used for the audiological condition of not being able to hear.

**Educational Team** - a group of individuals within the educational setting who work together to plan and implement the Individualized Education Program (IEP) for the student who is deaf or hard of hearing.

**Fingerspelling** - the representation of the twenty-six letters of the alphabet through specific hand shapes and an essential part of ASL.

**Interpreter** - a generic term used to describe individuals in the profession of interpreting and transliterating.

**Interpreting** - listening to spoken English and rendering the equivalent message in American Sign Language, or processing an ASL message and voicing the equivalent message in spoken English.

**Oral Interpreting** - a visual reproduction of what is being said in order to speechread the communication.

**RID** - The Registry of Interpreters for the Deaf, Inc.

**Transliterating** - listening to spoken English and signing in English word order using either a manually coded English system/Contact Language Variety OR watching signs in a manually coded sign system/Contact Language Variety and voicing into spoken English.

**Voice Interpreting/Voicing** - a rendition of another person's signs into spoken English.

## **Agency Resources:**

### **Arkansas Department of Education**

Four Capitol Mall

Little Rock, AR 72201

Phone: 501-682-4475

<http://www.arkansased.org/>

### **Arkansas Department of Education, Special Education Unit**

1401 West Capitol Avenue, Suite 450

Little Rock, AR 72201

Ph: 501-682-4221

Fax: 501-682-5159

<https://arksped.k12.ar.us/>

### **ADE-SEU Procedural Requirements and Program Standards**

<https://arksped.k12.ar.us/PolicyAndRegulations/Sections1to30.html>

### **ADE-SEU Eligibility Criteria and Program Guidelines**

<https://arksped.k12.ar.us/PolicyAndRegulations/EligibilityCriteria.html>

### **Arkansas Department of Health**

4815 West Markham Street

Little Rock, Arkansas 72205

1-501-661- 2000 or 1-800-462-0599

<http://www.healthy.arkansas.gov/Pages/certsLicensesPermits.aspx>

## On-line Resources:

American Sign Language Browser

<http://commtechlab.msu.edu/sites/aslweb/>

American Sign Language University: Self-paced ASL on-line course (free)

<http://www.lifeprint.com/asl101/>

A Basic Dictionary of Sign Language Skills: Signing Savvy

<http://www.signingsavvy.com/learning>

Boys Town

[www.classroominterpreting.org](http://www.classroominterpreting.org)

Cued Speech

[www.cuedspeech.org](http://www.cuedspeech.org)

Deafdigest – a free, weekly national on-line newsletter for anyone interested in the Deaf community.

[www.deafdigest.com](http://www.deafdigest.com)

Handspeak – a subscription-based website, consisting of an ASL on-line dictionary, lessons and resource.

<http://www.handspeak.com/>

Laurent Clerc National Deaf Education Center – Gallaudet University – information for parents and teachers with informative handouts

[http://www.gallaudet.edu/clerc\\_center/welcome/laurent\\_clerc\\_the\\_man.html](http://www.gallaudet.edu/clerc_center/welcome/laurent_clerc_the_man.html)

Library – Deaf Related Resources – Gallaudet University

[http://www.gallaudet.edu/american\\_sign\\_language\\_and\\_deaf\\_studies/resources.html](http://www.gallaudet.edu/american_sign_language_and_deaf_studies/resources.html)

National Institute on Deafness and Other Related Communication Disorders  
<https://www.nidcd.nih.gov/Pages/default.aspx>

Oral Transliteration  
[www.slideshare.net/danieljamesgreene/oral-transliteration](http://www.slideshare.net/danieljamesgreene/oral-transliteration)

Ready!Set!Sign!  
[www.readysetsign.com/index2.html](http://www.readysetsign.com/index2.html)

Signs of Development  
[www.signs-of-development.org](http://www.signs-of-development.org)

TASK12  
<http://www.taese.org/cms/index.php/task12>

## **Appendix**

### **NAD-RID CODE OF PROFESSIONAL CONDUCT<sup>1</sup>**

#### **Scope**

The National Association of the Deaf (NAD) and the Registry of Interpreters for the Deaf, Inc. (RID) uphold high standards of professionalism and ethical conduct for interpreters. Embodied in this Code of Professional Conduct (formerly known as the Code of Ethics) are seven tenets setting forth guiding principles, followed by illustrative behaviors.

The tenets of this Code of Professional Conduct are to be viewed holistically and as a guide to professional behavior. This document provides assistance in complying with the code. The guiding principles offer the basis upon which the tenets are articulated. The illustrative behaviors are not exhaustive, but are indicative of the conduct that may either conform to or violate a specific tenet or the code as a whole.

### **CODE OF PROFESSIONAL CONDUCT**

#### **Tenets**

1. Interpreters adhere to standards of confidential communication.
2. Interpreters possess the professional skills and knowledge required for the specific interpreting situation.
3. Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.
4. Interpreters demonstrate respect for consumers.
5. Interpreters demonstrate respect for colleagues, interns, and students of the profession.
6. Interpreters maintain ethical business practices.
7. Interpreters engage in professional development.

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<sup>1</sup> Reprinted with permission from the Registry of Interpreters for the Deaf (RID).



## 1.0 CONFIDENTIALITY

**Tenet:** Interpreters adhere to standards of confidential communication.

**Guiding Principle:** Interpreters hold a position of trust in their role as linguistic and cultural facilitators of communication. Confidentiality is highly valued by consumers and is essential to protecting all involved.

Each interpreting situation (e.g., elementary, secondary, and post-secondary education, legal, medical, mental health) has a standard of confidentiality. Under the reasonable interpreter standard, professional interpreters are expected to know the general requirements and applicability of various levels of confidentiality. Exceptions to confidentiality include, for example, federal and state laws requiring mandatory reporting of abuse or threats of suicide, or responding to subpoenas.

### **Illustrative Behavior - Interpreters:**

- 1.1 Share assignment-related information only on a confidential and “as-needed” basis (e.g., supervisors, interpreter team members, members of the educational team, hiring entities).
- 1.2 Manage data, invoices, records, or other situational or consumer-specific information in a manner consistent with maintaining consumer confidentiality (e.g., shredding, locked files).
- 1.3 Inform consumers when federal or state mandates require disclosure of confidential information.

## 2.0 PROFESSIONALISM

**Tenet:** Interpreters possess the professional skills and knowledge required for the specific interpreting situation.

**Guiding Principle:** Interpreters are expected to stay abreast of evolving language use and trends in the profession of interpreting as well as in the American Deaf community.

Interpreters accept assignments using discretion with regard to skill, communication mode, setting, and consumer needs. Interpreters possess knowledge of American Deaf culture and deafness-related resources.

**Illustrative Behavior - Interpreters:**

- 2.1 Provide service delivery regardless of race, color, national origin, gender, religion, age, disability, sexual orientation, or any other factor.
- 2.2 Assess consumer needs and the interpreting situation before and during the assignment and make adjustments as needed.
- 2.3 Render the message faithfully by conveying the content and spirit of what is being communicated, using language most readily understood by consumers, and correcting errors discreetly and expeditiously.
- 2.4 Request support (e.g., certified deaf interpreters, team members, language facilitators) when needed to fully convey the message or to address exceptional communication challenges (e.g. cognitive disabilities, foreign sign language, emerging language ability, or lack of formal instruction or language).
- 2.5 Refrain from providing counsel, advice, or personal opinions.
- 2.6 Judiciously provide information or referral regarding available interpreting or community resources without infringing upon consumers' rights.

**3.0 CONDUCT**

**Tenet:** Interpreters conduct themselves in a manner appropriate to the specific interpreting situation.

**Guiding Principle:** Interpreters are expected to present themselves appropriately in demeanor and appearance. They avoid situations that result in conflicting roles or perceived or actual conflicts of interest.

**Illustrative Behavior - Interpreters:**

- 3.1 Consult with appropriate persons regarding the interpreting situation to determine issues such as placement and adaptations necessary to interpret effectively.
- 3.2 Decline assignments or withdraw from the interpreting profession when not competent due to physical, mental, or emotional factors.
- 3.3 Avoid performing dual or conflicting roles in interdisciplinary (e.g. educational or mental health teams) or other settings.
- 3.4 Comply with established workplace codes of conduct, notify appropriate personnel if there is a conflict with this Code of Professional Conduct, and actively seek resolution where warranted.
- 3.5 Conduct and present his or herself in an unobtrusive manner and exercise care in choice of attire.
- 3.6 Refrain from the use of mind-altering substances before or during the performance of duties.
- 3.7 Disclose to parties involved any actual or perceived conflicts of interest.
- 3.8 Avoid actual or perceived conflicts of interest that might cause harm or interfere with the effectiveness of interpreting services.
- 3.9 Refrain from using confidential interpreted information for personal, monetary, or professional gain.
- 3.10 Refrain from using confidential interpreted information for the benefit of personal or professional affiliations or entities.

**4.0 RESPECT FOR CONSUMERS**

**Tenet:** Interpreters demonstrate respect for consumers.

**Guiding Principle:** Interpreters are expected to honor consumer preferences in

selection of interpreters and interpreting dynamics, while recognizing the realities of qualifications, availability, and situation.

**Illustrative Behavior - Interpreters:**

- 4.1 Consider consumer requests or needs regarding language preferences, and render the message accordingly (interpreted or transliterated).
- 4.2 Approach consumers with a professional demeanor at all times.
- 4.3 Obtain the consent of consumers before bringing an intern to an assignment.
- 4.4 Facilitate communication access and equality, and support the full interaction and independence of consumers.

**5.0 RESPECT FOR COLLEAGUES**

**Tenet:** Interpreters demonstrate respect for colleagues, interns and students of the profession.

**Guiding Principle:** Interpreters are expected to collaborate with colleagues to foster the delivery of effective interpreting services. They also understand that the manner in which they relate to colleagues reflects upon the profession in general.

**Illustrative Behavior - Interpreters:**

- 5.1 Maintain civility toward colleagues, interns, and students.
- 5.2 Work cooperatively with team members through consultation before assignments regarding logistics, providing professional and courteous assistance when asked and monitoring the accuracy of the message while functioning in the role of the support interpreter.
- 5.3 Approach colleagues privately to discuss and resolve breaches of ethical or professional conduct through standard conflict resolution methods; file a formal grievance only after such attempts have been unsuccessful or the breaches are harmful or habitual.
- 5.4 Assist and encourage colleagues by sharing information and serving as mentors when appropriate.

- 5.5 Obtain the consent of colleagues before bringing an intern to an assignment.

## **6.0 BUSINESS PRACTICES**

**Tenet:** Interpreters maintain ethical business practices.

**Guiding Principle:** Interpreters are expected to conduct their business in a professional manner whether in private practice or in the employ of an agency or other entity. Professional interpreters are entitled to a living wage based on their qualifications and expertise. Interpreters are also entitled to working conditions conducive to effective service delivery.

### **Illustrative Behavior - Interpreters:**

- 6.1 Accurately represent qualifications, such as certification, educational background, and experience, and provide documentation when requested.
- 6.2 Honor professional commitments and terminate assignments only when fair and justifiable grounds exist.
- 6.3 Promote conditions that are conducive to effective communication, inform the parties involved if such conditions do not exist, and seek appropriate remedies.
- 6.4 Inform appropriate parties in a timely manner when delayed or unable to fulfill assignments.
- 6.5 Reserve the option to decline or discontinue assignments if working conditions are not safe, healthy, or conducive to interpreting.
- 6.6 Refrain from harassment or coercion before, during, or after the provision of interpreting services.
- 6.7 Render pro bono services in a fair and reasonable manner.
- 6.8 Charge fair and reasonable fees for the performance of interpreting services and arrange for payment in a professional and judicious manner.

## 7.0 PROFESSIONAL DEVELOPMENT

**Tenet:** Interpreters engage in professional development.

**Guiding Principle:** Interpreters are expected to foster and maintain interpreting competence and the stature of the profession through ongoing development of knowledge and skills.

### **Illustrative Behavior - Interpreters:**

- 7.1 Increase knowledge and strengthen skills through activities such as:
  - , pursuing higher education;
  - , attending workshops and conferences;
  - , seeking mentoring and supervision opportunities;
  - , participating in community events; and
  - , engaging in independent studies.
- 7.2 Keep abreast of laws, policies, rules, and regulations that affect the profession.

The Complete Code of Professional Conduct can be found at:

[http://www.rid.org/UserFiles/File/NAD\\_RID\\_ETHICS.pdf](http://www.rid.org/UserFiles/File/NAD_RID_ETHICS.pdf)

### **Registry of Interpreters for the Deaf**

333 Commerce Street

Alexandria, VA 22314

703/838-0030 (V)

703/838-0454 (Fax)

[www.rid.org](http://www.rid.org)

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**ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING STANDARDS FOR ACCREDITATION OF ARKANSAS  
PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

~~July 2009~~ \_\_\_\_\_

**1.0 REGULATORY AUTHORITY**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts.
- 1.02 These rules are promulgated pursuant to Ark. Code Ann. §§ 6-11-105, 6-15-207, 6-15-202, 6-15-209, and 25-15-201 et seq., ~~and Acts 219, 829 and 1015 of 2007.~~
- 1.03 These rules replace previously adopted Rules Governing Standards for Accreditation of Arkansas Public Schools revised June 2008~~9~~.

**2.0 PURPOSE**

- 2.01 These rules are to set forth the Standards for Accreditation of Arkansas public schools and school districts.
- 2.02 The purpose of these rules is to describe the process whereby Arkansas public schools or school districts will be cited or placed in probationary status for failure to meet Standards for Accreditation.
- 2.03 The purpose of these rules is to set forth the enforcement actions that may be applied to Arkansas public schools or school districts that fail to meet Standards for Accreditation.

**3.0 DEFINITIONS** – For purpose of these Rules, the following terms mean:

- 3.01 “Cited” - Accredited-cited status assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules.
- 3.02 "Core academic course" means a course taught in any of the following subject areas defined by NCLB: English, Reading or Language Arts, Mathematics, Science, Foreign Language, Social Studies, Arts.
- 3.03 “Department” - Arkansas Department of Education.
- 3.04 “Enforcement action” - intervention by the State to require compliance of a school or a school district that fails to meet Standards for Accreditation of Arkansas Public Schools and School Districts.
- 3.05 "Highly qualified teacher" means a teacher who holds at least a Bachelor's Degree, holds full state license, and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches, and who meets such other necessary requirements as set forth in the Arkansas Department of Education Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001, 20 U.S.C. § 6301 et seq.

- 3.06 "Probationary" - Accredited-probationary status assigned to a school or school district that fails to meet any standard identified as a probationary violation in these rules or fails to correct by the specified deadline a violation for which it acquired cited status.
- 3.07 "Public School District/Public School" - those school districts and schools (including open-enrollment charter schools) created pursuant to Title 6 of Arkansas Code and subject to the Arkansas Comprehensive Testing, Assessment and Accountability Program except specifically excluding those schools or educational programs created by or receiving authority to exist pursuant to Ark. Code Ann. §§ 6-15-501, 9-28-205, and 12-29-301, et seq., or other provisions of Arkansas law.
- 3.08 "Standards for Accreditation" - a series of requirements that specify what a school or school district shall meet in order to be fully accredited by the Arkansas Department of Education.
- 3.09 "State Board of Education" - Arkansas State Board of Education.

#### **4.0 CITED STATUS**

- 4.01 A school district, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school district, shall be assigned cited status.
- 4.02 A school, which is deemed to have failed to meet any standard defined with a cited status in these rules and is referenced as applicable to a school, shall be assigned cited status.
- 4.03 No school or school district shall maintain a cited status for violation of any particular standard for a time period greater than two (2) consecutive school years including the year the cited status is assigned, unless provided otherwise in these rules.
- 4.04 Any school or school district that fails to remedy itself from cited status for violation of a particular standard after a two (2) year time period shall be assigned accredited-probationary status.
- 4.05 For the purpose of these Rules, D means district, S means school, C means cite, P means probation, and Policy means a policy is required.

#### **5.0 PROBATIONARY STATUS**

- 5.01 A school district shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school district.
- 5.02 A school shall be assigned a probationary status which is deemed to have failed to meet any standard defined with a probationary status in these rules or was in cited status for the same violation the previous two (2) consecutive years and is referenced as applicable to a school.
- 5.03 No school or school district shall maintain a probationary status for violation of any

standard for more than two (2) consecutive school years including the year the probationary status is declared.

- 5.04 Any school or school district that fails to remedy itself from probationary status after the two (2) year time period will be subject to mandates of Ark. Code Ann. § 6-15-207 (Act 1467 of 2003).

## **STANDARDS FOR ACCREDITATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS**

### **D/P 6.0 STANDARD I EQUAL EDUCATIONAL OPPORTUNITIES**

- 6.01 All school districts' policies and actions shall be nondiscriminatory and shall be in compliance with state and federal laws.
- 6.02 Pursuant to Ark. Code Ann. § 6-15-202(a) and Act 829 of 2007, all school districts which have not obtained full and complete unitary status and have been released from court supervision over desegregation obligations are strongly encouraged to seek unitary status and obtain an appropriate court order proclaiming such unitary status from the respective federal courts in which their cases have been filed.
- 6.03 By September 15 of each school year, any school district that has not been declared by court order to have reached complete and full unitary status shall file a report with the Arkansas Department of Education stating whether in the district's opinion the school district is unitary in status or not. Any school district that has not reached complete and full unitary status and has not been released from court supervision over desegregation obligations but which believes the district is in complete and full unitary status shall provide a written quarterly report to the Arkansas Department of Education by September 15 and the report shall provide a detailed plan with proposed time lines of how the district has complied with any desegregation plan or obligations and shall state how the district will seek to obtain a determination of full unitary status and release from court supervision and a release of any and all court ordered desegregation obligations.
- 6.04 If by July 1, 2009 and each school year thereafter, the Arkansas Department of Education is unable to verify the district's attempts to comply with their submitted detailed plan for obtaining a determination of full unitary status and release from court supervision as required in §6.03 of these Rules, then the Department of Education shall report to the State Board of Education:
- 1) Whether the failure of the school district to obtain full and complete unitary status is having a negative impact on the state's overall obligation to provide a general, suitable and efficient school system; and
  - 2) Whether the school district should be placed on probationary status and subject to the provisions of Ark. Code Ann. § 6-15-201 et seq.
- 6.05 The SBE shall consider the report issued by the ADE under § 6.04 of this Rule and may designate or classify a school district in probationary status and take any necessary intervention allowed under § 6-15-201 et seq. if the SBE determines the district's inability to obtain unitary status is having a negative impact on the obligation to provide a general, suitable and efficient education.

## 7.0 STANDARD II GOALS AND ADMINISTRATION OF ARKANSAS PUBLIC SCHOOLS AND SCHOOL DISTRICTS

### Policy 7.01 STATE AND NATIONAL GOALS

It is well established by history and law that education is a state responsibility. As a framework for school district planning, a set of statewide and national goals for education and a long-term plan to meet these goals have been developed.

**D/C** As one of these goals, pursuant to No Child Left Behind, teachers of core academic classes shall hold a designation as a Highly Qualified Teacher (HQT).

### 7.02 SCHOOL DISTRICT GOALS

**D/P** 7.02.1 Each school district in Arkansas shall be required to develop, with appropriate staff and community participation, a comprehensive plan. School district goals shall be compatible with state and national educational goals and shall address local needs. The plan shall be filed with and reviewed by the Department annually.

**D/C** 7.02.2 Each school district shall provide and publish, in a newspaper with general circulation in the district before November 15 of each school year, a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. If there is no paper media with general circulation, notification shall be mailed to parents.

**S/C** 7.02.3 Each school shall systematically and, at least annually, explain its policies, programs, and goals to the community in a public meeting that provides opportunities for parents and other members of the community to ask questions and make suggestions concerning the school program.

### 7.03 SCHOOL DISTRICT ADMINISTRATION

#### **D/P** 7.03.1 OPERATING POLICIES AND PROCEDURES

Each school board shall adopt written policies for the operation of the school district in accordance with guidelines established by the Department.

#### 7.03.2 RECORDS AND REPORTS

**S/P** 7.03.2.1 Each school shall maintain all reports and records necessary for effective planning, operation, and education.

**Policy** 7.03.2.2 Each school district shall annually submit an accurate and timely report to the Department appraising its students' performance. The report shall be prepared in accordance with guidelines developed by the Department.

#### 7.03.3 SCHOOL BOARDS

**D/C** 7.03.3.1 Each school board, prior to November 15 of each year, shall hold a public meeting, at a time and place convenient for a majority of the

school patrons and employees, to review and discuss its annual report detailing progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies.

- |            |          |   |
|------------|----------|---|
| <b>D/C</b> | 7.03.3.2 | All accreditation and evaluation studies and reports shall be reported and discussed in a public meeting at a time and place convenient for a majority of the school patrons and employees. |
|------------|----------|---|

#### 7.04 SCHOOL GOALS

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|------------|--------|---|
| <b>S/P</b> | 7.04.1 | The administrators, teachers, other school staff, and parents of each school shall develop the annual comprehensive school improvement plan to monitor that school's progress and to project its continuing needs. The annual school improvement plan shall be filed with and reviewed by the Department. |
|------------|--------|---|

- |            |        |  |
|------------|--------|--|
| <b>S/P</b> | 7.04.2 | Schools shall review each curriculum area annually to ensure alignment with state standards. |
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### 8.0 STANDARD III ACTIVE COMMUNITY INVOLVEMENT

- |            |      |   |
|------------|------|---|
| <b>D/P</b> | 8.01 | Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support. |
| <b>S/C</b> | 8.02 | Each individual school shall investigate and, where feasible, utilize community resources in the instructional program of the school.   |

### 9.0 STANDARD IV CURRICULUM

#### 9.01 COURSE CONTENT FRAMEWORKS

- |               |        |   |
|---------------|--------|---|
| <b>Policy</b> | 9.01.1 | The Department shall appoint committees to write curriculum frameworks based on the adopted Arkansas Student Learning Expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks. |
| <b>S/P</b>    | 9.01.2 | Each accredited school shall use these curriculum frameworks to plan instruction leading to student demonstration of proficiency in the Arkansas content standards.   |
| <b>Policy</b> | 9.01.3 | The Department, with advice from public schools and institutions of higher education, shall devise an assessment system that will measure progress toward meeting the content standards expressed in the Arkansas Curriculum Frameworks. These evaluations shall serve as a major factor in determining the accreditation status of public schools.   |

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|---------------|------|--------------------------------------|
| <b>Policy</b> | 9.02 | EARLY CHILDHOOD EDUCATION CURRICULUM |
|---------------|------|--------------------------------------|



The early childhood education curriculum shall be developmentally appropriate for the age span of the children within the groups and implemented with attention to the different needs, interests, and developmental levels of those individual children. This curriculum shall be aligned to Arkansas Better Chance standards.

**S/P**

## 9.03 CURRICULUM

**S/P**

## 9.03.1 SMART CORE AND CORE

- 9.03.1.1 Guidelines for the development of Smart Core curriculum policies and informed consent document shall be established by the Department. Each school district shall adopt written Smart Core curriculum policies consistent with those guidelines.
- 9.03.1.2 The Smart Core curriculum is contained within the 38 units that must be taught each year (See 14.03.1 for a listing of Smart Core requirements).
- 9.03.1.3 In order to ensure that every child has access to a rigorous curriculum, beginning with the seventh grade class of 2004-2005, the Smart Core curriculum and core curriculum will be a standard component of the required course of study to graduate from Arkansas public schools.
- 9.03.1.4 All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in the core.
- 9.03.1.5 Each school district shall adopt written policies that inform parents about the Smart Core curriculum and the required course of study for graduation.
- 9.03.1.6 Each district's written policies regarding Smart Core curriculum and the required course of study for graduation shall be included in the student handbook and filed with the Department.
- 9.03.1.7 Local districts and individual schools shall involve parents, staff, and students in the formulation and review of the Smart Core curriculum and the course of study for the graduation policy.
- 9.03.1.8 Students and parents shall acknowledge that they have received the school's policy regarding Smart Core curriculum and the required course of study for graduation by a signed statement. The school shall document procedures and methods used to inform parents and students of this policy. Parents shall sign an Informed Consent document provided by the Department. Teachers, administrators, and counselors shall be provided with appropriate training in this policy.
- 9.03.1.9 The core curriculum for grades K-8 shall encompass all types of

developmentally appropriate learning experiences and provide for differences in rates of learning among children. It shall emphasize overarching processes of reasoning and problem solving, communicating, connecting (linking knowledge, skills, and other understandings within and across disciplines to real-life situations), and internalizing (acting on the learning to make it meaningful, useful, and worthwhile). English Language Acquisition Standards shall also be used for all English Language Learners (ELL) students at all grade levels.

S/P

## 9.03.2 GRADES K-4

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

## 9.03.2.1 Language Arts

Reading  
Writing  
Listening, Speaking,  
Viewing

## 9.03.2.2 Mathematics

Number sense, properties, and operations  
Measurement  
Geometry and spatial sense  
Data analysis and statistics  
Patterns, algebra, and functions

## 9.03.2.3 Social Studies

History and culture of Arkansas (a unit at each grade level with emphasis at grade 4), the nation, and the world (including foreign language experiences)  
Geography  
Economics  
Civic education  
Social sciences processes and skills

## 9.03.2.4 Science

Life science systems  
Earth/space systems  
Physical systems  
Environmental  
education

## 9.03.2.5 Tools for Learning

Technical skills: research and information skills, use of computers and calculators  
Data gathering: use of data banks,

atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.2.6 Fine Arts

Visual arts instruction, appreciation, and application  
Performing arts instruction, appreciation, and application

9.03.2.7 Practical Living Skills/Career Exploration

9.03.2.8 Health and Safety Education and Physical Education

**S/P**

9.03.3 GRADES 5-8

Reading, writing, and mathematics shall be incorporated into all curriculum areas. All students shall receive instruction in each content area annually.

9.03.3.1 Language Arts

Reading  
Writing  
Listening, Speaking,  
Viewing

9.03.3.2 Mathematics

Number sense, properties,  
and operations  
Measurement  
Geometry and spatial sense  
Data analysis and statistics  
Patterns, algebra, and functions

9.03.3.3 Science

Life science systems  
Earth/space systems  
Physical systems  
Environmental education

9.03.3.4 Social Studies

History and culture of Arkansas (a unit at grades 5 and 6, with emphasis at grade 5), the nation, and the world (including foreign language experiences)  
Geography  
Economics  
Civic education  
Social science process skills

9.03.3.5 Physical Education

9.03.3.6 Fine Arts

Visual arts instruction, appreciation, and application  
Performing arts instruction, appreciation, and application

9.03.3.7 Health and Safety

9.03.3.8 Tools for Learning

Technical skills: research and information skills, use of computers and calculators  
Data gathering: use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews

9.03.3.9 Career and Technical Education

9.03.3.10 Each school shall teach annually reading and mathematics skills to assist those students who need such additional instruction to make satisfactory progress in their required courses.

9.03.3.11 A unit of Arkansas history shall be taught as a social studies subject at each elementary grade level in every public elementary school in this state with greater emphasis at the fourth (4th) and fifth (5th) grade levels, and at least one (1) full semester of Arkansas history shall be taught to all students at the 7th, 8th, 9th, 10th, 11th, or 12th grade level in every public secondary school in this state.

9.03.3.12 Upon approval by the Department, courses taught in grades 5-8 may be offered for high school graduation credit. Courses shall have the same rigor as those taught in high school, but content for a single course may be taught over a two-year period. Teachers shall be certified in the subject area taught with students participating in appropriate End-of-Course examinations. Schools shall have appropriate follow-up curriculum in place for students adopting an accelerated schedule.

**S/P**

9.03.4 GRADES 9-12

Reading, writing, and mathematics shall be incorporated into all curriculum areas. The following courses shall be taught annually for a total of 38 units, except as otherwise allowed in Ark. Code Ann. §§ 6-15-213 and 6-15-214, as articulated in these rules.

9.03.4.1 Language Arts - 6 units

4 units English

1 unit oral communications or ½ unit oral communications and ½ unit drama  
1 unit journalism  
(Other options as approved by the Department)

9.03.4.2 Science - 5 units (Active student participation in laboratory experience is required for a minimum of 20% of instructional time.)

1 unit biology  
1 unit chemistry  
1 unit physics  
(Other options as approved by the Department)

9.03.4.3 Mathematics - 6 units

1 unit Algebra I  
1 unit geometry  
1 unit Algebra II  
1 unit pre-calculus mathematics to include trigonometry  
(Other options as approved by the Department)

9.03.4.4 Computer Science -1 unit  
1 Unit Essentials of Computer Programming or other options as approved by the Department

9.03.4.45 Foreign Languages - 2 units of the same language

9.03.4.56 Fine Arts - 3 ½ units  
1 unit art  
1 unit instrumental music  
1 unit vocal music  
½ unit survey of fine arts or an advanced art or an advanced music course

9.03.4.67 Computer Applications with emphasis on current applications-1 unit

9.03.4.78 Social Studies - 4 units

1 unit American history with emphasis on 20th Century America  
1 unit world history  
½ unit civics  
½ unit of Arkansas history if not taught in grade 7 or 8  
(Other options as approved by the Department)

9.03.4.89 Economics - ½ unit

The Economics course must be taught by a teacher appropriately licensed in either Social Studies or Business

## Education.

The appropriate licensure code must be used to differentiate between the area of social studies and the area of career focus elective credit to meet the requirements of the 38 units.

- 9.03.4.910 Health and Safety Education and Physical Education - 1½ units  
1 unit physical education  
½ unit health and safety education
- 9.03.4.101 Career and Technical Education - 9 units of sequenced career and technical education courses (programs of study) representing three (3) occupational areas.  
In addition to the currently approved programs, districts may develop and request approval for innovative programs of study based on community and student needs.
- 9.03.4.142 The course offerings should include appropriate Advanced Placement (AP) courses. Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations.
- 9.03.4.142.1 Any school district meeting the following conditions may petition the Department to count an appropriate approved AP course in the place of a specified required 38 unit course in the subject areas of mathematics, English, science and social studies under the following conditions:
- 9.03.4.142.2 The public school district has a qualified teacher for the required 38 unit course;
- 9.03.4.142.3 No students enrolled in the required 38 unit course;
- 9.03.4.142.4 An AP course in the same subject area as the required course has students enrolled in the course;
- 9.03.4.142.5 The public school district teaches all other 38 unit courses required by the Standards for Accreditation; and
- 9.03.4.142.6 The public school district teaches the required 38 unit course to any student who enrolls in the public school district after the school year begins.
- 9.03.4.142.7 The public school district may teach the required course to a new student:
- i. In a traditional classroom setting;
  - ii. Through distance learning with a qualified

- teacher, or
- iii. By making individual modifications for the required course from the AP course syllabus to accommodate the new student.

9.03.4.142.8 The public school district shall notify the Department in writing after registration in the spring prior to the beginning of the new school year and immediately after the school year begins if no students enrolled in the required course and the public school district will seek to meet the Standards for Accreditation using the AP course.

9.03.4.142.9 Upon receiving the public school district's written notification and after spring registration and after verifying the information, the Department shall permit the public school district to meet the Standards for Accreditation by teaching the AP course in place of the required course.

9.03.4.142.10 If a new student enrolls in the required course, the public school district shall immediately notify the Department in writing.

9.03.4.123 Additional foreign language courses such as the Level III and IV of the same foreign language and other foreign language should be included.

9.03.4.134 If a course required to be taught by a school district under the State Board of Education's Standards for Accreditation has an enrollment of one (1) or more students and all students enrolled in the course leave the school district after the course has commenced but before the completion of the course in each given school year or school semester the course is to be taught, and no other students that are eligible to take the course enroll to attend the school district campus where the course is required to be taught, the course shall be considered as taught by the school district in compliance with the Standards for Accreditation under the following conditions:

9.03.4.134.1 The school district superintendent certifies in writing that no student was enrolled in the district and was eligible to take the required course enrolled to attend the school district campus where the course was required to be taught after the initial student or students left the school district;

9.03.4.134.2 The school district provides written proof, as required by the Department, that the school district had the course scheduled to be taught on the school district's master course schedule during the entire time the course was required to be taught;

- 9.03.4.134.3 The school district provides written proof, as required by the Department, that the school district had a properly certified teacher employed and able to teach the required course during the entire time the course was required to be taught and the course was listed on the school district's master course schedule;
- 9.03.4.134.4 The Department, upon review of proper records of the district and information certified by the school district superintendent, confirms that the school district satisfied the requirements of Sections 9.03.4.12 - 9.03.4.12.3 of these rules and verifies that the information submitted pursuant to Sections 9.03.4.12 - 9.03.4.12.3 of these rules is correct; and
- 9.03.4.134.5 At the end of the school semester in which the course was required to be taught, the school district petitions the State Board of Education, in writing, for a waiver of the Standards for Accreditation requirement that the particular course be taught for that school semester.
- 9.03.4.134.6 The State Board of Education shall waive the requirement for only the semester in which the student or students left the school district.
- 9.03.4.134.7 The superintendent and the school board president of the school district seeking the waiver shall appear before the State Board of Education to present their request for a waiver.
- 9.03.4.134.8 Representatives of the Department shall appear before the State Board of Education to confirm and verify the information required to be filed with the Department under this section.
- 9.03.4.134.9 Upon satisfaction of the requirements of Sections 9.03.4.12 - 9.03.4.12.8 of these rules, the State Board of Education shall waive the requirement that the course be taught on a semester basis

S/P

#### 9.04 COMBINING OR EMBEDDING CURRICULUM

9.04.1 The State Board of Education may grant a waiver of a standard for accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) combined or embedded course if:

9.04.1.1 The school district applies to the Department's Office of Curriculum and Instruction for approval of the combined or



embedded course on or before May 1 for the following school year, using the Course Approval Request Form at <http://www.arkansased.org/divisions/learning-services/curriculum-and-instruction/course-approvals>;

- 9.04.1.2 The proposed combined or embedded course meets all requirements for course approval outlined in the Course Approval Request Form;
- 9.04.1.3 The school district submits a letter certifying to the State Board of Education that all the curriculum frameworks for the two (2) separate courses will be fully taught in the proposed combined or embedded course; and
- 9.04.1.4 The Department verifies in writing to the State Board of Education that all of the curriculum frameworks for the two (2) separate courses are included in the proposed combined or embedded course.
- 9.04.1.5 The State Board of Education will only grant a waiver of a standard of accreditation for proposed combined or embedded courses in grades five (5) through twelve (12).
- 9.04.1.6 If the State Board of Education subsequently revises the curriculum frameworks for either of the separate courses that are combined or embedded into a single course, a school district must submit a new waiver request for a combined or embedded course in accordance with 9.04.1 of these Rules.
- 9.04.1.7 It is a violation of the Standards for Accreditation of Arkansas Public Schools and School Districts for a school to fail to teach the curriculum frameworks for each separate course that is combined or embedded in a single course.

## **10.0 STANDARD V INSTRUCTION**

### **10.01 REQUIRED TIME FOR INSTRUCTION AND SCHOOL CALENDAR**

- D/P** 10.01.1 Student-teacher interaction time shall be for a minimum of 178 days, except as waived by the Department for professional development.
- D/P** 10.01.2 All public school teacher/administrator contracts (elementary, secondary, vocational - exception vocational agriculture) shall be a minimum of 190 days.
- D/P** 10.01.3 At least ten (10) days or sixty (60) hours shall be used for professional development and in-service training and at least two (2) days shall be used for parent/teacher conferences.
- D/S/P** 10.01.4 The planned instructional time in each school day shall not average less than six (6) hours per day or thirty (30) hours per week.

### **10.02 CLASS SIZE AND TEACHING LOAD**

<b>Policy</b>	10.02.1	Early childhood education programs shall be no more than ten (10) students to one (1) teacher in a classroom or no more than twenty (20) students to one (1) teacher and a qualified adult aide.
<b>S/P</b>	10.02.2	Kindergarten shall be no more than twenty (20) students to one (1) teacher in a classroom. However, kindergarten class maximum may be no more than twenty-two (22) with a one half time instructional aide being employed for those classes.
<b>S/P</b>	10.02.3	The average student/teacher ratio for grades one through three in a school district shall be no more than twenty-three (23) students per teacher in a classroom. There shall be no more than twenty-five (25) students per teacher in any classroom.
<b>S/P</b>	10.02.4	The average student/teacher ratio for grades four through six in a school district shall be no more than twenty-five (25) students per teacher in a classroom. There shall be no more than twenty-eight (28) students per teacher in any classroom.
<b>S/P</b>	10.02.5	In grades seven through twelve, a teacher shall not be assigned more than one hundred fifty (150) students; an individual academic class shall not exceed thirty (30) students, provided that, in exceptional cases or for courses that lend themselves to large group instruction, these ratios may be increased.
<b>D/C</b>	10.03	<b>INSTRUCTIONAL MATERIALS</b>  School districts shall adopt instructional materials which provide complete coverage of a subject as described in that subject's curriculum frameworks and which fit the achievement levels of the students assigned to each teacher.
	10.04	<b>DISCIPLINE</b>
<b>D/P</b>	10.04.1	Guidelines for the development of student discipline policies shall be established by the Department. Each school district shall adopt written discipline policies consistent with those guidelines that include a code of student behavior.
<b>D/P</b>	10.04.2	Each district's written policies shall be filed with the Department.
<b>D/S/P</b>	10.04.3	Local districts and individual schools shall involve parents, staff, and students in the formulation and review of their student discipline policies, rules, and procedures.
<b>S/P</b>	10.04.4	Schools shall inform students and parents of the rules and procedures by which the school is governed. Schools shall make the students aware of the behavior that will call for disciplinary action, as well as the types of corrective actions that may be imposed.
<b>S/P</b>	10.04.5	Students and parents shall acknowledge that they have received the school's discipline policies by a signed statement. The school shall

document procedures and methods used to inform parents and students of the policy.

<b>D/S/P</b>	10.04.6	Teachers and administrators, classified school employees, and volunteers shall be provided with appropriate student discipline training as required by Ark. Code Ann. § 6-18-502.
<b>D/C</b>	10.05	<p><b>EXTRACURRICULAR ACTIVITIES</b></p> <p>Each school district shall adopt a written policy on extracurricular and non-instructional activities and their appropriate place in the school program. The policy shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities.</p>
<b>D/C</b>	10.06	<p><b>REQUIREMENTS FOR PARTICIPATION IN EXTRACURRICULAR ACTIVITIES</b></p> <p>Each school district shall adopt a written policy specifying the requirements students must meet to be eligible to participate in extracurricular activities.</p>
<b>D/C</b>	10.07	<p><b>HOMEWORK AND INDEPENDENT STUDY SKILLS</b></p> <p>Each school district shall adopt a written policy for appropriate and meaningful homework. The policy shall promote the development of students' independent study skills and work to be done outside the classroom which will reinforce and strengthen academic skills, broaden the educational experiences of students, and relate those experiences to the real life of the community. Parents shall be notified of the policy at the beginning of each school year.</p>
<b>D/C</b>	<b>11.0</b>	<b>STANDARD VI ATTENDANCE AND ENROLLMENT</b>
	11.01	<p><b>MANDATORY ATTENDANCE</b></p> <p>All children who are ages five (5) through seventeen (17) on or before <u>the date set forth in Ark. Code Ann. § 6-18-207. September 15</u> are required to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent, guardian, or person having custody or charge; students who have received a high school diploma or its equivalent; or students who are enrolled in a postsecondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.</p>
<b>S/C</b>	11.02	<p><b>INITIAL ENROLLMENT</b></p> <p>A birth certificate, Social Security Number, or other documentation, as provided by law, shall be required to enroll in school.</p>
<b>Policy</b>	11.03	<p><b>EARLY CHILDHOOD EDUCATION PROGRAMS</b></p> <p>It is recommended that school districts provide the opportunity for each child age three (3) on or before <u>September 15 the date set forth in Ark. Code Ann. § 6-18-230</u> to enroll in an approved early childhood education program. No parent or guardian shall be required to enroll a child in an early childhood education program at age three (3).</p>

- D/P**      11.04      **KINDERGARTEN**
- 11.04.1      Each school district must provide a full-day kindergarten for each child age five (5) on or before the date set forth in Ark. Code Ann. § 6-18-207 September 15. A parent or guardian shall sign a waiver if they elect not to enroll a child in kindergarten at age five (5).
- 11.04.2      Any six-year-old child who has not completed a state accredited kindergarten program prior to public school enrollment shall be evaluated by the school district to determine whether placement for the child shall be in kindergarten or the first grade.
- 11.04.3      Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state or in the first grade equivalent in another country for a period of at least sixty (60) days, who will become six (6) years of age during the school year in which the child is enrolled in grade one (1), and who meets the basic residency requirement for school attendance may be enrolled in the first grade.
- D/S/P**      11.05      **IMMUNIZATION REQUIREMENTS**
- All schools and school districts shall meet immunization requirements established by state and federal laws.  
All enrolling kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination.
- 12.0      STANDARD VII      STUDENT PERFORMANCE**
- D/S/P**      12.01      **PERFORMANCE OF ALL STUDENTS**
- Schools shall be responsible for assessing each student's progress at each grade level in acquiring mastery of the competencies, skills, and other subjects required by law and Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) regulations. Assessment data may include performance assessments, competency test scores, standardized test scores, subject matter mastery test scores, and observations of teachers and parent(s) or guardian(s).
- S/P**      12.02      **GRADING**
- Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that are aligned with other educational objectives such as the student learning expectations contained in the curriculum frameworks may also be given.
- S/P**      12.03      **SPECIAL EDUCATION STUDENTS**
- Students with special needs shall have equal access to programs that meet the criteria for their identified Individualized Education Program and shall receive services in the least restrictive environment that meets their needs.
- 12.04      **SCHOOL REPORTING OF STUDENTS' PERFORMANCE**

- D/C** 12.04.1 Each local district shall adopt a written policy requiring teachers to communicate with the parent(s) or guardian(s) of each student during the school year to discuss the student's academic progress and requiring more frequent communication with the parent(s) or guardian(s) of students not performing at the level expected for their grade.
- S/C** 12.04.2 Each school shall schedule no fewer than two (2) parent-teachers conferences per school year to encourage communication with parents.
- S/C** 12.04.3 All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or nonparticipation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.
- 12.05 **TRANSFER BETWEEN SCHOOLS**
- D/C** 12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.
- D/C** 12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

### 13.0 **STANDARD VIII SCHOOL PERFORMANCE**

Data from the performance indicators shall be used by the Department and schools in establishing goals and objectives for school improvement.

### 14.0 **STANDARD IX GRADUATION REQUIREMENTS**

- D/S/P** 14.01 Specifically, for the graduating classes of 2009-2010, 2010-2011, 2011-2012, 2012-2013, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:
- SMART CORE - Sixteen (16) units
- English - four (4) units - 9th, 10th, 11th, 12th
- Mathematics - four (4) units [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.]
- Comparable concurrent credit college courses may be substituted where applicable.
- Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or  
Geometry A & B  
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to  
College Math, Pre-Calculus, Calculus, Trigonometry,  
Statistics,  
Computer Math, Algebra III, or an Advanced Placement  
math)

Natural Science - three (3) units with lab experience chosen from  
Physical Science, Biology or Applied Biology/Chemistry, Chemistry,  
Physics or Principles of Technology I & II or PIC Physics

Social Studies - three (3) units

Civics or Civics/American Government

World History

American History

Oral Communications - one half ( $\frac{1}{2}$ ) unit

Physical Education - one half ( $\frac{1}{2}$ ) unit

Health and Safety - one half ( $\frac{1}{2}$ ) unit

Fine Arts - one half ( $\frac{1}{2}$ ) unit

**D/C**

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through  
guidance and counseling at the local school district based on the students'  
contemplated work aspirations. Career focus courses shall conform to  
local district policy and reflect state frameworks through course  
sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond  
the sixteen (16) Smart Core and the six (6) career focus units. These may  
be in academic and/or technical areas. All the Smart Core and career  
focus units must total at least twenty-two (22) units to graduate.

**D/S/P**

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ( $\frac{1}{2}$ ) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of  
U. S. history, one half ( $\frac{1}{2}$ ) unit of civics or government]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent\* and  
one (1) unit of geometry or its equivalent.\* All math units  
must build on the base of algebra and geometry knowledge  
and skills.] Comparable concurrent credit college courses  
may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent  
and one (1) unit of a physical science]

Physical Education - one half ( $\frac{1}{2}$ ) unit

Health and Safety - one half ( $\frac{1}{2}$ ) unit

Fine Arts - one half ( $\frac{1}{2}$ ) unit

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

## D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

## D/S/P

- 14.02 Specifically, for the graduating class of 2013-2014, and all graduating classes thereafter, the required twenty-two (22) units, at a minimum, shall be taken from the "Smart Core" curriculum or from the "Core" curriculum. Only one (1) of the required units may be in a physical education course. All students will participate in the Smart Core curriculum unless the parent or guardian waives the student's right to participate. In such case of a waiver, the student will be required to participate in Core. The required twenty-two (22) units, at a minimum, are to be taken from the Smart Core or Core as follows:

SMART CORE - Sixteen (16) units

English - four (4) units - 9th, 10th, 11th, 12th

Mathematics - four (4) units or three (3) units of Math and one (1) unit of Computer Science. [All students must take a mathematics course in grade 11 or grade 12 and complete Algebra II.] Comparable concurrent credit college courses may be substituted where applicable.

Algebra I or Algebra A & B (Grades 7-8 or 8-9)

Geometry or Investigating Geometry or Geometry A & B  
(Grades 8-9 or 9-10)

Algebra II

Fourth math unit range of options: (choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math)

Natural Science - three (3) units with lab experience chosen from Physical Science, Biology or Applied Biology/Chemistry, Chemistry, Physics or Principles of Technology I & II or PIC Physics or two (2) units with lab experience and one (1) unit of Computer Science.

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ( $\frac{1}{2}$ ) unit of civics]

Oral Communications - one half ( $\frac{1}{2}$ ) unit

Physical Education - one half ( $\frac{1}{2}$ ) unit

Health and Safety - one half ( $\frac{1}{2}$ ) unit

Economics - one half ( $\frac{1}{2}$ ) unit

A one-half ( $\frac{1}{2}$ ) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ( $\frac{1}{2}$ ) unit

## D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Smart Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Smart Core and career focus units must total at least twenty-two (22) units to graduate.

## D/S/P

CORE - Sixteen (16) units

English - four (4) units

Oral Communications - one half ( $\frac{1}{2}$ ) unit

Social Studies - three (3) units [one (1) unit of world history, one (1) unit of U. S. history, one half ( $\frac{1}{2}$ ) unit of civics]

Mathematics - four (4) units [one (1) unit of algebra or its equivalent\* and one (1) unit of geometry or its equivalent.\* All math units must build on the base of algebra and geometry knowledge and skills] or three (3) units of Math and one (1) unit of Computer Science. Comparable concurrent credit college courses may be substituted where applicable.

Science - three (3) units [at least one (1) unit of biology or its equivalent and one (1) unit of a physical science] or two (2) units of Science [at least one (1) unit of biology or its equivalent and one (1) unit of physical science] and one (1) unit of Computer Science.

Physical Education - one half ( $\frac{1}{2}$ ) unit



Health and Safety - one half ( $\frac{1}{2}$ ) unit

Economics - one half ( $\frac{1}{2}$ ) unit

A one-half ( $\frac{1}{2}$ ) unit of Economics is required for graduation and may be counted toward the required three (3) social studies credits or toward the six (6) required career focus elective credits.

If the course is taught by an appropriately licensed social studies teacher, credit may be applied to meet graduation requirements in social studies or toward the career focus electives. If the course is taught by an appropriately licensed business education teacher, graduation credit can only be applied toward career focus requirements.

The appropriate course code must be used to differentiate the application of credit for graduation to either the area of social studies or the area of career focus elective credit.

Fine Arts - one half ( $\frac{1}{2}$ ) unit

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

## D/C

CAREER FOCUS - Six (6) units

All units in the career focus requirement shall be established through guidance and counseling at the local school district based on the students' contemplated work aspirations. Career focus courses shall conform to local district policy and reflect state frameworks through course sequencing and career course concentrations where appropriate.

Local school districts may require additional units for graduation beyond the sixteen (16) Core and the six (6) career focus units. These may be in academic and/or technical areas. All the Core and career focus units must total at least twenty-two (22) units to graduate.

- 14.03 A unit of credit shall be defined as the credit given for a course which meets for a minimum of 120 clock hours. A minimum average six-hour day or minimum thirty (30) hour week is required.

### 14.04 SPECIAL EDUCATION

- 14.04.1 For a student with disabilities, the Individualized Education Program (IEP) serves as the student's "graduation plan."

- 14.04.2 Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by a student's IEP Team, transition planning must be initiated to prepare a student for exit from a secondary education program to post-secondary life. This includes planning for the student's exit from school due to graduation. For a student with disabilities, fulfillment of the requirements set forth in the student's IEP constitutes the basis for graduation from high school.

**15.0 STANDARD X PERSONNEL****15.01 SCHOOL DISTRICT SUPERINTENDENT**

Each school district shall employ a full-time superintendent when enrollment exceeds three hundred (300). A full-time superintendent may, at the discretion of the local school district, teach no more than two (2) classes per day.

**S/P****15.02 PRINCIPALS**

Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches three hundred (300). A school district superintendent may be permitted to serve as a half-time principal when district enrollment is less than 300 providing the superintendent is appropriately certified and is not already teaching classes. Schools with an enrollment exceeding five hundred (500) shall employ at least one full-time principal and a half-time assistant principal, instructional supervisor, or curriculum specialist.

**15.03 LICENSURE AND RENEWAL**

15.03.1 All administrative, teaching, and other personnel shall hold a current, valid Arkansas license as required by law.

15.03.2 All administrative, teaching, and other personnel shall meet appropriate State licensure and renewal requirements for the position to which they are assigned.

**D/S/C**

15.03.3 A person not fully qualified for a position may be used in emergencies only and may not be replaced by a person not fully qualified for the position, unless appropriate documentation is provided to the Department describing efforts to hire a qualified individual.

**Policy**

15.03.4 Licensure renewal in a subject area shall require intervening educational experience related to that subject area.

**Policy**

15.03.5 Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

Licensure renewal for administrative and other personnel shall require appropriate intervening educational experience related to their responsibilities.

**Policy**

15.03.6 Issuance and revocation of a license shall be in accordance with Arkansas Code and State Board of Education regulations promulgated for such action.

- Policy** 15.03.7 The State licensure system shall include a process designed to provide qualified individuals applying for a license an alternative to completion of a traditional teacher education program.

#### 15.04 PROFESSIONAL DEVELOPMENT AND IN-SERVICE TRAINING

Teachers and administrators must comply with the Arkansas Department of Education rules governing Professional Development regarding specific professional development requirements and specific requirements for scheduling professional development.

- D/P** 15.04.1 ~~Each school district shall have flexibility in establishing plans for professional development and in-service training, provided the plans meet standards and rules for professional development as established by the Department. Beginning with the 2004-2005 school year, and each year thereafter, a minimum of sixty (60) hours of professional development, to include six (6) hours of technology, is required for teachers and administrators annually.~~

- D/P** 15.04.1.1 ~~Each teacher shall be required to have no less than two (2) hours of professional development designed to enhance understanding of effective parental involvement strategies. These two (2) hours may be included in the sixty (60) hours required for professional development.~~

- D/P** 15.04.1.2 ~~Each administrator shall be required to have no less than three (3) hours of professional development designed to enhance understanding of effective parent involvement strategies, the importance of administrative leadership in setting expectations, and creating a climate conducive to parental participation. These three (3) hours may be included in the required sixty (60) hours of professional development.~~

- 15.04.2 ~~For each administrator, the sixty (60) hour professional development requirement shall include training in data disaggregation, instructional leadership, and fiscal management.~~

#### **D/C** 15.05 HIGHLY QUALIFIED TEACHERS REQUIREMENT FOR CORE ACADEMIC CLASSES

- 15.05.1 Every public school district shall ensure that the percentage of core academic classes taught by highly qualified teachers in the district's schools is no less than 10 percentage points below the state's total percentage of core academic classes taught by highly qualified teachers.

- 15.05.2 Any school district failing to meet the requirements of Section 15.05.1 shall receive a citation at the appropriate district and school level.

### 16.0 STANDARD XI SUPPORT SERVICES

Support services shall be designed to be comprehensive and integral to the process of schooling and the development of all students. Each school district for each school building site shall develop and implement a written plan, as set forth in current laws. The plans shall be based upon the needs identified by parents, teachers, principals, students, and other agencies with which the school district

works.

## 16.01 GUIDANCE AND COUNSELING

- S/P** 16.01.1 Each school shall provide a developmentally appropriate guidance program to aid students in educational, personal/social, and career development.
- 16.01.2 Each school shall provide supportive personnel and appropriate facilities to ensure effective counseling to meet individual needs of students.
- D/P** 16.01.3 Each school shall assign appropriate certified counselor staff with the district being required to maintain an overall ratio of one (1) to four hundred fifty (450).

## 16.02 MEDIA SERVICES

- D/C** 16.02.1 Sufficient resources shall be budgeted and spent yearly for purchasing and maintaining an appropriate, current collection.
- S/C** 16.02.2 A process to provide for input from teachers, parents, and students in the acquisition of instructional materials shall be implemented. These materials shall enhance and support the goals of the school improvement plan.
- S/P** 16.02.3 The role of the library media center shall support technology as a tool for learning. Each school with fewer than three hundred (300) students enrolled shall employ at least a half-time, licensed library media specialist. A school with three hundred (300) or more students enrolled shall employ a full-time licensed library media specialist. Schools enrolling fifteen hundred (1,500) or more students shall employ two full-time, licensed library media specialists. The library media specialist(s) shall ensure that access to records and resource data bases shall be available to students. The media specialist(s) shall assist students in the development and use of research skills.
- S/C** 16.02.4 The school media collection shall consist of a balance of print, nonprint, and electronic media adequate in quality and quantity to meet the needs of the developmentally appropriate curricular program. The minimum book collection, exclusive of textbooks, shall be three thousand (3,000) volumes, or at least eight (8) books per student enrolled, whichever figure is larger. A minimum technology requirement will be one (1) computer per media center with multimedia/networking capacity for administrative purposes only.

## 16.03 HEALTH AND SAFETY SERVICES

- D/P** 16.03.1 Each school district shall have a health services program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students.
- S/C** 16.03.2 Each school shall provide facilities, equipment, and materials necessary for operation of a school health services program.
- S/C** 16.03.3 The school health services program shall provide and maintain current health appraisal records for all students in accordance with guidelines

developed by the Department.

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| <b>S/C</b> | 16.03.4 | Each school shall take proper measures to ensure the safety of its students and protect against injuries which may occur in or on the school facilities or site.   |
| <b>S/C</b> | 16.03.5 | In accordance with Ark. Code Ann. § 6-18-1005, health services shall include but not be limited to: (1) Students with special health care needs, including the chronically ill, medically fragile, technology dependent, and students with other health impairments shall have an Individualized Healthcare Plan. (2) Invasive medical procedures required by students and provided at school shall be performed by trained, licensed personnel who are licensed to perform the task; the regular classroom teacher shall not perform these tasks. (3) Custodial Healthcare services required by students under an Individualized Healthcare Plan shall be provided by trained school employees other than the regular classroom teachers. |

## **17.0 STANDARD XII SPECIAL EDUCATION**

Special education programs and special schools shall be accredited in accordance with applicable laws and rules adopted by the State Board of Education.

## **18.0 STANDARD XIII GIFTED AND TALENTED EDUCATION**

- |            |       |   |
|------------|-------|---|
| <b>S/C</b> | 18.01 | Each school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the Department. |
| <b>D/P</b> | 18.02 | Each school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.           |
| <b>S/C</b> | 18.03 | Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.                                |

## **19.0 STANDARD XIV SUPPLEMENTARY EDUCATIONAL OPPORTUNITIES**

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|---------------|-------|---|
| <b>D/C</b>    | 19.01 | Each school district shall develop and implement programs which take advantage of educational opportunities outside the traditional classroom.                |
| <b>D/C</b>    | 19.02 | Each school district shall provide opportunities for qualified students to enroll in courses at institutions of higher education.                             |
| <b>D/P</b>    | 19.03 | Each school district shall provide appropriate alternative program(s) for students who are identified as requiring such programs to continue their education. |
| <b>Policy</b> | 19.04 | Each school district should provide opportunities for summer school and adult education programs.   |

## **20.0 STANDARD XV FACILITIES AND EQUIPMENT**

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|------------|-------|--|
| <b>D/P</b> | 20.01 | School facilities shall be planned and constructed in accordance with the laws of the State of Arkansas and the regulations of the Arkansas Department of Health, the office of the State Fire Marshall, and the Department. |
|------------|-------|--|

**D/C** 20.02 Each room shall be furnished with equipment and instructional materials necessary to provide the environment and working conditions appropriate for subjects or activities assigned.

## **21.0 STANDARD XVI AUXILIARY SERVICES**

**Policy** Auxiliary services, such as transportation and food services, shall be provided in accordance with applicable laws, regulations, and guidelines developed by the Department.

## **22.0 STANDARD XVII COOPERATION AMONG SCHOOL DISTRICTS**

School districts may comply with these standards through cooperative efforts among themselves. All plans for cooperation among school districts and institutions of higher learning for the purpose of complying with these standards shall be submitted for approval to the Department.

## **23.0 STANDARD XVIII ACCREDITATION OF SCHOOLS**

**Policy** 23.01 COMPLIANCE WITH STANDARDS

A school or district shall be accredited on the basis of its complying with these standards and state law related to these standards.

**Policy** 23.02 DEPARTMENT GUIDELINES

The Department shall prepare guidelines to be used in the evaluation of schools or districts to determine whether they are in compliance with these standards. The guidelines will provide for the design and format for reports required to be submitted to the Department to indicate the extent to which school districts and schools are in compliance. The guidelines will include criteria for measuring each standard and the documentation required to indicate compliance with the standard. Required reports will be submitted to the Department by October 15 of each year.

**Policy** 23.03 ACCREDITATION PROCESS

The Department shall annually review all reports and investigate any suspected deficiencies in meeting standards. All written complaints charging violations of standards received by the Department shall be investigated. Each year the Department shall make an on-site visit to a selected number of school districts and review the schools for compliance with the standards. The Department shall notify all school districts and schools not meeting the Standards for Accreditation of deficiencies by May 15 of each year.

23.04 ACCREDITATION

**S/P** 23.04.1 Any school or district, which falls below current Standards for Accreditation, as determined by the Department, shall be notified in writing as being classified in either cited or probationary status by May 15 of each year.

**Policy** 23.04.2 School districts shall be notified of a school's or school district's

probationary status and advised that the school will be classified as probationary for no more than two (2) school years, after which time they shall be classified as not accredited. Schools classified as not accredited are subject to enforcement actions as described herein pursuant to Ark. Code Ann. § 6-15-207.

- 23.04.3 The Department shall review by May 015 annually, pertinent information from every school district to ensure that the district and schools are in compliance with current Standards for Accreditation, and shall make an on-site review of each school's compliance at least every two (2) years or more frequently if deemed necessary by the Department.
- 23.04.4 A comprehensive evaluation shall be conducted in accordance with guidelines established by the Department (i.e., with the Department prescribed procedures and school improvement planning processes). The Department shall use teams of evaluators that may include representatives from the Department, colleges and universities, and teachers and administrators from other districts. The Department shall report the conclusions of the evaluation team to the local school within thirty (30) days. (Conform to Standards Review and the Arkansas Consolidated School Improvement Plan [ACSIP])
- 23.04.5 The Department shall provide school improvement teams to local school districts needing assistance in meeting the standards or when it is determined a school has deficiencies. The school improvement team shall recommend action that the school should take to improve its program and eliminate deficiencies.
- 23.04.6 Any person who knowingly submits falsified information requested or required by the Department may be subject to licensure action pursuant to Ark. Code Ann. § 6-17-410 and other relevant state and federal law.

**Policy**

**24.0 SPECIFIC TIME FRAME FOR CITATIONS OR PROBATIONS**

**CITATIONS:**

- 24.01 A school or school district will be placed in cited status for licensure deficiencies for the second and third year of an individual's Additional Licensure Plan (ALP). This status will continue for the length of time prescribed by the individual's approved Additional Licensure Plan, not to exceed two (2) years. Any school employing a teacher not completing the ALP process after the two (2) year cited process shall be assigned accredited-probationary status.
- 24.02 A school or school district will be placed in cited status for improper ratios and class sizes caused by unexpected population shifts. Such status may extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school shall be assigned probationary status.
- 24.03 A school district will be placed in cited status for failing to hold the Annual Report to the Public School Board meeting prior to November 15. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

- 24.04 A school district will be placed in cited status for providing a late Annual Accreditation Report to the Department. Such status will extend to October 15 of the next school year. At the conclusion of the cited term, if the same violation exists, the school district shall be assigned probationary status.

### **PROBATIONS:**

For the following violations, any school district or school that fails to meet the identified date of corrections will be recommended to the State Board of Education for loss of accreditation.

- 24.05 A school will be placed in probationary status for high school classes which meet less than 120 clock hours (to be corrected within thirty days).
- 24.06 A school will be placed in probationary status for an instructional day that is less than six (6) hours per day or thirty (30) hours each week (to be corrected within thirty days).
- 24.07 A school will be placed in probationary status for any staff member(s) not holding a valid Arkansas license. Such status will not extend beyond January 30 of the current school year.
- 24.08 A school or school district will be placed in probationary status for failing to employ a superintendent, principal, assistant principal (if required), nurse, or counselor. Such status will extend to the first day of the next academic semester.
- 24.09 A school will be placed in probationary status for lack of written policies mandated by law or the Standards for Accreditation (to be corrected in 60 days).
- 24.10 A school will be placed in probationary status for lack of a guidance program. Such status will extend to the first day of the next academic semester.
- 24.11 A school district will be placed in probationary status for lack of a health services program. Such status will extend to the first day of the next academic semester.
- 24.12 A school district will be placed in probationary status for lack of a gifted and talented program. Such status will extend to the first day of the next academic semester.
- 24.13 A school or school district will be placed in probationary status for lack of a media services program. Such status will extend to the first day of the next academic semester.
- 24.14 A school district will be placed in probationary status for lack of a special education program. Such status will extend to the first day of the next academic semester.
- 24.15 A school will be placed in probationary status for improper ratios/class sizes NOT CAUSED by unexpected population shifts (to be corrected in 30 days).
- 24.16 A school district will be placed in probationary status for failing to file an accurate or complete Equity Compliance Report. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next year.



- 24.17 A school or school district shall be placed in probationary status for failing to teach the required courses mandated by these Standards for Accreditation. Such status will extend to the first day of the next academic semester, but cannot extend beyond October 15 of the next school year.
- 24.18 A local school or school district shall be placed in probationary status for violations of the law (e.g., Ark. Code Ann. §§ 6-16-132, 6-16-130, 6-15-1101, 6-17-309, 6-18-223, or 6-15-1601 et seq.). Such status shall extend to the official review date issued by the Department.

## **25.0 ENFORCEMENT OF STANDARDS FOR ACCREDITATION**

- 25.01 The State Board of Education may, on its own motion or upon petition from the Department, take any number of the following actions, listed in paragraph 25.03, to address a school or school district which has failed to meet all Standards for Accreditation any time after a school or school district has received notice of being placed in probationary status pursuant to paragraph 23.04.1. The Department shall petition the State Board of Education for enforcement action in the time period provided in these rules when a school or school district has failed to remedy all probationary violations when a specific time period for correction is required regarding a particular standard.
- 25.02 The State Board of Education shall take at least one of the following actions, listed in paragraph 25.03, to address any school or school district which has failed to meet all Standards for Accreditation for two (2) consecutive school years including the year the probationary status was issued to the school or school district, unless the State Board of Education, at its discretion, issues written findings supported by a majority of the board, that the school district could not meet current standards for the relevant time period due to impossibility caused by external forces beyond the school district's control.
- 25.03 The State Board of Education shall be allowed to take the following actions to address any school or school district on probationary status for failing to meet the Standards for Accreditation:
  - 25.03.1 Require a school district to reorganize, or to reassign the administrative, instructional, or support staff of a public school;
  - 25.03.2 Require a school or school district to institute and fully implement a curriculum that is based on State academic content and achievement standards, including providing appropriate professional development at the cost of the school district;
  - 25.03.3 Remove a particular school from the jurisdiction of a school district and establish alternative public governance and supervision of such school or schools;
  - 25.03.4 Require a school district to close down or dissolve a particular school or schools within a school district;
  - 25.03.5 Annex a school district or districts or parts thereof with another receiving

school district or districts pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;

- 25.03.6 Consolidate a school district or districts or parts thereof with another school district or districts or parts thereof to form a resulting district pursuant to the authority of Ark. Code Ann. § 6-13-1401 et seq. and this subchapter;
- 25.03.7 Reconstitute the leadership of a school district by removing permanently or suspending on a temporary basis the superintendent of the school district or any particular board members of a school district. The State Board of Education shall have the authority to appoint an administrator or to call for the election of new school board members to administer the affairs and provide governance of the school district, or both;
- 25.03.8 Take any other appropriate action allowed by law which is determined by the State Board of Education to assist and address a school or school district failing to meet the Standards for Accreditation.

#### 25.03.9 LOSS OF ACCREDITATION

### 25.04 PUBLICATION AND DISSEMINATION

- 25.04.1 When any school of a school district or the school district is determined by the State Board of Education to be in probationary status for failure to meet the Standards for Accreditation, that school district, after exhausting its rights to appeal, shall:
  - 25.04.1.1 Publish the probationary status determination and findings of the State Board of Education to the public and the parents or care giver of each student enrolled in the school or school district determined to have failed to meet the Standards for Accreditation;
  - 25.04.1.2 The public notice shall be in an understandable and uniform format;
  - 25.04.1.3 The public notice shall be published or disseminated, immediately after the State Board of Education's determination, on the web-site of the school district and published at least one (1) time a week for two (2) consecutive weeks in a local newspaper of general circulation in the affected school district.

## 26.0 RIGHT OF APPEAL

- 26.01 In the event a district or school believes the Department has improperly determined that any school or school district has failed to meet Standards for Accreditation, the school district shall have a right to file its written appeal with the office of the ~~Director~~ Commissioner of the Department.

- 26.02 Any such appeal shall be held in an open hearing, and the decision of the ~~Board~~ State Board of Education shall be in open session. The appeal must be filed not later than May ~~30~~ 15 following the May ~~15~~ 1 written notification, and the State Board of Education hearing must be held prior to ~~August 15~~ June 30 of the same calendar year.
- 26.03 The following procedures shall apply to state Board of Education hearings in which the school district believes the Department improperly determined that it failed to meet Standards for Accreditation:
- 26.03.1 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 26.03.2 The Department shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.
- 26.03.3 The appealing school district shall have up to twenty (20) minutes to present its case to the State Board. The Chairperson of the State Board may allow additional time if necessary.
- 26.03.4 The State Board may pose questions to any party at any time during the hearing.
- 26.03.5 The State board shall then discuss, deliberate, and vote upon the matter.
- 26.03.6 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations, and votes upon the matter take place at a public hearing.
- 26.03.7 The State Board shall issue a written order concerning the matter.
- 26.03 4 The State Board of Education may confirm the classification of a school or school district accreditation status, as determined by the Department, or it may sustain the appeal of the district.
- 26.045 Pursuant to the Ark. Code Ann. § 6-15-203, an appeal from the ruling of the ~~Board~~ State Board of Education may be made by a school district to the Pulaski County Circuit Court provided such appeal is made pursuant to the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

## 27.0 WAIVER AUTHORITY AND PROCESS

27.01 Except as provided in 27.02 of these rules, tThe State Board of Education on its own motion, ~~or~~ on petition from the Department, or from a school district may, upon a showing of just cause in a public hearing of the State Board of Education, grant a waiver of any accreditation standard for a time period of no longer than one (1) school year, except that no curricula, student performance, school performance, or any standard required by law may be waived for any time period.

27.01.1 Any petition for waiver of any accreditation standard by a school district shall be filed in the Office of the Commissioner of the Department thirty (30) calendar days prior to the State Board of Education hearing the waiver petition. The State Board may waive the thirty (30) day time requirement, when in the State Board of Education's determination; circumstances prevent the petition from being filed within the thirty (30) day time frame.

27.032 The State Board of Education may grant a waiver of a Standard for Accreditation for a period of longer than one (1) school year to a school district for the purpose of combining or embedding the curriculum frameworks from two (2) separate courses into one (1) embedded course in accordance with 9.04 of these rules.

27.03 Any hearing of the State Board of Education concerning a waiver of any accreditation standard shall be conducted in a public hearing of a properly announced regular or special meeting of the State Board of Education in accord with Arkansas law.

Public Comments: Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

Date	Commentor	Comment	ADE Response
2/20/15	Johnathan Williams, Malvern High School	Journalism and Drama should be removed from required language arts courses required each year at high school level. Too few students sign up for them, which causes major strain on master schedule and teaching assignments. Suggests updates to Language Arts standards.	<b>Comment considered.</b> The proposed rules do not change English Language Arts courses.
3/2/15	Michele Snyder	Data indicate students with only two years of natural science will NOT be ready for college or a technical skill job. (Arkansas ACT Data 2013, Science Course Pattern).	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> A Computer Science background may be more appropriate for some college programs and technical fields. This does not mandate computer science for all students, but provides those students who are most computer science minded, instruction to suit their interests while also preparing the students for a STEM related field.
3/2/15 (Public Comment Hearing)	Shade Gilbert, ADE	Seeks confirmation that only change to 38 units in revised rules is addition of computer science, and 38 units have not changed.  Questions how 38 units will be monitored going forward; e.g., will there be on-site monitoring (which is process at present).	<i>No changes made to proposed rules.</i> <b>Question/comment considered.</b> The only changes made in Section 14, Graduation Requirements, concern the addition of computer science in lieu of math/science course.  <b>Question/comment considered.</b> There are no changes in the proposed rules concerning standards monitoring.
3/2/15 (Public Comment Hearing)	John Calloway, ADE	In Smart Core, there is no reference to digital learning courses, nor to psychomotor skills training for CPR.	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Ark. Code Ann. § 6-16-1406 requires that during the 2014-15 school year all public school districts and public charter schools provide at least one digital learning course to students, and each student in the ninth grade class in 2014-15 will be required to take at least one digital learning course for credit to graduate. This is a curriculum issue, as any courses could use digital learning as a supplementary method of instruction or be taught as a digital learning course. ADE is currently developing a method to address and monitor digital learning courses, as well as graduation requirements for 2018.  Ark. Code Ann. § 6-16-143 requires that during the 2014-15 school year all public school students in grades 9-12 shall be trained in psychomotor skill bases in CPR before the student graduates from high school. This is a curriculum issue related to Health and Physical Education courses. ADE is currently developing a method to address and monitor graduation requirements for 2018.
3/2/15 (Public Comment Hearing)	Randall Lawrence, ADE	Will delivery of instruction for required 38 be changed universally, or only for AP? Can everything be taught through distance learning?	<i>No changes made to proposed rules.</i> <b>Question/comment considered.</b> There were no changes made in the proposed rules concerning the method of instruction delivery for AP or otherwise.

**Public Comments: Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts**

		Elaborate on Section 23.02 (Department shall prepare guidelines to be used in evaluation of schools or districts to determine whether they are in compliance with these standards).	<b>Question/comment considered.</b> Section 23.02 was not changed in the proposed rules.
3/2/15 (Public Comment Hearing)	Roy Causbie, ADE	Will proposed rules change the current procedure of Standards Unit monitoring (both on-site every 4 years and annual reports)?  Is there still a required 38, with just a few changes in it?	<i>No changes made to proposed rules.</i> <b>Question/comment considered.</b> There are no changes in the proposed rules concerning monitoring.
3/2/15 (Public Comment Hearing)	Derryl Evans, ADE	In the event law changes that affect these proposed rules, will the rules be modified?	<i>No changes made to proposed rules.</i> <b>Question/comment considered.</b> Administrative rules must be consistent with the law. Laws are reviewed to determine whether revisions to these or other rules are necessary.
3/4/15	Laurie Harrison, Bentonville SD	Digital science should not replace a natural science for graduation. Natural sciences help students understand the laws of nature and the physics of nature. Without a strong foundation in this learning, students will eliminate knowledge to function naturally on this planet, whereas many students will gain digital knowledge through self-teaching in their everyday lives.	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer Science course beginning in the 2015-16 school year.  Computer Science is a high need area within the STEM field. The standards developed for this course were a coordinated effort from business and industry and educators. The standards are not generally self-taught through digital interaction.
3/4/15	Reid Pierce, Fullbright Junior High School, Bentonville	While a computer science course is a good idea for high school students, it should absolutely not take the place of a science course. There is a shortage of students entering STEM career fields, but giving students high school diploma with less science does not help. Just because computer science has "science" in its name, doesn't mean that it has same critical thinking, informed skepticism, metacognition, and inquiry skills that an earth, physical, or life science course. This is robbing Peter to pay Paul. Current requirement of 3 years science already is a year less than math and literacy and reducing it further would be a disservice to Arkansas students. Please do not endanger the future of science education and knowledge in our state for years to come.	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer Science course beginning in the 2015-16 school year.  Computer Science is a STEM field of high need within the job market. Again, this change only allows flexibility to those students who want to take a Computer Science course in place of one science or one math. All students will still be required to either complete 3 sciences or 2 sciences with 1 Computer Science or 4 math courses/3 math courses with 1 Computer Science. ADE suspects the populations that elect Computer Science will be minimal with the majority of students will still electing to complete the 3 required science credits and 4 math courses.
3/4/15	Cynthia Cardwell (Educator, Citizen, Parent, Grandparent)	Adamantly opposed to allowing high school student to graduate with only 2 nature science credits. Science requirement should be increased, not decreased. An adequate science education is vital. Next Generation Science Standards would be virtually impossible to implement with this change. Would severely limit Arkansas's students' ability to compete with students from other	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Higher Education officials supported the development of the Computer Science courses and the changes drafted within the smart core. Again, not all students will decrease their science credits; all students who do not replace one of the science courses with Computer Science will still be required to complete 3 science courses.

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		states for college admission, post-secondary education, and career readiness, as well as being informed voters. Our country already has a shortage of scientists and engineers; how could a change like this possibly improve the reputation of our state or attract business to locate here. I hope this idea will be discarded as soon as possible.	
3/5/15	Melissa Miller, Science Teacher, Farmington, AR	As science instructor who has been involved writing standards at both national and state level, has major concern about allowing computer coding to take place of a science course requirement for graduation. According to research, students who take three science courses of biology, chemistry, and physics are better prepared for ACT assessment and collegiate work in science. (Cites research). While computer coding will help students who plan to go into technology field, it can be detrimental to others. Offering it as an elective course enables students to choose without taking away the math and science that have been proven to better equip students for college. Why not allow computer coding to take place of a required fine art or other elective class? Especially now, with new science standards, allowing a computer class to replace science seems a step backwards.	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer Science course beginning in the 2015-16 school year.  The ACT data provided is accurate. However, data concerning Computer Science as a replacement course for one of the sciences has not been provided by ACT.  Students may elect to replace one of the science credits with the Computer Science course. All students will still be required to either complete 3 sciences or 2 sciences with 1 Computer Science. ADE suspects the populations that elect Computer Science will be minimal with the majority of students will still electing to complete the 3 required science credits.
3/5/15	Jacqui Lovejoy (Arkansas educator)	In a time when world is begging for science and engineering professions, why lower the expectations for high school science courses? Am pleased with addition of required computer science course, but it should take place of an elective or become a required core class; not take away from science. We should be raising students who are data driven consumers of society. With only two lab sciences, students will leave unprepared for work force and college. Taking away science is reducing rigor required for students to problem solve and thus is a huge disservice to students. Please consider including computer science in graduation requirements. Science courses give students ability to use math and English skills in a meaningful way, and opportunity to see how to use what they are learning in other classes in context.	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer Science course beginning in the 2015-16 school year.  Students may elect to replace one of the science credits with the Computer Science course. All students will still be required to either complete 3 sciences or 2 sciences with 1 Computer Science. ADE suspects the populations that elect Computer Science will be minimal with the majority of students will still electing to complete the 3 required science credits.  Rigor will be established within the Computer Science course, which will teach, not a scientific literacy, but a computer science literacy.
3/6/15	Chris Lynch, Black River Technical College	Science instructor at Black River Tech. Experience with adults and college indicate people fail to make important connections across science fields, e.g., study of macromolecules in chemistry rarely is connected to biological processes. Encourages the addition of another science course to graduation requirements. To remove will increase science illiteracy in the state. Why is year 4 ELA required, but only 3 sciences: nonsensical. Will taxpayer funds pay for needed infrastructure for computer science courses; has Governor considered this? Many students in state have no Internet access; encourages legislators to visit constituents about robust Internet connections in their communities. Study this	<i>No changes made to proposed rules.</i> <b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer Science course beginning in the 2015-16 school year.  Students may elect to replace one of the science credits with the Computer Science course. All students will still be required to either complete 3 sciences or 2 sciences with 1 Computer Science. ADE suspects the populations that elect Computer Science will be minimal with the majority of students will still electing to complete the 3 required science credits.  The state has considered the financial impact on school districts.



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		<p>more before making this decision. Please encourage science in this state. Proposed change is hindrance (not help) to education. Not saying do not include computer science; saying don't remove a science discipline. We should be increasing science literacy to create a more innovative and robust economy. Would be happy to speak with any legislators who are willing to listen.</p>	<p>Since school districts have already provided the technical infrastructure for a digital course, technology at the local level should be sufficient. The state is providing the Computer Science course virtually through Virtual Arkansas without a cost to the district.</p>
3/8/15	Steve Long, Rogers High School	<p>Research clearly indicates students with 2 credits in science score well below the minimum score of 19 on the ACT. While understands and supports Governor's commitment to improving employment for state graduates, cannot be accomplished by diminishing quality or quantity of science instruction. Computer science may develop logic and reasoning skills, but cannot replace science content, reasoning, and process skills that science courses teach and graduates require. Diminishing science instruction to only 2 courses will be devastating on college prep and scientific literacy. With possible changes to Next Generation Science Standards (and inclusion of engineering practices), Arkansas cannot afford to diminish instruction credits in science. Would be less burdensome to change math requirements, although does not advocate changing them either. A 40-year veteran science teacher, won awards, served on numerous education panels and board, recognized leader in science education in state and nation. Thus has experience and wisdom to speak on this topic. Do not reduce credits in science to only 2.</p>	<p><i>No changes made to proposed rules.</i></p> <p><b>Comment considered.</b> Act 187 of 2015 requires that public high schools and public charter high schools offer at least one Computer science course beginning in the 2015-16 school year</p> <p>Students may elect to replace one of the science credits with the Computer Science course. ADE suspects the populations that elect to do this will be minimal with the majority of students will still electing to complete the 3 required science credits. The students who elect to take Computer Science will learn Computer Science literacy as opposed to scientific literacy.</p>
			<p><i>No changes made to proposed rules.</i></p>



# ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING KINDERGARTEN THROUGH 12<sup>TH</sup> GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS

2015

## 1.0 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures for governing Kindergarten through 12<sup>th</sup> grade immunization requirements in Arkansas Public Schools.
- 1.02 Immunizations against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, mumps, rubella, varicella (chickenpox), *haemophilus influenza* type b, hepatitis B, hepatitis A, meningococcal, and pneumococcal, and other communicable diseases have resulted in a dramatic decrease in the incidence of these diseases in Arkansas. However, these diseases continue to occur in childcare facilities, schools, and colleges and universities. A requirement that children and students furnish proof that they have immunity against certain communicable diseases will reduce the potential for an outbreak of these diseases.

## 2.0 REGULATORY AUTHORITY

- 2.01 The following Rules governing Kindergarten through 12<sup>th</sup> grade immunization requirements in Arkansas Public Schools are duly adopted and promulgated by the Arkansas State Board of Education pursuant to the authority expressly conferred by the laws of the State of Arkansas including, without limitation, Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501 – 504, and Ark. Code Ann. § 20-78-206.

## 3.0 REQUIREMENTS

- 3.01 Except as otherwise provided in these rules, no child shall be admitted to a public school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, mumps, hepatitis B, hepatitis A, meningococcal disease and varicella (chickenpox) (See Table I.), as evidenced by an immunization record from a licensed physician or a public health department acknowledging the immunization.
- 3.02 The requirements for entry into school are:
  - 3.02.1 Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor

(MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

- 3.02.2 1<sup>st</sup> through 12<sup>th</sup> grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/Acellular Pertussis (Tdap) and one dose of Tdap for ages 11 years (as of September 1<sup>st</sup> each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine, two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7<sup>th</sup> grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1<sup>st</sup> each year). However, if the first dose of Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.
- 3.02.3 7<sup>th</sup> grade: In addition to the vaccines requirements listed under 1<sup>st</sup> through 12<sup>th</sup> grade, one dose of Meningococcal vaccine (See Table I.)

- 3.03 Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table 1, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he or she has not received in order to continue attendance in a public school. If the child does not meet the immunization requirements for entering a public school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.
- 3.04 A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows proof that they have applied for an exemption for those vaccines he/she has not received within thirty (30) calendar days after the child's original

admission or by October 1<sup>st</sup> for Tdap and Meningococcal at age 11 and 16 years respectively. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of additional immunizations per the schedule or show proof that they have applied for an exemption from the immunization requirements, they must be excluded from the facility until documentation is provided. The immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.

- 3.05 School officials should evaluate the immunization status of all children in their facilities. Table I is used to determine if the child meets the immunization requirements to enter school.
- 3.06 School boards, superintendents, and principals shall be responsible for enforcing immunization requirements with respect to kindergarten through grade 12 (K-12) within public schools.

#### **4.0 DOCUMENTATION FOR IMMUNIZATION OR PROOF OF IMMUNITY**

- 4.01 The following documentation of immunizations is required:
  - 4.01.1 Immunization records may be stored on a computer database, such as the Arkansas Public School Computer Network (APSCN). A copy of the original source document or a copy from the immunization provider's medical record shall be placed in a permanent file. The immunization record printed off the statewide immunization registry with the Official Seal of the State of Arkansas is considered an official immunization record and is approved for placement in a permanent file as source documentation. It shall be the responsibility of the entity to maintain a list of individuals not appropriately immunized and a list of individuals with medical, religious or philosophical exemptions.
  - 4.01.2 The only proof of immunizations to be accepted shall be an immunization record provided by a licensed physician, health department, military service, or an official record from another educational institution in Arkansas, acknowledging the same, stating the vaccine type and dates of vaccine administration must be provided and entered on the school record. Terms such as "up-to-date", "complete", "adequate", etc. are not to be accepted as proof of immunization.

- 4.02 The following documentation for proof of immunity is required:
- 4.02.1 Serologic testing is only applicable to Hepatitis B virus, Measles, Mumps, Rubella and Varicella. Any individual who has immunity to Hepatitis B, Measles, Mumps, Rubella and/or Varicella as documented by appropriate serological testing shall not be required to have the vaccine for that disease.
  - 4.02.2 A copy of the serological test should be submitted to the Arkansas Department of Health, Immunization Section, along with a letter requesting that the serological test be accepted as proof of immunity in lieu of receiving vaccine for the disease indicated on the serological test. After review by the Medical Director, Immunization Section, a letter indicating approval or denial will be sent to the individual, parent, or guardian and it will be that person's responsibility for informing the school. For approvals, annual approval is not required and a copy of the letter should be placed in the student's permanent file. For denials, the student must receive the required immunization or request an exemption.
- 4.03 An individual who has lost his/her immunization records or whose serology test results are unavailable shall be properly immunized for those diseases or will be required to show proof that they have applied for an exemption for those vaccines he/she has not received.

## **5.0 EXEMPTIONS**

- 5.01 General Requirements
- 5.01.1 Exemptions shall be granted only by the Department of Health.
  - 5.01.2 Individuals shall complete an annual application for medical, religious, and philosophical exemptions.
  - 5.01.3 A notarized statement by the individual requesting the exemption must accompany the application.
  - 5.01.4 All individuals requesting an exemption must complete an educational component developed by the Department of Health that includes information on the risks and benefits of vaccinations.
  - 5.01.5 All individuals must sign an "informed consent" form provided by the Department of Health that includes:
    - 5.01.5.1 A statement of refusal to vaccinate;

- 5.01.5.2 A statement of understanding that at the discretion of the Department of Health the non-immunized child or individual may be removed from the applicable facility (for 21 days or longer) during an outbreak if the child or individual is not fully vaccinated; and
- 5.01.5.3 A statement of understanding that the child or individual shall not return to the applicable facility until the outbreak has been resolved and the Department of Health approves the return.

## 5.02 Medical Exemptions

- 5.02.1 Only a letter issued by the Medical Director, Immunization Section of the Arkansas Department of Health, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school. Statements from private physicians are not to be accepted by the school without this letter. In addition to the general requirements found in section 5.01, the Immunization Section's standard form for medical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section of the Department of Health upon request.

## 5.03 Religious Exemptions

- 5.03.4 In addition to the general requirements found in section 5.01, the Department of Health, Immunization Section's standard form for religious exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

## 5.04 Philosophical Exemptions

- 5.04.1 In addition to the general requirements found in section 5.01, the Department of Health Immunization Section's standard form for philosophical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

# 6.0 EXCLUSION FROM FACILITIES

## 6.01 Public Schools

- 6.01.1 Each facility must maintain an accurate and current list of all exempt and deficient individuals. Individuals who are exempt or deficient (except those who have had the disease as verified by appropriate serological testing) will be excluded from the facility if the Department of Health determines that a possibility of disease transmission exists. The exempt or

deficient child or individual shall not return to the facility (for 21 days or longer) until the possibility of disease transmission has been controlled and the Department of Health approves the return.

6.01.2 If a child is excluded from a facility pursuant to Section 6.01.1 of these rules, he or she shall not be dismissed or dropped from the attendance records of the school, school district, or open-enrollment charter school in accordance with Ark. Code Ann. § 6-18-213(f).

6.01.2.1 Absences accrued due to exclusion from a facility pursuant to Section 6.01.1 of these rules shall be counted as excused or unexcused in accordance with the attendance policy of the school, school district, or open-enrollment charter school.

## **7.0 REPORTING REQUIREMENTS**

7.01 In order to identify areas where additional emphasis is needed and to measure levels of immunization compliance, the Arkansas Department of Health will conduct annual assessments in schools. The entity's cooperation in completing these surveys and audits is required.

**TABLE I**  
**KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION**  
**REQUIREMENTS\***

<b>Vaccine</b> ► ----- --- <b>Grade</b> ▼	<b>Diphtheria, Tetanus, Pertussis (DTP/DT/Td/DTa P/Tdap)</b>	<b>Polio (OPV – Oral or IPV – Inactivated)</b>	<b>MMR***** (Measles, Mumps, and Rubella)</b>	<b>Hep B</b>	<b>Meningococcal(MCV4)</b>	<b>Varicella</b>	<b>Hepatitis A</b>
<b>Kindergarten</b>	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday)	3 doses (with 1 dose on or after 4 <sup>th</sup> birthday) with a minimum interval of 6 months between the 2 <sup>nd</sup> and 3 <sup>rd</sup> dose  OR  4 doses with 1 dose on or after 4 <sup>th</sup> birthday and a minimum interval of 6 months between the 3 <sup>rd</sup> and 4 <sup>th</sup> dose.	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)	3 doses	None	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after dose 1)  *****A medical professional history of disease will be accepted in lieu of vaccine.	1 dose on or after 1 <sup>st</sup> birthday
<b>Grades 1 – 12</b>	4 doses (with 1 dose on or after 4 <sup>th</sup> birthday)  AND	3 doses (with 1 dose on or after 4 <sup>th</sup> birthday with a minimum interval of 6 months	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28	2** or 3*** doses (11-15 year olds could	Second dose at age 16 years (as of September 1 <sup>st</sup> each year) with a minimum	2 doses (with dose 1 on or after 1 <sup>st</sup> birthday and dose 2 at least 28 days after	<b>Grade 1 only: 2- doses with one dose on or after 1<sup>st</sup> birthday and at least</b>

	<p>1 dose of Tdap for ages <del>10</del> <u>11</u> years (as of September 1<sup>st</sup> each year) and older</p> <p>OR</p> <p>3 doses ***** for persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)</p>	<p>between the 2<sup>nd</sup> and 3<sup>rd</sup> dose )</p> <p>OR</p> <p>4 doses with 1 dose on or after 4<sup>th</sup> birthday and a minimum interval of 6 months between the 3<sup>rd</sup> and 4<sup>th</sup> dose.</p>	<p>days after dose 1)</p>	<p>be on a 2-dose schedule)</p>	<p>interval of 8 weeks since 1<sup>st</sup> dose</p> <p>OR</p> <p>1 dose if not vaccinated prior to age 16 years (If first dose is administered at age 16 years or older, no second dose is required.)</p>	<p>dose 1)</p> <p>OR</p> <p>*****A medical professional history of disease may be accepted in lieu of receiving vaccine.</p>	<p><del>6 months from the first dose</del></p> <p><u>1 dose on or after 1<sup>st</sup> birthday</u></p>
<b>Grade 7</b>	<p>4 doses (with 1 dose on or after 4<sup>th</sup> birthday)</p> <p>and</p> <p>1 dose of Tdap*****</p> <p>OR</p> <p>3 doses***** for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)</p>	<p>3 doses (with 1 dose on or after 4<sup>th</sup> birthday with a minimum interval of 6 months between the 2<sup>nd</sup> and 3<sup>rd</sup> dose)</p> <p>OR</p> <p>4 doses with 1 dose on or after 4<sup>th</sup> birthday and a minimum interval of 6 months between the 3<sup>rd</sup> and 4<sup>th</sup> dose.</p>	<p>2 doses (with dose 1 on or after 1<sup>st</sup> birthday and dose 2 at least 28 days after dose 1)</p>	<p>2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)</p>	<p>1 dose</p>	<p>2 doses (with dose 1 on or after 1<sup>st</sup> birthday and dose 2 at least 28 days after dose 1)</p> <p>OR</p> <p>*****A medical professional history of disease may be accepted in lieu of receiving vaccine.</p>	<p><b>NONE</b></p>

\*Doses of vaccine required for school entry may be less than the number of doses required for



age-appropriate immunization.

**\*\***An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

**\*\*\*** 3<sup>rd</sup> dose of hepatitis B should be given at least 8 weeks after the 2<sup>nd</sup> dose, at least 16 weeks after the 1<sup>st</sup> dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3<sup>rd</sup> doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

**\*\*\*\*** Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

**\*\*\*\*\*** Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

**\*\*\*\*\*** A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). No self or parental history of disease will be accepted.

**\*\*\*\*\*** For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as Tdap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval for age can be counted as valid for doses already administered. Exception: the minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

## Public Comments and Agency Responses – Immunization Requirements

Date	Respondent	Comment	ADE Response
February 25, 2015	Elizabeth Pitman, Arkansas Department of Health	Suggested changes to align with ADH Rules	Comment considered. The suggested changes were made to align ADE and ADH's rules.
February 2, 2015	Paula Smith, ADH	Suggested changes to align with ADH Rules	Comment considered. The suggested changes were made to align ADE and ADH's rules.

**ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015**

**~~September 2013~~**

**April 9, 2015**

**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Emergency Rules Governing the Public School Choice Act of ~~2013~~ 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of ~~2013~~ 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by ~~Act 1227 of 2013~~ Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.

- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;
  - 4.04.23 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.23.1 Resides in the same household; and
    - 4.04.23.2 Is already enrolled in the nonresident district by choice.
  - 4.04.34 Shall not include an applicant's:
    - 4.04.34.1 Academic achievement;
    - 4.04.34.2 Athletic or other extracurricular ability;
    - 4.04.34.3 English proficiency level; or
    - 4.04.34.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.45 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and

- 4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.
- 4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:
  - 4.06.1 Availability of the program;
  - 4.06.2 Application deadline; and
  - 4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

- 5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 5.02 A student may accept only one (1) school choice transfer per school year.
  - 5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.
  - 5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.
- 5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.
  - 5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in ~~or continue enrollment in~~ the nonresident district ~~until the sibling of the transfer student completes his or her secondary education~~, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.
  - 5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under

Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district ~~with a copy to~~ , which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than ~~June~~ May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.025 ~~By August~~ By July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent

and the resident district in writing as to whether the student's application has been accepted or rejected. ~~The notification shall be sent via First Class Mail to the address on the application.~~

6.025.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.025.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.:

6.02.2.1 ~~———— A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and~~

6.02.2.2 ~~———— Instructions for the renewal procedures established by the nonresident district.~~

## 7.00 LIMITATIONS

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act  
Four Capitol Mall  
Little Rock, AR 72201

7.02 ~~———— A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.~~

~~7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.~~

~~7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court ordered desegregation program.~~

~~7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:~~

~~7.02.3.1 Declare an exemption under Section 7.02 of these rules; or~~

~~7.02.3.2 Resume participation after a period of exemption.~~

~~7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:~~

~~Office of the Commissioner~~

~~ATTN: Arkansas Public School Choice Act~~

~~Four Capitol Mall~~

~~Little Rock, AR 72201~~

7.034 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the ~~school district's three quarter average daily membership for the~~ immediately preceding school year.

7.03.1 For the purpose of determining the percentage of school choice transfers under Section 7.03 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student, ~~and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student.~~

7.03.2 A student eligible to transfer to a nonresident district under Ark. Code Ann. §§ 6-15-530(c)(1), 6-18-227, or 6-21-812 shall not count against the cap of three percent (3%) of the resident or nonresident district.

7.03.23 Annually by ~~June 4~~ December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the ~~current~~ next school year.



7.03.34 If a student is unable to transfer due to the limits under Section 7.034 of these rules, the resident district shall give the student priority for a transfer in the following first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.04 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

## **8.00 APPEAL, DATA COLLECTION AND REPORTING**

8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

8.01.3 In its written appeal, the student or student's parent shall state his or her basis for appealing the decision of the nonresident district.

8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days

after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **~~9.00 — EFFECTIVE DATE~~**

~~The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.~~

## **~~109.00 STATE BOARD HEARING PROCEDURES~~**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

~~109.01~~ A staff member of the Arkansas Department of Education shall introduce the agenda item.

~~109.02~~ All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

- ~~409~~.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.
- ~~409~~.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- ~~409~~.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- ~~409~~.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- ~~409~~.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- ~~409~~.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- ~~409~~.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- ~~409~~.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- ~~409~~.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.

## **10.00 EMERGENCY CLAUSE**

- 10.01 WHEREAS, Act 560 of 2015 contained an emergency clause and became effective on March 20, 2015; and
- 10.02 WHEREAS, Ark. Code Ann. § 6-18-1907 authorizes the State Board of Education to promulgate rules to implement the Public School Choice Act; and
- 10.03 WHEREAS, these rules are immediately necessary to achieve the purposes of Act 560 of 2015 for the 2015-2016 school year;

10.04 THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school students, parents and school districts will result without the immediate promulgation of these rules.

## ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015”  
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender

Male ☐Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/  
Native Alaskan ☐Native Hawaiian/  
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district <del>(with a copy to the resident district)</del> or postmarked no later than <del>June</del> <u>May</u> 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of <del>2013</del> <u>2015</u> for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			



**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING  
THE PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015  
~~September 2013~~**

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**1.00 PURPOSE**

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Public School Choice Act of ~~2013~~ 2015.
- 1.02 The purpose of these rules is to set forth the process and procedures necessary to administer the Public School Choice Act of ~~2013~~ 2015.

**2.00 AUTHORITY**

- 2.01 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by ~~Act 1227 of 2013~~ Ark. Code Ann. § 6-18-1901 et seq., as amended by Act 560 of 2015, and Ark. Code Ann. §§ 6-11-105 and 25-15-201 et seq.

**3.00 DEFINITIONS**

As used in these rules:

- 3.01 “Nonresident District” means a school district other than a student’s resident district;
- 3.02 “Parent” means a student’s parent, guardian, or other person having custody or care of the student;
- 3.03 “Resident district” means the school district in which the student resides as determined under Ark. Code Ann. § 6-18-202;
- 3.04 “Sibling” means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care; and
- 3.05 “Transfer student” means a public school student in kindergarten through grade twelve (12) who transfers to a nonresident district through a public school choice option under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

**4.00 ESTABLISHMENT OF PUBLIC SCHOOL CHOICE PROGRAM**

- 4.01 A public school choice program is established to enable a student in kindergarten through grade twelve (12) to attend a school in a nonresident district, subject to the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules.



- 4.02 Each school district shall participate in a public school choice program consistent with Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.
- 4.03 These rules do not require a school district to add teachers, staff, or classrooms, or in any way to exceed the requirements and standards established by existing law.
- 4.04 The board of directors of a public school district shall adopt by resolution specific standards for acceptance and rejection of applications under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules. The standards:
  - 4.04.1 May include without limitation the capacity of a program, class, grade level, or school building;
  - 4.04.2 May include a claim of a lack of capacity by a school district only if the school district has reached at least ninety percent (90%) of the maximum authorized student population in a program, class, grade level, or school building;
  - 4.04.23 Shall include a statement that priority will be given to an applicant who has a sibling or stepsibling who:
    - 4.04.23.1 Resides in the same household; and
    - 4.04.23.2 Is already enrolled in the nonresident district by choice.
  - 4.04.34 Shall not include an applicant's:
    - 4.04.34.1 Academic achievement;
    - 4.04.34.2 Athletic or other extracurricular ability;
    - 4.04.34.3 English proficiency level; or
    - 4.04.34.4 Previous disciplinary proceedings, except that an expulsion from another district may be included under Ark. Code Ann. § 6-18-510.
  - 4.04.45 A school district receiving transfers under the Public School Choice Act of 2013 and these rules shall not discriminate on the basis of gender, national origin, race, ethnicity, religion, or disability.
- 4.05 A nonresident district shall:
  - 4.05.1 Accept credits toward graduation that were awarded by another district; and

4.05.2 Award a diploma to a nonresident student if the student meets the nonresident district's graduation requirements.

4.06 The superintendent of a school district shall cause public announcements to be made over the broadcast media and either in the print media or on the Internet to inform parents of students in adjoining districts of the:

4.06.1 Availability of the program;

4.06.2 Application deadline; and

4.06.3 Requirements and procedure for nonresident students to participate in the program.

## **5.00 GENERAL PROVISIONS**

5.01 The transfer of a student under the Arkansas Public School Choice Act of 1989 (Ark. Code Ann. § 6-18-206 [repealed]) or the Public School Choice Act of 2013, is not voided by Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules and shall be treated as a transfer under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules.

5.02 A student may accept only one (1) school choice transfer per school year.

5.02.1 A student who accepts a public school choice transfer may return to his or her resident district during the school year.

5.02.2 If a transferred student returns to his or her resident district, the student's transfer is voided, and the student shall reapply if the student seeks a future school choice transfer.

5.03 A transfer student attending a nonresident school under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules may complete all remaining school years at the nonresident district.

5.03.1 A present or future sibling of a student who continues enrollment in the nonresident district under Section 5.03 of these rules and applies for a school choice transfer under Ark. Code Ann. § 6-18-1905 may enroll in ~~or continue enrollment in~~ the nonresident district ~~until the sibling of the transfer student completes his or her secondary education~~, if the district has the capacity to accept the sibling without adding teachers, staff, or classrooms or exceeding the regulations and standards established by law.

5.03.2 A present or future sibling of a student who continues enrollment in the nonresident district and who enrolls in the nonresident district under

Section 5.03 of these rules may complete all remaining years at the nonresident district.

5.04 The transfer student or the transfer student's parent is responsible for the transportation of the transfer student to and from the school in the nonresident district where the transfer student is enrolled.

5.04.1 The nonresident district may enter into a written agreement with the student, the student's parent, or the resident district to provide the transportation.

5.04.2 The State Board of Education may resolve disputes concerning transportation arising under Section 5.04 of these rules.

5.05 For purposes of determining a school district's state aid, a transfer student is counted as part of the average daily membership of the nonresident district where the transfer student is enrolled.

## **6.00 APPLICATION FOR TRANSFER**

6.01 If a student seeks to attend a school in a nonresident district, the student's parent shall submit an application:

6.01.1 To the nonresident district ~~with a copy to~~ , which shall notify the resident district of the filing of the application;

6.01.2 On the form that is attached to these rules as Attachment 1; and

6.01.3 Postmarked no later than ~~June~~ May 1 of the year in which the student seeks to begin the fall semester at the nonresident district.

6.02 A nonresident district that receives an application under Section 6.01 of these rules shall, upon receipt of the application, place a date and time stamp on the application that reflects the date and time the nonresident district received the application.

6.03 A nonresident district shall review and make a determination on each application in the order in which the application was received by the nonresident district.

6.04 Before accepting or rejecting an application, a nonresident district shall determine whether one of the limitations under Ark. Code Ann. § 6-18-1906 and Section 7.00 of these rules applies to the application.

6.025 By ~~August~~ July 1 of the school year in which the student seeks to enroll in a nonresident district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, the superintendent of the nonresident district shall notify the parent

and the resident district in writing as to whether the student's application has been accepted or rejected. ~~The notification shall be sent via First Class Mail to the address on the application.~~

6.025.1 If the application is rejected, the superintendent of the nonresident district shall state in the notification letter the reason for the rejection.

6.025.2 If the application is accepted, the superintendent of the nonresident district shall state in the notification letter a reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null.:

6.02.2.1 ~~———— A reasonable deadline by which the student shall enroll in the nonresident district and after which the acceptance notification is null; and~~

6.02.2.2 ~~———— Instructions for the renewal procedures established by the nonresident district.~~

## 7.00 LIMITATIONS

7.01 If the provisions of Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules conflict with a provision of an enforceable desegregation court order or a district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment, the provisions of the order or plan shall govern.

7.01.1 If a school district claims a conflict under Section 7.01 of these rules, the school district shall immediately submit proof from a federal court to the Department of Education that the school district has a genuine conflict under an active desegregation order or active court-approved desegregation plan with the interdistrict school choice provisions of this subchapter.

7.01.2 A school district shall provide the information required under Section 7.01.1 of these rules to:

Office of the Commissioner  
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Little Rock, AR 72201

7.02 ~~———— A school district annually may declare an exemption under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district is subject to the desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation.~~

~~7.02.1 An exemption declared by a board of directors under Section 7.02 of these rules is irrevocable for one (1) year from the date the school district notifies the Department of Education of the declaration of exemption.~~

~~7.02.2 After each year of exemption, the board of directors may elect to participate in public school choice under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules if the school district's participation does not conflict with the school district's federal court ordered desegregation program.~~

~~7.02.3 A school district shall notify the Department of Education by April 1 if in the next school year the school district intends to:~~

~~7.02.3.1 Declare an exemption under Section 7.02 of these rules; or~~

~~7.02.3.2 Resume participation after a period of exemption.~~

~~7.02.3.3 A school district shall provide the notifications under Section 7.02.3.1 or 7.02.3.2 to:~~

~~Office of the Commissioner~~

~~ATTN: Arkansas Public School Choice Act~~

~~Four Capitol Mall~~

~~Little Rock, AR 72201~~

7.034 There is established a numerical net maximum limit on school choice transfers each school year from a school district, less any school choice transfers into the school district under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules of not more than three percent (3%) of the enrollment that exists in the school district as of October 15 of the ~~school district's three quarter average daily membership for the~~ immediately preceding school year.

7.03.1 For the purpose of determining the percentage of school choice transfers under Section 7.03 of these rules, siblings who are counted in the numerator as transfer students shall count as one (1) student, ~~and siblings who are counted in the denominator as part of the average daily membership shall count as one (1) student.~~

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7.03.23 Annually by ~~June 4~~ December 15, the Department of Education shall report to each school district the net maximum number of school choice transfers for the ~~current~~ next school year.

7.03.34 If a student is unable to transfer due to the limits under Section 7.034 of these rules, the resident district shall give the student priority for a transfer in the following first school year in which the district is no longer subject to Ark. Code Ann. § 6-18-1906(b)(1) and Section 7.04 of these rules in the order that the resident district receives notices of applications under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules, as evidenced by a notation made by the district on the applications indicating date and time of receipt.

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8.01 A student whose application for a transfer under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer.

8.01.1 A request for a hearing before the State Board of Education shall be in writing and shall be postmarked no later than ten (10) calendar days, excluding weekends and legal holidays, after the student or the student's parent receives a notice of rejection of the application under Ark. Code Ann. § 6-18-1905 and Section 6.00 of these rules and shall be mailed to:

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8.01.2 Contemporaneously with the filing of the written appeal with the Office of the Commissioner, the student or student's parent must also mail a copy of the written appeal to the superintendent of the nonresident school district.

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8.01.4 The student or student's parent shall submit, along with its written appeal, a copy of the notice of rejection from the nonresident school district.

8.01.5 As part of the review process, the student or student's parent may submit supporting documentation that the transfer would be in the best educational, social, or psychological interest of the student.

8.01.6 The nonresident district may submit, in writing, any additional information, evidence, or arguments supporting its rejection of the student's application by mailing such response to the State Board of Education. Such response shall be postmarked no later than ten (10) days

after the nonresident district receives the student or parent's appeal. The response of the nonresident district shall be mailed to:

Office of the Commissioner  
ATTN: Arkansas Public School Choice Act Appeals  
Four Capitol Mall  
Little Rock, AR 72201

8.01.7 Contemporaneously with the filing of its response with the Office of the Commissioner, the nonresident district must also mail a copy of the response to the student or student's parent.

8.01.8 If the State Board of Education overturns the determination of the nonresident district on appeal, the State Board of Education shall notify the parent, the nonresident district, and the resident district of the basis for the State Board of Education's decision.

8.02 The Department of Education shall collect data from school districts on the number of applications for student transfers under Section 8.00 of these rules and study the effects of school choice transfers under Arkansas Code, Title 6, Chapter 18, Subchapter 19 and these rules, including without limitation the net maximum number of transfers and exemptions, on both resident and nonresident districts for up to two (2) years to determine if a racially segregative impact has occurred to any school district.

8.03 Annually by October 1, the Department of Education shall report its findings from the study of the data under Section 8.02 of these rules to the Senate Committee on Education and the House Committee on Education.

## **~~9.00 — EFFECTIVE DATE~~**

~~The provisions of the Arkansas Public School Choice Act of 2013 and these rules shall remain in effect until July 1, 2015.~~

## **~~109.00 STATE BOARD HEARING PROCEDURES~~**

The following procedures shall apply to hearings conducted by the State Board of Education pursuant to Ark. Code Ann. § 6-18-1907 and Section 8.00 of these rules:

~~109.01~~ A staff member of the Arkansas Department of Education shall introduce the agenda item.

~~109.02~~ All persons wishing to testify before the State Board of Education shall first be placed under oath by the Chairperson of the State Board.

- 409.03 Each party shall have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their opening statements.
- 409.04 Each party shall be given twenty (20) minutes to present their cases, beginning with the nonresident school district. The Chairperson of the State Board may, for good cause shown and upon request of either party, allow either party additional time to present their cases.
- 409.05 The State Board of Education, at its discretion, shall have the authority to require any person associated with the application to appear in person before the State Board as a witness during the hearing. The State Board of Education may accept testimony by affidavit, declaration or deposition.
- 409.06 Every witness may be subject to direct examination, cross examination and questioning by the State Board of Education.
- 409.07 For the purposes of the record, documents offered during the hearing by the nonresident district shall be clearly marked in sequential, numeric order (1,2,3).
- 409.08 For the purposes of the record, documents offered during the hearing by the appealing party shall be clearly marked in sequential, alphabetic letters (A,B,C).
- 409.09 The nonresident school district shall have the burden of proof in proving the basis for denial of the transfer.
- 409.10 The State Board of Education may sustain the rejection of the nonresident district or grant the appeal.
- 409.11 The State Board of Education may announce its decision immediately after hearing all arguments and evidence or may take the matter under advisement. The State Board shall provide a written decision to the Department of Education, the appealing party, the nonresident district and the resident district within fourteen (14) days of announcing its decision under this section.



## ATTACHMENT 1

***APPLICATION FOR TRANSFER TO A NONRESIDENT DISTRICT  
 “ARKANSAS PUBLIC SCHOOL CHOICE ACT OF ~~2013~~ 2015”  
 (Must Be Submitted to Non-Resident ~~and Resident~~ Districts)***

**APPLICANT INFORMATION**

Student Name:

Student Date of Birth:

Gender Male ☐ Female ☐

Grade:

Does the applicant require special needs or programs? Yes ☐ No ☐Is applicant currently under expulsion? Yes ☐ No ☐**ETHNIC ORIGIN (CHECK ONE)**

(For data reporting purposes only)

2 or More Races ☐Asian ☐African-American ☐Hispanic ☐Native American/  
Native Alaskan ☐Native Hawaiian/  
Pacific Islander ☐White ☐**RESIDENT SCHOOL DISTRICT OF APPLICANT**

District Name:

County Name:

Address:

Phone:

**NONRESIDENT SCHOOL DISTRICT APPLICANT WISHES TO ATTEND**

District Name:

County Name:

Address:

Phone:

Does the applicant already have a sibling or step-sibling in attendance in this district pursuant to the Public School Choice Act of 2013 or the Public School Choice Act of 2015?

<b>PARENT OR GUARDIAN INFORMATION</b>			
Name:		Home Phone:	
Address:		Work Phone:	
Parent/Guardian Signature		Date:	
<p>Pursuant to standards adopted by a nonresident school board a nonresident district may reserve the right to accept and reject applicants based on capacity of programs, class, grade level, or school building. Likewise, a nonresident district's standards may provide for the rejection of an applicant based upon the submission of false or misleading information to the above listed request for information when that information directly impacts the legal qualifications of an applicant to transfer pursuant to the School Choice Act. However, a nonresident district's standards shall not include an applicant's previous academic achievement, athletic or other extracurricular ability, handicapping conditions, English proficiency level, or previous disciplinary proceedings, except that an expulsion from another district may be included pursuant to Ark. Code Ann. § 6-18-510. Priority will be given to applicants with siblings or step-siblings attending the district. The nonresident district shall accept credits toward graduation that were awarded by another district and award a diploma to a nonresident applicant if the applicant meets the nonresident district's graduation requirements. This application must be filed in the nonresident district <del>(with a copy to the resident district)</del> or postmarked no later than <del>June</del> <u>May</u> 1 of the year in which the applicant would begin the fall semester at the nonresident district. A student whose application for transfer is rejected by the nonresident district may request a hearing before the State Board of Education to reconsider the transfer by filing such a request in writing with the Commissioner of Education no later than ten (10) days after the student or student's parent receives a notice of rejection. (Consult Ark. Code Ann. § 6-18-1905 and the Arkansas Department of Education Rules Governing the Public School Choice Act of <del>2013</del> <u>2015</u> for specific procedures on how to file such an appeal).</p>			
<b>DISTRICT USE ONLY</b>			
Date and Time Received by Resident District:		Date and Time Received by Nonresident District:	
Resident District LEA #:		Nonresident District LEA#:	
Student's State Identification #:			
Application	Accepted	Rejected	
Reason for Rejection (If Applicable):			
Date Notification Sent to Parent/Guardian of Applicant:			
Date Notification Sent to Resident District :			

MARK-UP

## STATE BOARD OF EDUCATION RESOLUTION

WHEREAS, more than 9,000 Arkansans exhibit profound courage and selflessness by serving in the armed forces; and

WHEREAS, more than 3,700 military children attend public school in the State of Arkansas; and

WHEREAS, military families live and work in every county in the State of Arkansas; and

WHEREAS, military children face unique challenges related to military transitions and parental deployment; and

WHEREAS, military children and their families serve as an essential source of support and encouragement for armed service members; and

WHEREAS, military children should be acknowledged for the sacrifices they make and celebrated for the courage they display as the children of our nation's armed service members; and

WHEREAS, the Military Interstate Children's Compact Commission, of which Arkansas is a proud member, the Department of Defense, and various other organizations nationwide recognize April as the Month of the Military Child;

NOW, THEREFORE, BE IT RESOLVED, that the Arkansas State Board of Education recognizes and salutes military children by recognizing the month of April, 2015, as the Month of the Military Child.

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Chair of the State Board of Education

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Date