AGENDA
STATE BOARD OF EDUCATION

April 9, 2007
Arkansas Department of Education
Auditorium Arkansas Department of Education
9:00 AM

Chair's Report – Diane Tatum
Commissioner's Report – Dr. T. Kenneth James

Back Print

Consent Agenda

C-1 Minutes, March 12, 2007

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

** By the Court Order of December 1, 1993, the Department of Education is required to file a monthly Project Management Tool to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. Process * In April, the report emphasizes the following: 1. Summary of the PMT for March.*

C-3 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.

C-4 Report of Waivers to School Districts for Teachers Teaching Out-of-Area for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001

Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 46 districts covering a total of 133 positions. None of these requests were from a district in academic distress. These requests have been reviewed by Department staff and are consistent with program guidelines.

C-5 Review of Loan and Bond Applications

Pursuant to Arkansas Code Annotated (A.C.A.) § 6-20-805 and A.C.A. § 6-20-1205, the State Board of Education must approve all Revolving Loan Fund and Commercial Bond applications, with the exception of non-voted refundings of commercial bond issues that meet the minimum savings as required by the Rules and Regulations Governing Loan and Bond Applications, Section 9.02.

C-6 Consideration of Waivers From Standards for Accreditation for Dumas School District as a Result of Damage of a Tornado on February 24, 2007.

Dumas School District is requesting an exemption of four days from the 178 student-teacher interaction days due to the February 24, 2007, tornadoes, which the school district and the community of Dumas experienced. Due to the physical, mental devastation, and the extreme conditions that the February 24th tornadoes caused, the district's requests for an exemption from administering the ITBS for students in grades K-8, for a waiver of inclusion of their Benchmark scores in the state scores, and for a waiver of AYP designation for the 2006-2007 school year were granted. However, because the remaining request is a waiver of Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts, the request for an exemption of four days from the 178 student-teacher interaction days requires the consent and approval of the State Board of Education.

Action Agenda

A-1 Continuation of Hearing of Conversion Charter School Application and ADE Review: Mount Grove Preparation Academy – Texarkana Arkansas School District, Texarkana, AR

Mount Grove Preparatory Academy is a proposed Conversion Charter School to be located within the Texarkana Arkansas School District in Texarkana, Arkansas. The sponsoring entity on the application is the Texarkana Arkansas School District. Students in grades K-8 would be served with a proposed enrollment of 162 students. In the March meeting, the State Board of Education conditionally approved the charter for this school. The State Board of Education requested the school to provide more information regarding the financial and legal arrangements between the Texarkana Arkansas School District and the Mount Grove Baptist Church. Arkansas Department of Education representatives met with the Mount Grove Baptist Church and the Texarkana School District representatives on Wednesday, March 21, 2007, to discuss the financial legalities, as well as the legal arrangements between the two partnering entities. The applicant is requesting to be granted a Conversion Charter from the State Board of Education.

A-2 Review of Open-Enrollment Charter School: Focus Learning Academy, Conway, AR

Focus Learning Academy is a K-6 Open-Enrollment Charter located in Conway, Arkansas. The State Board approved the charter for Focus Learning Academy in 2003. Since that time, the school's student population has declined. On March 9, 2007, Mr. Leroy McClure, Director of Focus Learning Academy, contacted the Arkansas Department of Education (ADE) concerning Focus Learning Academy's future. Mr. McClure will be present to discuss the future of Focus Learning Academy.

A-3 Review of Request for Conversion Charter School Amendment: Academic Center of Excellence, Osceola School District, Osceola, AR.

The Academic Center of Excellence Conversion Charter School, located in the Osceola School District was granted a charter by the State Board of Education on March 12, 2002, and expires on June 30, 2008. Currently, this Conversion Charter School serves grades 1-9 with an enrollment of 235 students. The Arkansas Department of Education has received a request from the Osceola Public Schools to approve the addition of 10th grade with an increase of 25 students. Their local School Board approved this request on January 8, 2007. Copies of the supporting documentation have been included for review by the Board. The applicant is requesting that the State Board of Education grant the addition of 10th grade.

A-4 Review of Request for Amendment to Charter of KIPP Delta College Preparatory, Open Enrollment Charter School, Helena, AR

KIPP Delta College Preparatory School (KIPP) is an open enrollment charter school that began operation in the Fall of 2002. KIPP is requesting to add grades 8-12 to the Charter. The renewal charter issued to KIPP on June 5, 2005,

which is effective until June 30, 2008, authorized KIPP to serve grades 5-7, with an approximate enrollment of 172 students.

In its renewal petition in 2005, KIPP stated that it would like to request the ability to expand its charter to include a high school serving grades 9-12. Minutes from the March 14, 2005, State Board of Education meeting indicate that KIPP would be drafting a formal plan to expand to include grades 9-12. The maximum number of students that KIPP would seek to enroll under this amendment is 300. The information in support of KIPP's requested charter amendment is attached.

A-5 Renewal of Open-Enrollment Charter School Application: Academics Plus Charter School, Maumelle, AR

Academics Plus Charter School is an Open-Enrollment Charter School located on 900 Edgewood Drive, Maumelle, Arkansas. The Academics Plus Charter School serves students in grades 3-12 with a current enrollment of 346 students. The charter was first granted in 2004 and it expires June 30th, 2007.

The Academics Plus Charter School Board approved the proposed renewal of the charter.

Staff members from several Sections of the Arkansas Department of Education (ADE) have reviewed the renewal application and have submitted reports regarding monitoring of the school. Copies of the renewal application and the ADE report have been included for review by the Board.

The applicant is requesting renewal of their charter.

A-6 Renewal of Open-Enrollment Charter School Application: Lisa Academy, Little Rock, AR

Lisa Academy is an Open-Enrollment Charter School located on 21 Corporate Hill Drive, Little Rock, Arkansas. The Lisa Academy serves students in grades 6-10 with a current enrollment of 362 students. The charter was first granted in 2004 and expires June 30th, 2007. The Lisa Academy School Board approved the proposed renewal of the charter on December 13, 2006. Staff members from several Sections of the Arkansas Department of Education (ADE) have reviewed the renewal application and have submitted reports regarding monitoring of the school. Copies of the renewal application and the ADE report have been included for review by the Board. The applicant is requesting renewal of their charter.

A-7 Renewal of Open-Enrollment Charter School Application: Arkansas Virtual School, Little Rock, AR

Arkansas Virtual School is an Open-Enrollment Charter School located in Little Rock, Arkansas. Their charter was first approved by the State Board on October 12, 2003. The charter was granted on January 28, 2004, and expires June 15, 2007.

Dr. Kenneth James, Commissioner of Education, notified the Arkansas Virtual Academy on June 17, 2005, that pursuant to current Arkansas law, Act 2131 of the 85th Arkansas General Assembly, the Department is prohibited from funding the Arkansas Virtual Academy open enrollment charter school from state monies for the time period July 1, 2005, through June 30, 2007. The Arkansas Virtual School's charter was not revoked and therefore remained with the ARVA even though it could not be funded by state monies at that time.

The Arkansas Virtual School Board approved the proposed renewal of the charter.

Staff members from several Sections of the Arkansas Department of Education (ADE) have reviewed the renewal

application and have submitted reports regarding monitoring of the school. Copies of the renewal application and the ADE report have been included for review by the Board.

The applicant is requesting renewal of their charter.

A-8 Consideration of Petition Letters from Lead Hill and Dollarway School Districts Requesting Removal From Fiscal Distress Status

Lead Hill and Dollarway School Districts were classified as being in Fiscal Distress in April 2005. Both districts have implemented comprehensive Fiscal Distress Financial Improvement Plans. The Department has provided technical assistance and has reviewed the plans, the annual financial reports, district budgets, and APSCN reports. Final site visits were conducted in these districts in March 2007.

Recommendations:
The Department is certifying that Lead Hill and Dollarway School Districts have corrected all criteria for being classified as being in Fiscal Distress and have complied with all Department recommendations and requirements for removal from Fiscal Distress.

A.C.A. § 6-20-1908(c), provides:
A school district in Fiscal Distress may only petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as being in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress. Attached are the letters from Lead Hill and Dollarway School Districts petitioning the State Board for removal from Fiscal Distress status.

The Board is requested to accept and approve these petitions in compliance with A.C.A. § 6-20-1908(c), which requires a District in Fiscal Distress to petition the State Board of Education for removal from Fiscal Distress status after the Department has certified in writing that the school district has corrected all criteria for being classified as in Fiscal Distress and has complied with all Department recommendations and requirements for removal from Fiscal Distress.

A-9 Review and Consideration of the 2006 Arkansas School Performance Report (Report Card)

The Arkansas Department of Education is pleased to provide the 2006 Arkansas School Performance Report (Report Card). This publication contains detailed statistical information about public schools in Arkansas. The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Arkansas Department of Education annually publishes a school performance report for each individual public school in the state, and distributes the report to every parent or guardian of a child in kindergarten through grade twelve (K-12) in the public schools of Arkansas. The annual school performance report is based on reliable statistical information uniformly required to be collected and submitted by each local school district to the department, published in a format that can be easily understood by parents or guardians who are not professional educators, and distributed to the parents or guardians of children enrolled in the public schools via the postal service. Individual school reports are also made available via the Internet. Statistical information in the Arkansas School Performance Report is organized into the following seven essential accountability indicators:

1. *ACHIEVEMENT*
2. *ACCESS*

3. *RETENTION*
4. *DISCIPLINE*
5. *DEMOGRAPHICS*
6. *CHOICE*
7. *ECONOMIC*

What's new in the 2006 Arkansas School Performance Report (Report Card) is attached as a separate document. By Arkansas Statues § 6-15-1401-1402, the Arkansas Department of Education shall issue the annual school performance report no later than March 15 of each school year.

A-10 Consideration of Technical Documentation Act 35 School Performance Rating System

Unlike previous school accountability statues in Arkansas, this legislation places an emphasis on growth and longitudinal data. This focus is consistent with recent national trends in school accountability wherein there is general agreement that not only are the absolute levels of student performance important, but the amount of growth students experience in schools is also an important part of an overall plan for holding schools accountable. Act 35, therefore, stipulates that measures of both growth and performance be used to make school accountability determinations in Arkansas. This document is concerned with the development of the performance or status component of the Arkansas school accountability program.

A-11 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Norphlet School District – Angela Smith

Ms. Smith was convicted of Felony Hot Check on January 18, 2005. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(1). The Norphlet School District was notified of Ms. Smith's ineligibility on March 9, 2007. A request for a waiver was submitted on March 21, 2007, pursuant to Ark. Code Ann. § 6-17-414(f).

Ms. Smith received a positive recommendation from the Superintendent of the NorphletSchool District and has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Angela Smith with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-12 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Camden Fairview School District – Joy Scott

Ms. Scott was convicted of Domestic Battering – 3rd Degree on Mary 18, 2004. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The Camden Fairview School District was notified of Ms. Scott's ineligibility on October 26, 2006. Ms. Scott submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on November 1, 2006.

Ms. Scott received a positive recommendation from the Superintendent of the Camden Fairview School District and has no other felony or disqualifying convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Joy Scott with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any

disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-13 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Mountainburg School District – Mary Thurman

Ms. Thurman was convicted of Felony Manufacturing, Delivery or Possession of Marijuana on August 2, 1994. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(13). The Mountainburg School District was notified of Ms. Thurman's ineligibility on March 9, 2007. Ms. Thurman submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on March 16, 2007.

Ms. Thurman received a positive recommendation from the Superintendent of the Mountainburg School District and has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Mary Thurman with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-14 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Gravette School District – Molly Greer

Ms. Greer was convicted of Endangering the Welfare of a Minor – 2nd Degree on October 14, 2003. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(b)(26). The Gravette School District was notified of Ms. Greer's ineligibility on March 9, 2007. Ms. Greer submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on March 19, 2007.

Ms. Greer received a positive recommendation from the Superintendent of the Gravette School District and has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Molly Greer with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-15 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified Employment with the Lake Hamilton School District – Peter Palmer

Mr. Palmer was convicted of Felony Theft on January 7, 1961. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The LakeHamiltonSchool District was notified of Mr. Palmer's ineligibility on December 11, 2006. Mr. Palmer submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on December 19, 2006.

Mr. Palmer received a positive recommendation from the Assistant Superintendent of the LakeHamiltonSchool District, at the direction of the Superintendent, and has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Mr. Peter Palmer with the stipulation that he be placed on probationary status for a period of one (1) year from the granting of this waiver during which time he must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-16 Request for Approval of Stipulated Agreement of Waiver Request for Non-Certified

Employment with the Gravette School District – Sarah Lancaster

Ms. Lancaster was convicted of Domestic Battering – 3rd Degree on June 20, 2003. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(2)(A). The Gravette School District was notified of Ms. Lancaster's ineligibility on March 9, 2007. Ms. Lancaster submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on March 21, 2007.

Ms. Lancaster received a positive recommendation from the Superintendent of the Gravette School District and has no other convictions.

Based on the afore-mentioned circumstances, the Arkansas Department of Education recommends that a waiver be granted to Ms. Sarah Lancaster with the stipulation that she be placed on probationary status for a period of one (1) year from the granting of this waiver during which time she must not be convicted of, or charged resulting in a conviction with, any disqualifying offense pursuant to Ark. Code Ann. § 6-17-414.

A-17 Hearing on Waiver Request for Non-Certified Employment with the Little Rock School District – James Adams

Hearing on Waiver Request for Non-Certified Employment with the Little RockSchool District – James Adams

Mr. Adams was convicted of Theft by Receiving and Theft of Property on February 4, 1981. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The Little RockSchool District was notified of Mr. Adams' ineligibility on June 26, 2006. Mr. Adams submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on January 18, 2007.

A-18 Hearing on Waiver Request for Certified Teacher's License – Joseph Sean Cornell

Mr. Cornell was convicted of Burglary Second Degree on January 25, 1990. This is a disqualifying offense for a certified teacher's license pursuant to Ark. Code Ann. § 6-17-410(e)(2)(A). Mr. Cornell was notified of the denial of his application for a certified teacher's license on February 13, 2007. On February 20, 2007, Mr. Cornell submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-410(d).

A-19 Hearing on Waiver Request for Non-Certified Employment with the Lake Hamilton School District – Raymond Thomas

Mr. Thomas was convicted of Burglary 2nd Degree on November 21, 1961. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The LakeHamiltonSchool District was notified of Mr. Thomas' ineligibility on December 11, 2006. Mr. Thomas submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on February 13, 2007.

A-20 Hearing on Revocation of Certified Teacher's License – Kelli Hogue

Ms. Hogue currently holds a standard five-year license valid until December 31, 2009. On January 4, 2007, Ms. Hogue applied to add the area of secondary math to her license. As is required for adding a licensure area, Ms. Hogue submitted a copy of her Praxis test results indicating a passing score for the math portions. Upon review, ADE licensure personnel questioned the validity of the test results and Ms. Hogue submitted an original score report on January 5, 2007. When ADE licensure personnel again questioned the validity of the results due to the appearance of the report, Ms. Hogue withdrew her application for adding a licensure area on January 5, 2007. ADE personnel contacted ETS who advised on January 11, 2007, that Ms. Hogue had not taken the math portions of the Praxis test. Therefore, the information submitted by Ms. Hogue on January 4, 2007, and January 5, 2007, indicating that she had taken and passed the math portions of the Praxis test appears to be false information. Pursuant to Ark. Code Ann. § 6-17-410(e)(2)(I), the State Board may revoke the license of any person who knowingly submits or provides false or

misleading information to the Department of Education. Ms. Hogue was employed at the North Little Rock School District until her resignation in January of 2007. Ms. Hogue was notified of the recommendation for revocation of her Arkansas teacher's license and of her right to a hearing before the State Board on March 1, 2007.

A-21 Committee Report: NASBE Membership

At the March State Board meeting, the Chair requested that the committee studying possible NASBE membership continue its work and bring additional information for consideration by the Board.

A-22 Hearing on Waiver Request for Non-Certified Employment with the South Central Service Cooperative – Tami Wayne (Tabled from March 12, 2007, SBE Meeting)

Ms. Wayne was convicted of Felony Theft on July 8, 1999. This is a disqualifying offense for employment with a school district as a non-certified employee pursuant to Ark. Code Ann. § 6-17-414(g)(1). The South Central Service Cooperative was notified of Ms. Wayne's ineligibility on August 15, 2006. Ms. Wayne submitted a request for a waiver pursuant to Ark. Code Ann. § 6-17-414(f) on August 28, 2006.

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
6301000	Bauxite Public School District	1	Leah Vocque	Early Childhood Education (P-4) Social Studies (7-12)	Special Education (English, History & Science)		2006-2007
5201000	Bearden Public School District	1	Carl Schwope	English Language Arts (7-12)	Journalism		2006-2007
7302000	Beebe Public School District	8	Sarah Clark	Early Childhood Education (P-4)	Special Education (3-4)		2005-2006 2006-2007
			Lindsay Davis	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (5-6)		2005-2006 2006-2007
			Amy Beth Ginder	Early Childhood Education (P-4)	Special Education (3-4)		2005-2006 2006-2007
			Stacy Gold	MidChLangArt/SS (4-8)	Special Education (11-12)		2005-2006 2006-2007
			Paula Heffington	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education (5-12)		2006-2007
			Cari Hickey	MidChLangArt/SS (4-8) MidChSci/Math (4-8) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Special Education (11-12)		2006-2007
			Nikki Jolly	Early Childhood Education (P-4)	Special Education (1st grade)		2005-2006 2006-2007
			Mark Crafton	Health Education (7-12) Secondary Physical Education (7-12) Coaching (7-12)	Social Studies (7-12)		2005-2006 2006-2007
6302000	Benton Public School District	1	Roberta Wright	Elementary (1-6)	Special Education Instructional Specialist (4-12)		2006-2007
2901000	Blevins Public School District	2	David Rauls	General Science (7-12) Physical /Earth Science (7-12)	Math		2006-2007
			Jeremy Banister	Coaching (7-12)	Physical Education		2005-2006 2006-2007

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				Social Studies (7-12)			
4901000	Caddo Hills Public School District	1	Rickey Cowart	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Career Orientation Endorsement (7-12)	Physical/Earth Science		2006-2007 2007-2008 2008-2009
5204000	Camden Fairview Public School District	4	Theodis Rogers	Long-Term Substitute Teacher	Special Education		2006-2007
			June Rogers	Long-Term Substitute Teacher	Social Studies		2006-2007
			Karen Perry	Long-Term Substitute Teacher	Math		2006-2007
			Joe Mendi	Long-Term Substitute Teacher	French		2006-2007
7503000	Danville Public School District	1	Brittany Blakenship	Early Childhood Education (P-4)	Special Education (P-4)		2006-2007
5608000	East Poinsett County Public School District	1	Diana Bates	Early Childhood Education (P-4) Elementary (K-6)	Art (P-8)		2005-2006 2006-2007
7203000	Fayetteville Public School District	3	Jessica Lowe	Early Childhood Education (P-4) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Special Education (P-4)		2006-2007
			Jason Edwards	Middle School Math (5-8) Elementary (1-6)	Special Education Instructional Specialist (4-12)		2005-2006 2006-2007
			Richard Gallagher	Business Technology (7-12)	Social Studies (7-12)		2006-2007
4102000	Foreman Public School District	1	Jacqueline Wiseman	Long-Term Substitute Teacher	Junior High School Social Studies		2006-2007+120
6601000	Fort Smith Public School	1	Roy Grinder	Long-Term Substitute Teacher	Physical/Earth Science		2006-2007

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2903000	Hope Public School District	2	Eric Wilhite	Long-Term Substitute Teacher	Social Studies		2006-2007
			Angela Wolfe	Long-Term Substitute Teacher	English		2006-2007
1608000	Jonesboro Westside Consolidates Public School District	1	Lindsay James	English Language Arts (7-12)	Counselor (7-12)		2006-2007
4301000	Lonoke Public School District	1	Leanetta Malone	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Oral Communication/Journalism		2006-2007
1402000	Magnolia Emergency Shelter Program	1	Jamie Walls	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Secondary English (7-12)		2006-2007
3104000	Mineral Springs Public School District	1	Robbie Redman	Family & Consumer Science (7-12)	Music (7-12)		2005-2006 2006-2007
6901000	Mountain View Public School District	2	Kristi Plumb	MidChLangArt/SS (4-8) MidChSci/Math (4-8) PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Science (7-12)		2006-2007
			Jason Golden	Business Technology (4-8) Business Technology (7-12)	Earth Science		2006-2007
3105000	Nashville Public School District	2	Ronnie Howard	Coaching (7-12) Middle School Math (5-8) Middle School Science (5-8) Middle School Social Studies (5-8) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Physical Science		2005-2006 2006-2007
			Brenda Gallihar	MidChLangArt/SS (4-8)	Algebra I		2006-2007

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				MidChSci/Math (4-8)			
				Business Technology (7-12)			
3403000	Newport Public School District	7	ZoAnne McFall	Early Childhood Education (P-4)	Special Education (4-6)		2006-2007
				MidChLangArt/SS (4-8)			
				MidChSci/Math (4-8)			
							2004-2005
			Emily Babb Ball	Social Studies (7-12)	General Special Education		2005-2006 2006-2007
			Denise Jiles	General Science (7-12)	Library Media (7-8)		2005-2006 2006-2007
				Life/Earth Science (7-12)			
				Chemisty (9-12)			
				Applied Chemistry (9-12)			
				Physical Science (7-12)			
				Astronomy (7-12)			
				Geology (7-12)			
			Sonya Gregory	Elementary (1-6)	Library Media (4-6)		2005-2006 2006-2007
			Hanna Dickinson	Elementary (1-6)	Art (9-12)		2005-2006 2006-2007
				Art (P-8)			
			Tabitha Gee	Early Childhood Education (P-4)	Guidance Counselor (4-6)		2006-2007
			Ashleigh Gatewood	Early Childhood Education (P-4)	Pre School Specialist		2006-2007
6002000	North Little Rock School District	19	Rebecca Allen	Early Childhood Education (P-4)	Elementary Media Specialist *		2005-2006 2006-2007
				Library Media Specialist (P-8)			
				Library Media Specialist (7-12)			
			Deborah Anderson	Middle School Social Studies (5-8)	Elementary Media Specialist *		2005-2006 2006-2007
				Elementary (1-6)			
				Library Media Specialist (P-8)			
				Library Media Specialist (7-12)			
			Mary Botts	Early Childhood Education (P-4)	Pre-Kindergarten *		2005-2006 2006-2007
				Elementary (1-6)			

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			Brad Burl	Art (P-8)	Coaching Football, Basketball, & Track (7-12)		2004-2005 2005-2006 2006-2007
				Art(7-12)			
			Deborah Coker	Elementary (1-6)	Elementary Guidance Counselsor *		2004-2005 2005-2006 2006-2007
				Sp Ed Instructional Specialist (4-12)			
				SpEdEch Instructional Specialist (P-4)			
				Guidance & Counseling (P-8)			
				Guidance & Counseling (7-12)			
			Cynthia Cook	Early Childhood Education (P-4)	Elementary Media Specialist		2004-2005 2005-2006 2006-2007
				Elementary (K-6)			
			Melissa Douglas	Sp Ed Instructional Specialist (4-12)	Business Education (7-12)		2004-2005 2005-2006 2006-2007
				SpEdEch Instructional Specialist (P-4)			
			Shannon Duke	Drama/Speech (7-12)	Pre-Kindergarten		2005-2006 2006-2007
				CareerAcadEndorsement (7-12)			
			Amanda Fimple	Middle School Math (5-8)	Elementary Guidance Counselsor *		2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				Elementary (1-6)			
				Guidance & Counseling (P-8)			
				Guidance & Counseling (7-12)			
			Schula Holley	Social Studies (7-12)	Special Education Instructional Specialist (4-12)		2006-2007
			Angela McAlpin	Early Childhood Education (P-4)	Special Education Instructional Specialist (P-4)		2004-2005 2005-2006 2006-2007
			Amber Mickey	Social Studies (7-12)	Special Education Instructional Specialist (4-12)		2006-2007
			Katy Monnot	English Language Arts (7-12)	Special Education Instructional Specialist (4-12)		2005-2006 2006-2007
			Donald Moore	Secondary Physical Education (7-12)	Health Education (7-12)		2006-2007
				Middle School Physical Education (5-8)			
				Middle School Math (5-8)			
				Basic Math Endorsement (7-12)			
				Mathematics (7-12)			
				Adult Education (P-S)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Gladys Swift	Health Education (7-12) Secondary Physical Education (7-12)	Special Education Instructional Specialist (4-12)		2006-2007
			Debbie Vanderslice	Social Studies (7-12) PE/Wellness/LEI (7-12)	Elementary Media Specialist		2006-2007
			Melissa Walls	Health Education (7-12)	Special Education Instructional Specialist (4-12)		2005-2006 2006-2007
			Allison Wesson	Early Childhood Education (P-4)	Special Education (K-5)		2004-2005 2005-2006 2006-2007
			Melissa Barber	Elementary(1-6)	Middle Childhood		2005-2006 2006-2007
5706000	Ouachita Public School District	1	Chet Dycus	Secondary Physical Education (7-12) Coaching (7-12) Middle School Science (5-8)	Middle School Health (P-8)		2006-2007
5303000	Perryville Public School District	1	Bob Bean	Long-Term Substitute Teacher	History		2006-2007
2703000	Poyen Public School District	1	Clayton Ray	PE/Wellness/LEI (7-12) Coaching (7-12)	Middle School Science		2005-2006 2006-2007
7206000	Prairie Grove Public School District	1	Tracie Ashley	Social Studies (7-12)	Science (8th grade)		2006-2007
	Rainbow of Challenge Schools	1	James Haygood	Elementary (1-6)	Special Education Instructional Specialist (P-4)		2006-2007
1106000	Rector Public School District	1	Shelley Applegate	Social Studies (7-12)	Math		2005-2006 2006-2007
5805000	Russellville Public school District	11	Kristy Shaw	Journalism (7-12) Business Technology (7-12)	English (7-12)		2006-2007
			Caleb Jones	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12)	Science (6th grade)		2006-2007

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Coaching (7-12)			
			Keri McAlister	PE/Wellness/LEI (P-8)	Science (7th grade)		2006-2007
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			
							2005-2006
			Harley Sisson	Health Education (7-12)	Science (7th grade)		2006-2007
				Secondary Physical Education (7-12)			
				Elementary Physical Education (K-6)			
				Coaching (7-12)			
			Pam Bagby	English Language Arts (7-12)	Journalism		2006-2007
				Art (P-8)			
				Art (7-12)			
			Josh Edgin	MidChLangArt/SS (4-8)	Coaching (8-9)		2006-2007
				Social Studies (7-12)			
				MidChSci/Math (4-8)			
				PE/Wellness/LEI (7-12)			
			Rebecca Shafer	Life/Earth Science (7-12)	Physical Science		2006-2007
			Leziee Rodgers	Social Studies (7-12)	Special Education (4-12)		
			Joey Jones	Health Education (7-12)	Social Studies (7-12)		2006-2007
				Secondary Physical Education (7-12)			
				Coaching (7-12)			
				Middle School Social Studies (5-8)			
			Laura Binz	Middle School Social Studies (5-8)	Gifted Education		2006-2007
				Elementary (1-6)			
			Danette Grant	Business Technology (7-12)	Special Education		2006-2007
				Career Prep Endorsement (7-12)			
1507000	South Conway Public School District	1	Kristi Williams	Early Childhood Education (P-4)	Art		2006-2007
	Springdale						
	Public School						2005-2006
7207000	District	2	Lorena Calderon	Spanish (7-12)	English as a Second Language (ESL)		2006-2007
			Jenny Billingsley	Early Childhood Education (P-4)	English as a Second Language (ESL)		2006-2007
				MidChLangArt/SS (4-8)			
				Grades 5-6 Endorsement (5-6)			
				MidChSci/Math (4-8)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
4605000	Texarkana Arkansas Public School District	4	Kacy Curtis	Early Childhood Education (P-4)	Special Education Instructional Specialist (4-12)		2006-2007
				SpEdEch Instructional Specialist (P-4)			
			Jacqueline Steinecke	Art (P-8)	Special Education Instructional Specialist (4-12)		2006-2007
			April Neal	Elementary (1-6)	Special Education		2006-2007
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
			Angela Little	Middle School Social Studies (5-8)	Special Education Instructional Specialist (4-12)		2005-2006 2006-2007
				Elementary (1-6)			
7510000	Two Rivers Public School District	10	Mary Lawrence	Early Childhood Education (P-4)		Elementary Building Principal	2005-2006 2006-2007
				Middle School Social Studies (5-8)			
				Elementary (K-6)			
				Guidance Elementary (K-9)			
			Jennifer Holt	Middle School Social Studies (5-8)	Guidance Counseling (K-6)		2006-2007
				Elementary (1-6)			
			Toni Rickett	Early Childhood Education (P-4)	Special Education (Birth-12)		2006-2007
			Janet Ball	Early Childhood Education (P-4)	Special Education (4-12)		2006-2007
				Middle School Math (5-8)			
				Middle School Social Studies (5-8)			
			Yulanda Morrison	Elementary (1-6)	Middle School Special Education		2006-2007
			Adam Brothers	PE/Wellness/LEI (P-8)	Gifted & Talented		2006-2007
				PE/Wellness/LEI (7-12)			
				Coaching (7-12)			
			Michael Onyett	Life/Earth Science (7-12)	Chemistry/Physical Science		2004-2005 2005-2006 2006-2007
			Cheryl Seay	Business Technology (4-8)	Journalism		2006-2007
				Business Technology (7-12)			
			Vickie Roberson	Early Childhood Education (P-4)	Special Education (Birth-12)		2006-2007
				Middle School Social Studies (5-8)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Elementary (K-6)			
				Gifted & Talented (P-8)			
				Gifted & Talented (7-12)			
			Tracy McCullar	MidChLangArt/SS (4-8)	English (9-12) & Drama/Speech (7-12)		
				MidChSci/Math (4-8)			
				Elementary(1-6)			
				English as a Second Language (ESL) (P-8)			
				English as a Second Language (ESL) (7-12)			
6401000	Waldron Public School District	1	Gwenda Self	Early Childhood Education (P-4)	Math/Science		2006-2007
1803000	West Memphis Public School District	8	Michelle Ikenberry	Early Childhood Education (P-4)	Biology (10-12)		2005-2006 2006-2007
				MidChLangArt/SS (4-8)			
				MidChSci/Math (4-8)			
				Earth Science (5-8)			
				Life/Earth Science (7-8)			
			Tiwana Flagg	Early Childhood Education (P-4)	Special Education Math (7-9)		2005-2006 2006-2007
				MidChLangArt/SS (4-8)			
				MidChSci/Math (4-8)			
			Ella Seaton	Early Childhood Education (P-4)	Special Education English (7-9)		2005-2006 2006-2007
				MidChLangArt/SS (4-8)			
				Grades 5-6 Endorsment (P-4)			
				English Language Arts (7-12)			
				Business Technology (4-8)			
				Business Technology (7-12)			
				Reading Specialist (P-8)			
				Reading Specialist (7-12)			
			Aaron Litzsey	Building Administrator (P-8)	Special Education (10-12)		2005-2006 2006-2007
				Building Administrator (7-12)			
				English Language Arts (7-12)			
			Heather Goodwin	Elementary (1-6)	Art		2006-2007
			Nataline Parker	Early Childhood Education (P-4)	Music		2005-2006 2006-2007
				Elementary (K-6)			
			Amber Mouser	MidChLangArt/SS (4-8)	Art		2006-2007
				MidChSci/Math (4-8)			

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Elementary (1-6)			
			Jonathan Crymes	Secondary Physical Education (7-12) Coaching (7-12)	Middle School Social Studies		2006-2007
	Total # of School District	**Total # of Waivers**					
	34	104					

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
7302000	Beebe Public School District	1	Stewart Heath	MidChLangArt/SS (4-8) MidChSci/Math (4-8)	Special Education(11-12)		2005-2006 2006-2007
7203000	Fayetteville Public School District	2	Heather Bowen	Middle School Social Studies (5-8) Elementary (1-6)	Elementary Special Education		2006-2007
			Mary Fellows	English Language Arts (7-12) Social Studies (7-12)	Special Education Social Studies		2006-2007
7204000	Greenland Public School District	1	Jacquelyn Beall	Elementary (1-6)	Special Education (P-4)		2006-2007
5903000	Hazen Public School District	1	Donna Alexander	Early Childhood Education (P-4)	Elementary Art		2006-2007
3104000	Mineral Springs Public School District	1	Robbie Redman	Family & Consumer Science (7-12)	Music (P-8) and Art (P-8)		2005-2006 2006-2007
6901000	Mountain View Public School District	4	Troyce Barnett	District Administrator (P-12) Building Administrator (P-8) Building Administrator (7-12) CurProAdm Career Technology (P-S) CurProAdm Career Technology (7-12) CurProAdm Career Technology (4-8) Agriculture Science & Technology (7-12) Career Orientation Endorsement (7-12)	Enviromental Science		2006-2007
			Brad Breeding	Early Childhood Education (P-4)	Band Director (6-12) & Elementary Music		2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				MidChLangArt/SS (4-8) MidChSci/Math (4-8)			
			Melissa McPherson	Middle School Social Studies (5-8) Elementary (1-6)	Guidance Counselor (K-12)		2006-2007
			Cassandra Ashley	Early Childhood Education (P-4) Elementary (K-6)	Library Media Specialist		2006-2007
3403000	Newport Public School District	1	Wes Rowland	Secondary Physical Education (7-12) Social Studies (7-12)	Physical Education (4-6)		2006-2007
6002000	North Little Rock School District	10	Melissa Barber	Elementary(1-6)	Speech Communication		2005-2006 2006-2007
			Matthew Binford	Elementary Principal (K-9) Secondary Prinicipal (5-12) Business Technology (4-8) Sp Ed Instructional Specialist (4-12) SpEdEch Instructional Specialist (P-4)	Coaching (7-12)		2006-2007
			Amanda Coombe	Middle School Social Studies (5-8) Elementary (1-6)	Speech/Drama (7-12)		2005-2006 2006-2007
			Mindi Disterdick	Early Childhood Education (P-4)	Special Education (K-5)		2006-2007
			Robin Johnson	Early Childhood Education (P-4)	Special Education (K-5)		2006-2007
			Rita McPherson	Drama/Speech (7-12)	Special Education (7-12)		2006-2007
			J.B. Pendergraft	Secondary Physical Education (7-12) Social Studies (7-12) Driver Education (7-12)	Special Education (7th grade)		2005-2006 2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
			Kellli Hogue	Business Technology (4-8) Business Technology (7-12)	Secondary Math		2003-2004 2004-2005 2005-2006
			Wilene Rigsby	General Science (7-12) Life/Earth Science (7-12) Graduate Secondary (7-12) Family & Consumer Science (7-12)	Special Education (8th grade)		2004-2005 2005-2006 2006-2007
			Melinda Smith	Early Childhood Education (P-4) Elementary (K-6)	Middle School Social Studies		2004-2005 2005-2006 2006-2007
5805000	Russellville Public School District	1	Jeff Crumpton	Secondary Physical Education (7-12) Coaching (7-12)	Social Studies (7th grade)		2006-2007
4605000	Texarkana Arkansas Public School District	1	Heidi Cox	Early Childhood Education (P-4)	Special Education Instructional Specialist		2005-2006 2006-2007
7510000	Two Rivers Public School District	4	Bethany Powell	Spanish (7-12)	Oral Communication/Drama		2006-2007
			Shirley Treat	Business Technology (4-8) Business Technology (7-12)	Journalism		2005-2006 2006-2007
			Lisa Burnett	No License	High School Math		2006-2007
			Bruce Lee	Agriculture Science & Technology (7-12) Careet Prep Endorsement (7-12) Work Placement Readiness (7-12)	Mathematics (7-12)		2006-2007

LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT	LENGTH OF TIME TEACHING OUT OF AREA
				Career Orientation (7-12)			
1803000	West Memphis Public School District	2	Renata Allen	Early Childhood Education (P-4)	6th grade		2006-2007
			Donette Strons	Early Childhood Education (P-4)	English/Writing		2005-2006 2006-2007

Total # of School Districts	Total # of Denied Waivers
12	29

DUMAS SCHOOL DISTRICT

Paul Morara
Principal
Dumas High School
382-4151

Edgar Montgomery
Principal
Dumas Junior High
382-4476

Dumas School District

Caller 8880
213 Adams Street - Dumas, Arkansas 71639
(870) 382-4571
FAX: (870) 382-4874
Tom H. Cox, Ed. D., Superintendent

Tammy Healey
Principal
Reed Elementary School
382-5363

Mildred Miles
Principal
Central Elementary School
382-4954

March 1, 2007

Dr. Ken James
Commissioner of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Dr. James:

Due to the emotional state and loss of livelihood caused by the February 24 tornadoes, (as per our conversation) the Dumas School District is requesting the following educational exemptions and waivers.

1. We are requesting an exemption from administering the ITBS for students in grades K-8, which is ***scheduled for next week (March 5 - 8).***

2. We are requesting an exemption from the Grades 4 & 8 Writing Prompt Field Test on April 27.

3. We are requesting an exemption from the Biology Field Test on April 23.

4. We are requesting a waiver of inclusion of our Benchmark scores in the state scores.

5. We are requesting a waiver of AYP designation for the 2006-2007 school year.

6. We are requesting an exemption of four days from the required student/teacher interaction days.

These requests are being made for several reasons. First, many of our students have been temporarily displaced to other towns and we would not be able to meet the requirement on percent tested. In fact, we do not know where many of our students are residing at this time.

BOARD OF EDUCATION
Lawrence "Bubba" Hudson, *President* Willie Lee, *Vice President* Kara Beth Crow, *Secretary*
Ashton Adcock Alan K. Minor
Equal Opportunity Employer

Secondly, due to the emotional state and the current living conditions of many of our students and staff who are in attendance, tests taken at this time would not be an accurate reflection of abilities. We are just beginning to discover the extent to which many of our students and staff have been traumatized by the devastation. Moreover, the length of time schools have been closed because of the storm would not allow us to logistically prepare for the ITBS we are scheduled to administer next week.

Once again, we want you to know how very much we appreciate your coming to visit with us on Monday. Your presence and concern meant more to us than we have words to express. We look forward to hearing from you soon.

Sincerely,

Tom H. Cox, Ed.D.
Superintendent of Schools
(Cell 870-374-0374)

RECEIVED
MAR 2 6 2007
SCHOOL IMPROVEMENT
SECTION

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 9, 2007

RECEIVED
MAR 12 2007
SCHOOL IMPROVEMENT
SECTION

Dr. Tom Cox, Superintendent
Dumas School District
213 Adams Street
Dumas, Arkansas 71639

Dear Dr. Cox:

The purpose of this letter is to respond to the requests presented in your March 1, 2007 letter.

1. Request for an exemption from administering the ITBS for students in grades K-8.

   Due to the extenuating circumstances created by the February 24th tornado, this request is hereby granted.

2. Request for an exemption from the Grades 4 & 8 Writing Prompt Field test on April 27th.

   Due to the fact that this is a field test and that no individual student results are counted against any school district, this request is hereby denied. It is important that the state has a representative sample from diverse school districts across the state of Arkansas.

3. Request for an exemption from the Biology field test on April 23rd.

   Due to the fact that this is a field test and that no individual student results are counted against any school district, this request is hereby denied. It is important that the state has a representative sample from diverse school districts across the state of Arkansas.

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

4. Request for a waiver of inclusion of our Benchmark scores in the state scores.

   Due to the extenuating circumstances created by the February 24th tornado, this request is herby granted. The district will be held harmless.

5. Request for a waiver of AYP designation for the 2006-2007 school year.

   Due to the extenuating circumstances created by the February 24th tornado, this request is hereby granted. The district will be held harmless.

6. Request for an exemption of four days from the required student/teacher interaction days.

   This request must be approved by the State Board of Education. I will present this request to the State Board at the April meeting.

I am truly sorry that the Dumas School District and the entire community of Dumas have experienced such a traumatic event. I sincerely appreciate the opportunity to meet with your administrative team, tour the elementary school, and the entire community.

Sincerely,

T. Kenneth James

T. Kenneth James, Ed.D.
Commissioner of Education

TKJ/lcj

c: Diana Julian
Gayle Potter
Annette Barnes ✓
Janinne Riggs
Scott Smith
Julie Thompson

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 27, 2007

Mr. Leroy McClure
Focus Learning Academy
2300 South Westmoreland Road
Red Oak, TX 75154

Re: Notice of State Board Meeting

Dear Mr. Leroy McClure:

This letter is to inform you that your request for Review of the Focus Learning Academy Open-Enrollment Charter School will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at #4 Capitol Mall in Little Rock, AR.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/ms

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

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3 To

Recipient's Name Mr. Leroy McClure Phone (469) 5765486

Company Focus Learning Academy

Recipient's Address 2300 S. Westmoreland Rd.

We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address

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- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
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* To most locations.

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- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation: ____

** To most locations.

5 Packaging

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March 28,2007

Dear Customer:

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Service type:	Priority Envelope		

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FOCUS BEARNING ACADEMY
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ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 27, 2007

Mr. Milton Washington
Osceola Public Schools
Academic Center of Excellence
2750 West Semmes
Osceola, AR 72370

Re: Notice of State Board Meeting

Dear Mr. Milton Washington:

This letter is to inform you that your request for a Conversion Charter School Amendment for Academic Center of Excellence will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at #4 Capitol Mall in Little Rock, AR.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/ms

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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1 From *Please print and press hard.*

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Company: ARKANSAS DEPT OF ED

Address: 4 CAPITOL MALL RM 305B Dept/Floor/Suite/Room:

City: LITTLE ROCK State: AR ZIP: 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

3 To

Recipient's Name: Mr. Milton Washington Phone: ( )

Company: Osceola P.S. - Academic Center Excellence

Recipient's Address: 2750 West Semmes Dept/Floor/Suite/Room:
We cannot deliver to P.O. boxes or P.O. ZIP codes.

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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

** To most locations.

* Call for Confirmation:

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- [ ] Cargo Aircraft Only

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- [X] Direct Signature — Anyone at recipient's address may sign for delivery. *Fee applies.*
- [ ] Indirect Signature — If no one is available at recipient's address, anyone at a neighboring address may sign for delivery. *Fee applies.*

519

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Steve Brothers, President
Sylvester Belcher, Vice President
Ollie Collins, Secretary
James Baker
Billy Griffin
Michelle Weldon
Sally Wilson

Osceola Public Schools

MILTON WASHINGTON, Supt.

MEMBER NORTH CENTRAL ASSOCIATION

2750 West Semmes
P.O. Box 528
Osceola, Arkansas 72370
870 / 563-2561
Fax: 870 / 563-2181

February 9, 2007

Dr. Mary Ann D. Brown
Program Director, Charter Schools
Arkansas Department of Education
#4 Capitol Mall, Room 305-B
Little Rock, AR 72201

Dear Dr. Brown,

The Osceola School District requests a hearing before the Arkansas State Board of Education in March or April to expand the Academic Center of Excellence conversion charter program to include tenth grade.

The local school board of education has approved this request, and all supporting documentation is attached.

Thank you for your consideration of this request.

Sincerely,

Milton Washington

Milton Washington
Superintendent

RECEIVED
FEB 10 2007
CHARTER SCHOOL OFFICE

Section VII – Requested Amendment
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.

The Academic Center of Excellence has approval to serve students in grades 1 – 9. Currently, grades 1 – 3 are served at the West Elementary campus in a school-within-a-school concept. Students in grades 4 – 8 are served at the Academic Center of Excellence campus. Ninth grade students are served at Osceola High School following the school-within-a-school model.

In response to the local community, the Osceola School District would like to expand its conversion charter program to include 10th grade students for the 2007-2008 school year. The district began exploring the expansion issue in September 2006. A Charter Exploratory Committee was formed, and the expansion topic has been fully addressed. (Documentation Attached). Local public meetings have been held, and the local board has approved this continuation initiative.

The high school charter program will provide a structured educational environment for the high school charter students. A cohort approach will provide the charter students the opportunity to move through the school day as a support group for one another. Both technology and traditional teaching will be used to deliver high quality instruction. Teachers will be encouraged to provide experiential and problem-based learning for students. Pre-advanced placement courses will challenge students to become active learners. Students enrolling will have limited course options. However, students will be given the option of "opting out" of a maximum of two (2) courses each year and still be designated as charter students. Tutoring support will be provided for all students before and after school to allow all students desiring to participate in the charter program any extra support that might be needed. Additionally, charter students who are not proficient or advanced on end of course exams will be required to participate in either the morning or the afternoon tutoring program. Academic counseling will be a program component, as will a community service project each year. Charter students will also be required to participate in at least one academic extra-curricular program each year (i.e. Quiz Bowl, Chess Club, Odyssey of the Mind, Science Fair, E.A.S.T. Lab project, etc.) Along with an increased academic focus, strong parental involvement will be expected and required. A commitment will be signed by both a parent/guardian and the student affirming their willingness to embrace the increased rigor of a strong academic program.

Class size at each grade level will be limited to 25 students for the 2007-2008 school year. A lottery system will be used for student participation at the high school level if needed. Currently enrolled charter students will be excluded from the lottery as has been done traditionally at the other grade levels. Should the demand increase for charter slots, then the district will petition the state board for additional slots.

The charter program will run as a school-within-a-school concept. The charter students will be grouped as a cohort, and their more limited course offerings will help ensure group integrity. Students and parents will sign the commitment to excellence agreement affirming their full participation in the charter program and recognizing the responsibilities. A primary charter classroom will be designated. This classroom will serve as the core center of learning for the charter students at that grade level. Core classroom teachers (English, math, social studies, and foreign language) will come, in turn, to the designated room to deliver instruction or distance learning will be utilized to deliver instruction. Duplicate classroom materials will be housed in the room to ease teachers from transporting materials from the traditional classes they also teach. Foreign language instruction and/or other electives will also be delivered via distance learning in that classroom for that grade level. Technology will be utilized to deliver instruction as much as is feasible. This includes compressed video as well as on-line courses from the Arkansas Virtual High School. The charter students will attend elective/lab courses in the high school, but the core group will be scheduled together as much as possible. Each classroom will be equipped with distance learning equipment, interactive white boards, mobile lap tops, and printers.

In order to address the issue of equity, traditional classrooms will also be equipped with interactive white boards. Mobile lap top computers are currently available for all students as well. Foreign language and other electives will also be made available to traditionally enrolled students, but those classes will be in a separate classroom from the charter classrooms.

This programming option addresses the parental request for continuation of the charter program while providing equal opportunity for students to have full participation in a well-rounded educational program regardless of charter/traditional selection. However, this charter option meets the request for a structured, disciplined environment within the existing high school setting.

The proposed expansion of the Academic Center of Excellence to the tenth grade will provide continuity for the current charter program. It will also serve as a bridge between the district offerings and the proposed Science, Technology, Engineering, and Math (STEM) program that is being planned by Arkansas Northeastern College (ANC) in Blytheville. ANC is proposing to offer STEM classes at the Burdette campus beginning with the 2008-2009 school year. The Osceola School District currently is involved in a Vocational Secondary Center Program with ANC. This partnership has proven very beneficial students. Current charter parents and the local school board feel this STEM program will meet the educational needs of currently enrolled charter students at the 11^{th} and 12^{th} grade levels.

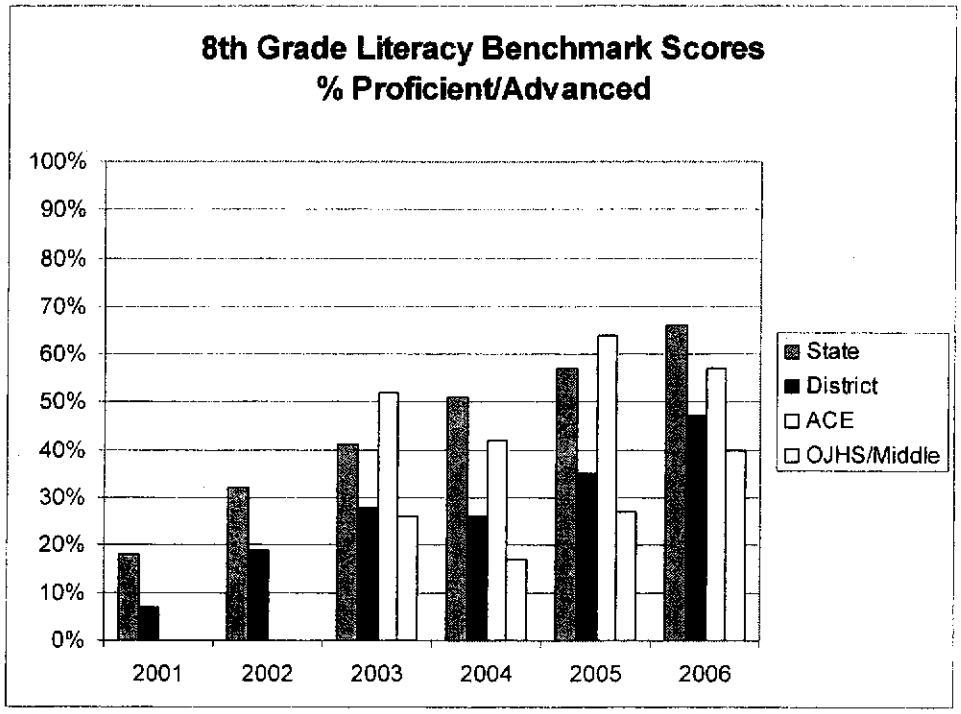
The schedule below indicates a typical routine that is currently proposed:

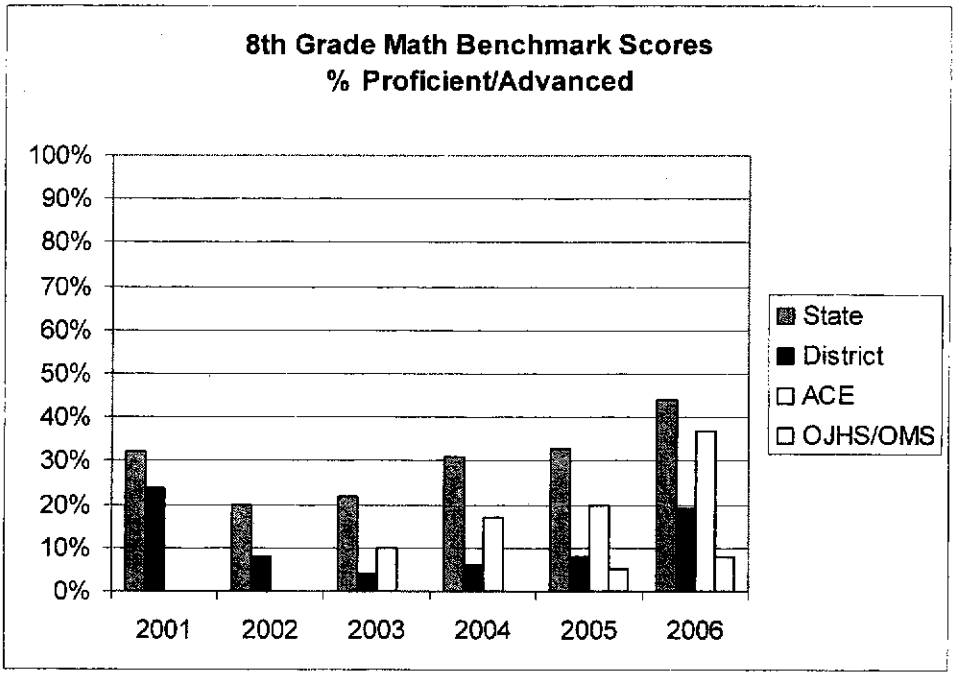
Academic Center of Excellence
Grades 9 – 10
Proposed Schedule for 2007-2008

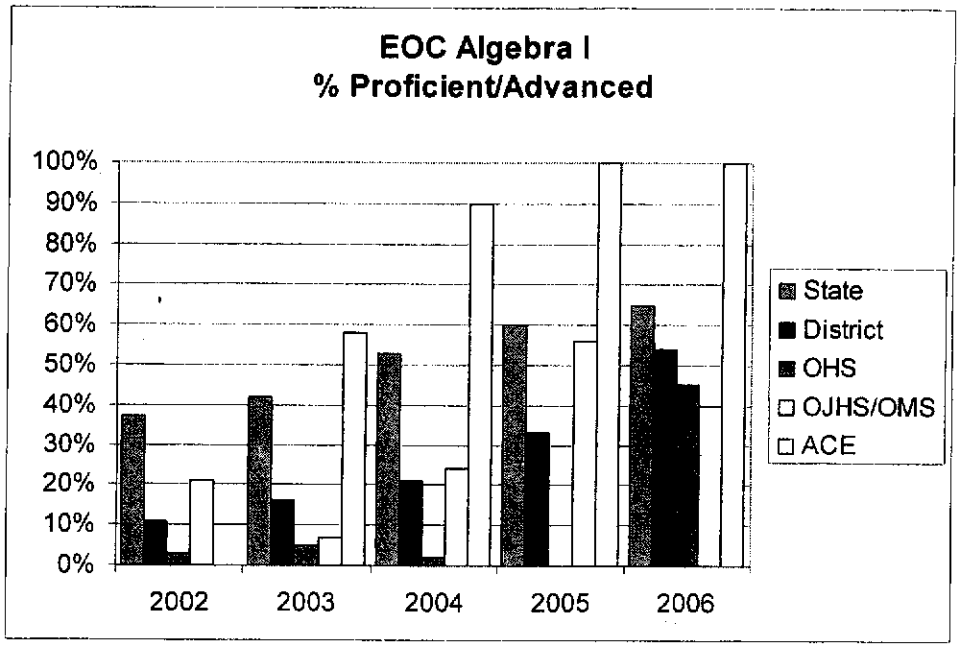
Charter Classroom	Period	Activity Classrooms
PreAP English Grade 9	1	Speech/Drama (Grade 10)
PreAP Civics (Grade 9)	2	E.A.S.T. Lab (Grade 10)
Spanish I (Grade 9)	3	Computer App. (Grade 10)
PreAP Geometry (9)	4	PreAP Biology (Grade 10)
PreAP English 10 Grade	5	PreAP Phys. Science (Grade 9)
PreAP W. History (Grade 10)	6	E.A.S.T. Lab (Grade 9)
Algebra II (Grade 10)	7	P.E./Health (Grade 9)
Spanish II (Grade 10)	8	Computer App. (Grade 9)

B) Changes to the educational program offered.

Students at the ninth and tenth grade levels will not be required to participate in the extended day program unless tutoring is required due to basic or below basic performance on state assessments. The community service project at each grade level will take the place of the summer enrichment program.


8th Grade Literacy Benchmark Scores
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2001
2002
2003
2004
2005
2006
State
District
ACE
OJHS/Middle


8th Grade Math Benchmark Scores
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2001
2002
2003
2004
2005
2006
State
District
ACE
OJHS/OMS


EOC Algebra I
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2002
2003
2004
2005
2006
State
District
OHS
OJHS/OMS
ACE

Attached Documentation

1. September 15, 2006, meeting agenda
2. Newspaper article
3. September 25, 2006, meeting agenda/sign-in sheet
4. September 25, 2006, meeting notes
5. September 27, 2006, meeting agenda/sign-in sheet
6. September 28, 2006, meeting agenda/sign-in sheet
7. October 9, 2006, meeting agenda/sign-in sheet
8. October 9, 2006, meeting notes
9. Newspaper notice October 12, 2006
10. Newspaper notice October 18, 2006
11. Newspaper notice October 19, 2006
12. October 23, 2006, meeting agenda/sign-in sheet
13. October 23, 2006, meeting notes
14. Newspaper notice October 26, 2006
15. Flier (Teacher & Parent), October 30, 2006
16. November 2, 2006, Public Meeting sign-in sheet
17. November 2, 2006, Public Meeting Power Point Presentation
18. November 2, 2006, meeting notes
19. December 19, 2006, meeting agenda/sign-in sheet
20. December 19, 2006, meeting notes
21. January 8, 2007, Board Power Point Presentation
22. January 8, 2007, Board minutes (item 6)
23. Newspaper notice, February 1, 2007
24. Newspaper notice, February 8, 2007
25. Flier (Parent Notice)
26. OHS Faculty Meeting Notes, February 6, 2007
27. February 8, 2007, meeting agenda/sign-in sheet
28. February 8, 2007, meeting notes
29. Copy of Renewal Charter Application (January 14, 2005)

Charter Exploratory Committee Meeting
September 15, 2006

9:00 – 9:10	Welcome/Introductions	Milton Washington
9:10 – 9:25	Purpose of Meeting	Sally Bennett
9:25 – 11:30	Feasibility Discussion	Dr. Mitch Holifield
11:30 – 11:45	Next Step Discussion	Sally Bennett
11:45 – 12:00	Closing Remarks	Milton Washington

Charter Exploratory Committee Meeting
September 15, 2006

1. TOMMY BAKER (Helen Jones)
2. Sergeant UHS
3. Sylvia Belch
4. Pam Canal
5. Jere Ben
6. Sally L Wilson
7. Mary Ann Brown
8. Sandra J Collins
9. Ellaine Dubbs
10. JoAnna Turner
11.
12.

Sept 2006
2:30

Should the Academic Center of Excellence be expanded to include grades 10-12?

I. Do the benefits outweigh the costs?

- **A. What are the benefits?**
- **B. Who benefits?**
- **C. What are the costs?**
- **D. Who bears the burdens of the costs?**

II. Does this action enhance equity/fairness among the stakeholders?

III. Does this action fulfill our duties to all stakeholders?

IV. Does this action treat others as you want your child/grandchild to be treated?

V. What arguments can be made to oppose this action?

Officials explore feasibility of expanding charter school

By TAMMY PIERCE
Times Staff

Administrators, parents, principals, counselors, and other representatives joined together Friday, Sept. 15 to explore the feasibility of adding 10th-12th grades to the charter school population.

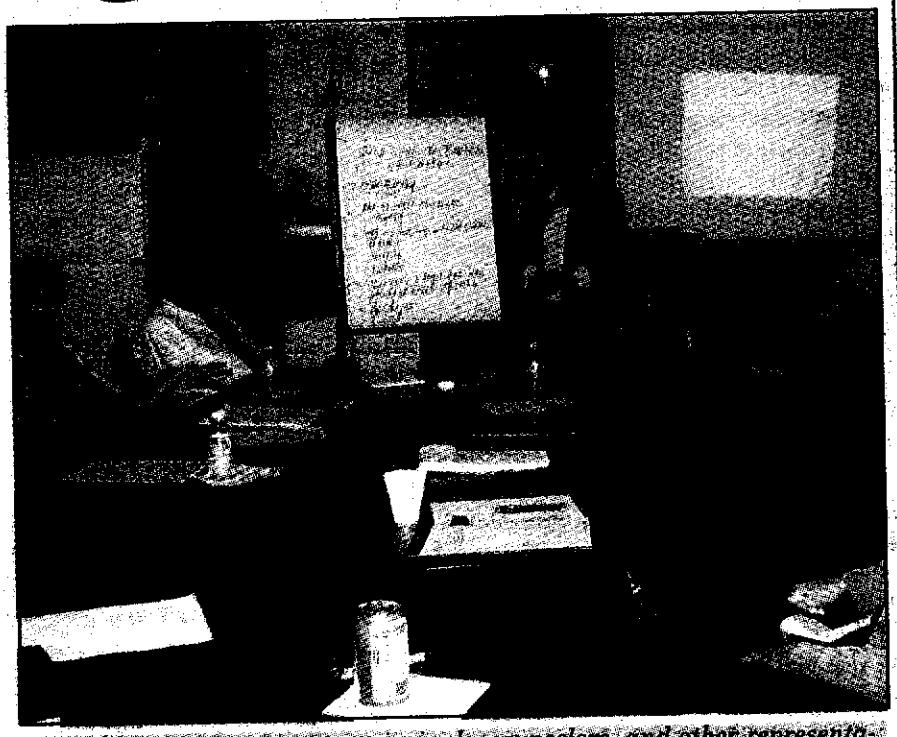
In attendance were Dr. Mitch Holifield, who mediated the discussion; Program Director Mary Ann Brown for Charter Schools in Arkansas; Superintendent Milton Washington; Assistant Superintendent Sally Bennett; Gene Bennett, ANC-Burdette; Osceola High School Counselor JoAnna Tanner; Osceola High School Principal Ella Sergeant; Academic Center of Excellence Principal Ellouise Tubbs; local parent Sandra Collins; Board Member Sylvester Belcher; high school math teacher Pam Carnal; and State Representative Tommy Baker Jr.

The group discussed the pros and cons of adding the three grades by either combining with the existing ninth grade charter, asking for a new charter, or not adding the grades at all.

Some of the topics discussed in Friday's brainstorming session included the benefits, costs, fairness, and drawbacks such a move would entail.

"You're walking down uncharted territory," Brown said of the proposed idea which was unsuccessfully attempted by one other district in the state.

"You can either go with the same charter and receive no extra funding or write a separate application for another charter and be entered into a pool for funding," Brown said. "But, the competition for those monies is very high."



Administrators, parents, principals, counselors, and other representatives joined together Friday, Sept. 15 to explore the feasibility of adding 10th-12th grades to the charter school population.

After three hours of discussion, Holifield said, "I think right now there are too many unanswered questions to see if the benefits outweigh the costs."

With more in depth discussions to follow, the group did decide to move ahead with filing a letter of intent to pursue the charter which had to be in the state office by Sept. 30.

"We do want to file a letter of intent just in case this is what we want to do," Sally Bennett said.

Brown also went on to say how the filing of the letter of intent does not commit the district to any action but does allow them to meet the imposed deadline until a decision is made.

"Just because you turn in a letter of intent doesn't mean that's what you have to do," Brown concluded.

Washington said the proposed charter is something the district has been "exploring for quite a awhile" and further discussions as well as community meetings will help in the decision process.

Charter Exploratory Committee
September 25, 2006
2:30

Agenda

Welcome/Introductions	Milton Washington
Purpose of Meeting	Sally Bennett
Continuation of Costs/Benefits Discussion	Sally Bennett/ Mary Ann Brown
Letter of Intent???	
Next Steps	Milton Washington
Closing Remarks	Milton Washington

Osceola School District
Charter Exploratory Committee

Date: September 25, 2006

Name PLEASE PRINT	Signature	Email (if different from previously given)	Phone Number
Gene Bennett			763-1486
JoAnne Turner			
Sandra Collins	Sandra Collins	Sandra collins@ attmail.com	822-1380
Sally Wilson			822.0574
Trisha Marks			563-2371
Mary Ann D. Brown	Mary Ann D. Brown		501-683-5313
			622-7312
Ellouise Tubbs			563-2150

Exploratory Charter Committee
September 25, 2006

Meeting Notes

In attendance:
Milton Washington
Sally Bennett
Mary Ann Brown
Ella Sergeant
JoAnna Tanner
Sandra Collins
Ellouise Tubbs
Sally Wilson
Gene Bennett
Trish Marks

Absent:
Tommy Baker
Sylvester Belcher
Pam Carnal

Superintendent Milton Washington opened the meeting by welcoming the committee. After a brief introduction to recognize each member who was present, Mr. Washington reviewed the meeting norms of the Osceola School District.

Sally Bennett then highlighted the purpose of the meeting which was to further discuss the benefits and costs of the charter expansion under consideration.

New charts were created, and the information from those charts are replicated below.

Benefits
Latitude to explore new possibilities
New focus
Additional focus • community service (Learn & Serve) • performing arts
ANC partnering (vertical alignment)
Survey: students/parents • focus? • next step
OPTIONS

Cost (starting from scratch)
Site
Building • classrooms • library • cafeteria
Utility (lights, gas, water, HVAC, etc.)
Transportation

Staff
• admin
• teachers
• certified support
  ○ counselor
  ○ librarian
• classified
  ○ instructional aides
  ○ cafeteria
  ○ custodial
  ○ bus

Books,furniture
Program considerations (technology)
LEA

Cost (inclusion)
Classroom usage
Classroom teachers
Technology
Program considerations
transportation
LEA

Cost (no charter)
Lose competitive edge for attracting industry
Economic development
Loss of students
AYP

Next Steps
Sub-committee to draft Letter of Intent (meet Wednesday, September 27, 2006, at 8:00 A.M. at Administration Building) • Sally Bennett • Sally Wilson • Tricia Marks • Ella Sergeant
Sub-committee to draft survey questions for students & parents regarding purpose/focus for expansion as well as indication of interest (meet September 28, 2006, at 8:00 A.M. at Administration Building) • Sally Bennett • Sandra Collins • Tricia Marks

The group determined that an additional meeting was needed to follow up on the committee work. Additionally, consideration needs to be given regarding the options that are currently being evaluated: expansion of current charter (Option 1), creation of new charter (Option 2), or alternative programming (Option 3).

Other deadlines were also discussed. If a new charter application is sought, it must be filed no later than November 30th. If the current charter is to be expanded, a hearing must be requested before the State Board of Education. A two-month notice is needed to get on the agenda.

Mr. Washington concluded the meeting by thanking everyone for the attendance and participation. He stated that additional meetings would be scheduled as suggested by the committee.

*** Next meeting – October 9th at 10:00 A.M. in the Administration Board Room

Charter Exploratory Committee
September 27, 2006

Agenda

Letter of Intent

Members Present:

Sally Bennett
Trisha Marks
Sally Z Wilson

Letter of Intent
District Conversion Public School Charter

School District: Osceola School District

Contact Information: Sally Bennett
2750 W. Semmes
Osceola, AR 72370
870-563-2561 ext. 4
870-563-2181 (fax)
sbennett@seminoles.k12.ar.us

School: Osceola High School

Proposed Name: Osceola High School Charter

Proposed Location: Osceola High School

Proposed Grade Levels: 9-12

Proposed Purpose:

Osceola High School Charter will utilize both technology and traditional teaching to deliver high quality instruction and increased course offerings. This will include partnerships with Arkansas Northeastern College, Arkansas Virtual High School, and the Early College Program. This will provide increased opportunities for students in the Delta region to access college resources in order to enhance the likelihood of those students entering college. Teachers will be encouraged to provide experiential and problem-based learning for students. Advanced placement courses will challenge students to become active learners. Tutoring support will be provided, and college visits will be made available. Students will also be expected to engage in a community service project each year. Along with an increased academic focus, strong parental involvement will be expected and required. A commitment will be signed by both a parent/guardian and the student affirming their willingness to embrace the increased rigor of a strong academic program. The proposed Osceola High School Charter will provide continuity for the current charter program within the Osceola School District for the Academic Center of Excellence (ACE). ACE currently serves students in grades 1 – 9. This proposal would provide for the revocation of the current ninth grade program in order for the ninth grade to be included in this new organization.

Milton Washington
Superintendent

Charter Exploratory Committee
Survey Sub-committee
September 28, 2006

Agenda

Purpose of Meeting – Creation of Survey Instruments

- interest
- focus

Student Survey

Parent Survey

Method of Dissemination/Collection

Reporting Survey Results

Osceola School District
Professional Development
School: ——
Date: 9-28-06

Topic: Survey - Charter

Name PLEASE PRINT	Sign-in Morning Session 8:00 – 11:30	Sign-in Afternoon Session 12:30-3:30	*Note any late arrival/early departure time here
Trish Marks			
Sandra Collins			

The Osceola School District is in the process of exploring an expansion of the charter school system to include grades 10-12. We are asking for the input of our parents as to their interest in this additional option in education for their child/children. Please complete the following short survey and return it to the school by Friday, October 20, 2006. Thank you for your input and support.

1. I would like to see a high school developed as part of the charter school system in the Osceola School District? YES_____ NO_____

2. If given the option, I would enroll my child in the high school of the charter school system. YES_____ NO_____

3. If a charter high school is developed, I would like the following school schedule for the high school charter:

   a. Same schedule as the traditional school system.
   b. Continuation of charter extended day until 4:00 P.M.
   c. No preference

4. If the school was developed with a special emphasis, I would like to see the following emphasized:

   a. Performing Arts
   b. Computer Technology
   c. Math and Science
   d. College Preparatory
   e. Other_____

5. I would like to see the following courses offered as part of the charter school curriculum:

   a. Foreign language
   b. Theatre/Drama
   c. Behavioral Science
   d. Other_____

6. My child/children is/are currently enrolled in grades:

   a. 8
   b. 9
   c. 10
   d. 11

Additional comments:

Charter Exploratory Committee
October 9, 2006
Agenda

Welcome/Review of Norms

Update of sub-committee work

- Letter of Intent
- Survey

Discussion of Costs/Benefits

Next Steps

The Osceola School District is in the process of exploring an expansion of the charter school system to include grades 10-12. We are asking for the input of our parents as to their interest in this additional option in education for their child/children. Please complete the following short survey and return it to (SCHOOL) by _____. Thank you for your input and support.

1. I would like to see a high school developed as part of the charter school system in the Osceola School District? YES_____ NO_____

2. If given the option, I would enroll my child in the high school of the charter school system. YES_____ NO_____

3. If a charter high school is developed, I would like the following school schedule for the high school charter:

   a. Same schedule as the traditional school system.
   b. Continuation of charter extended day.
   c. No preference

4. If the school was developed with a special emphasis, I would like to see the following emphasized:

   a. Performing Arts
   b. Computer Technology
   c. Math and Science
   d. Other_____

5. I would like to see the following courses offered as part of the charter school curriculum:

   a. Foreign language
   b. Theatre/Drama
   c. Behavioral Science
   d. Other_____

Additional comments:

Charter School Exploratory Committee Options

	Option 1 - Expansion of existing charter	**Option 2 – Establishment of new charter**	**Option 3 – No charter / increased programs**
Benefits			
Costs			
Areas of Concern			
Who is affected?	Community, school, parents, students		

10.02.5 In grades 7 – 12, a teacher shall not be assigned more than 150 students; an individual academic class shall not exceed 30 students, provided that, in exceptional cases or for cases that lend themselves to large group instruction, these ratios may be increased.

15.15.02 Each school shall employ at least a half-time principal. A full-time principal shall be employed when a school's enrollment reaches 300. ....Schools with an enrollment exceeding 500 shall employ at least one full-time principal and a half-time principal, instructional supervisor, or curriculum specialist.

From: Sally Bennett
To: Charter Exploratory Committee
Subject: Meeting Reminder

The Charter Exploratory Committee is scheduled to meet on Monday, October 9th at 10:00 at the Osceola Administration Building board room. I hope you will be able to attend.

I've had a request for enrollment numbers. This may be helpful as you consider benefits and costs of the different options.

12th grade - 100	
11th grade - 77	
10th grade - 127	
9th grade - 120	Charter - 14
8th grade - OMS - 66	ACE- 30
7th grade - OMS - 60	ACE - 57
6th grade - OMS - 63	ACE - 41
5th grade - East - 51	ACE - 45
4th grade - East - 82	ACE - 47
3rd grade - East - 74	ACE - 51
2nd grade - West - 62	ACE - 51
1st grade - West -73	ACE - 48
K -154	

If you need additional information, please let me know. I look forward to seeing you on Monday.

Charter Exploratory Committee
Osceola School District
Sign-in Sheet

Date: Oct. 9, 2006

1. Sally Bennett
2. Sally J Wilson
3. Pam Council
4. Sylvia Belch
5. Trisha Marks
6. Gene Bennett
7.
8.
9.
10.
11.
12.
13.
14.
15.

Exploratory Charter Committee
October 9, 2006

Meeting Notes

In attendance:
Milton Washington
Sally Bennett
Sylvester Belcher
Sally Wilson
Gene Bennett
Trisha Marks

Absent:
Tommy Baker
Sylvester Belcher
Pam Carnal
Mary Ann Brown
Ella Sergeant
JoAnna Tanner
Sandra Collins
Ellouise Tubbs

Sally Bennett opened the meeting by welcoming the committee. The norms were reviewed and update of the sub-committee work was provided. It was noted that the Letter of Intent had been received by the Charter School Office at the Arkansas Department of Education.

Discussion then went to the parent survey. The draft survey worked on by Sandra Collins, Trish Marks, and Sally Bennett was presented by Trish Marks. The committee made a minor suggestion to wording, and a timeline (listed below) was developed for the administration of thesurvey.

Sally Bennett then led the further discussion of the benefits and costs of the three identified options.

New charts were created, and the information from those charts are replicated below.

OPTION 1 (expansion)
Benefits • easier to establish • built-in student body • parents knowledgeable • consistency • economic development • more options   o Great River has submitted application
Costs • no new money • resource utilization (classrooms/teachers) • technology (web-based, distance learning, computers) • maturity level of students • limited programs of study as charter options (dependent upon identified focus)
Concerns • housing • out of context of current charter

OPTION 2 (new application)
Benefits • additional state resources, if funded • lessons learned for planning new program • ability to design 9-12 format specifically • economic development • option for parents • consistency • recognition of student achievement tied to LEA
Costs • facilities/staff • technology • administrative distribution • OHS traditional student test scores
Concerns • staff perception • funding questionable • November 30 application deadline • public meeting requirements

OPTION 3 (no charter/increased programs)
Benefits • time saved • increased flexibility of programs • we/them mindset not issue
Costs • increased staff possible • student loss • option of school choice lost • support of business community
Concerns • maintaining district commitment

Moving Forward

Step 1: survey results (approximately 434 surveys to be sent home) = # of responses needed for justification? (questions 1 & 2 of survey)

Step 2: What range? 30% at each grade level in order for endeavor to be worthwhile

Step 3: How many must express interest to determine focus? (questions 2, 4, 5)

Step 4: Identify program(s) of study by grade level.

Step 5: Host public meetings

Time Line

October 11 & 18 – run advertisement in Osceola Times regarding survey
October 16 – send out surveys to students at ACE, OMS, & OHS
October 20 – collect surveys from schools
October 23 – committee meets at 10:00 to analyze results

new charter/expansion questions

develop programs of study

begin draft of application

November 2 – public meeting at 6:30 at OHS
November 9 – public meeting at 6:30 at OHS

November 30 – application due at Arkansas Department of Education

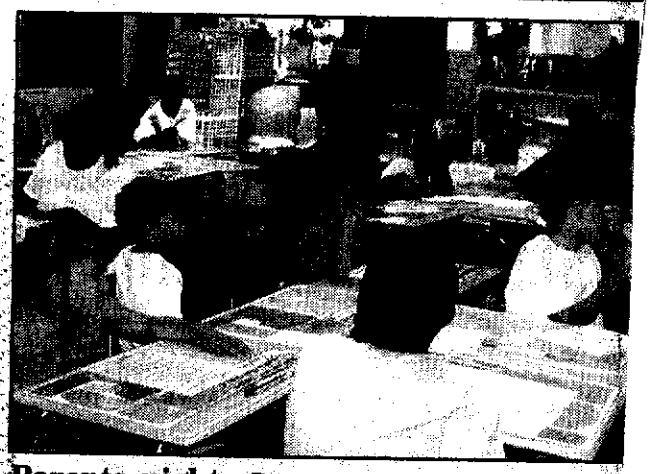
*** Next meeting – October 23rd at 10:00 A.M. in the Administration Board Room

Osceola, Arkansas

Osceola School District

Public Meetings

Public Meeting have been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District.
The Public is invited to attend.
Dates: November 2nd and November 9th, 2006
Time: 6:30 p.m.
Location: Osceola High School



Parents night - Parents of East Elementary students were invited to "Parents Make a Difference Night" on Oct. 3. The school held a program which consisted of a science session in which an experiment was demonstrated for the parents. Language arts and math sessions were also part of the program in which the parents were given information on these areas as they related to the Benchmark exams. Parents were also given tips on how they can help their child with school.

South Missco

member of commerce member, contacted Boy Scout Troop
Church for assistance. Additional hours of welding were co

Parents to be surveyed

On Oct. 16, all students in grades eighth-11 in the Osceola School District will be bringing home a parent survey relating to the interest of a ninth-12 grade charter high school.

This survey is to be completed by the parents and returned to the school by Oct. 20. For questions, contact Trisha Marks at 563-2371.

ACE conferences set

Parents of students at the Academic Center of Excellence need to contact the school to schedule an appointment for Parent/Teacher conferences.

Parent/Teacher conferences will begin for ACE Oct. 23. For more information or to schedule an appointment, call the school at 563-2150.

School Pages Sponsor

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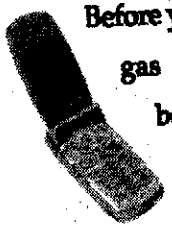

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Osceola School District

Public Meetings

Public Meeting have been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District.

The Public is invited to attend.

Dates: November 2nd and November 9th, 2006

Time: 6:30 p.m.

Location: Osceola High School

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SALE $20,850.00
was $22,800.00

SALE $15,888.00
was $16,800.00

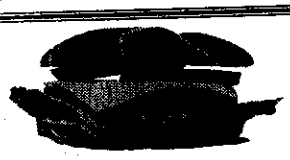
observed their reading class.

Parent surveys needed

Parents of students in grades eight -11th in the Osceola School District received a parent survey Oct. 16 relating to the interest of a ninth - 12th grade charter high school.

Parents are asked to return the completed surveys to the school by Oct. 20.

For more information contact Trisha Marks Public Relations director, at 563-2371.



Osceola Menus

The breakfast and lunch menus for the week of Oct. 23-27 for the Osceola Public School District are as follows.

Breakfast

Monday - Breakfast pizza, toast w/jelly, juice, milk;

Tuesday - Biscuit w/ham and cheese, hash browns w/catsup, juice, milk;

Wednesday - Cereal, graham crackers, juice, milk;

Thursday - Cinnamon toast, hash browns w/catsup, juice, milk.

Friday - Staff Development - no school.

Lunch

Monday - Barbecue sandwich, French fries w/catsup, baked beans, peaches and pears, milk;

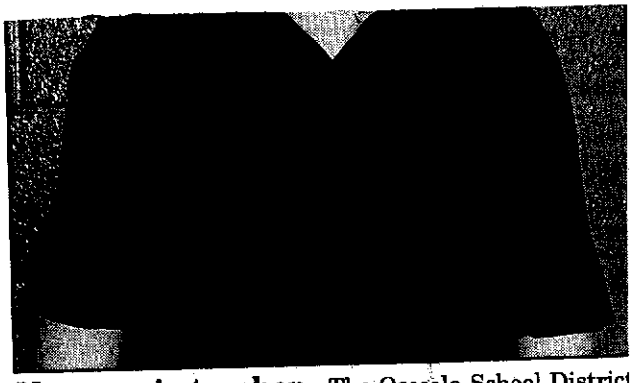
Tuesday - Chicken strip wrap, potato wedges w/catsup, ranch dressing, cookie, milk;

Wednesday - Italian spaghetti, tossed salad w/dressing, cooked green beans, hot rolls, brownie, milk;

Thursday - Chicken pot pie, cooked English peas, frozen fruit bar, hot roll, milk.

Friday - Staff Development - no school.

(The Osceola High School and the Osceola Middle School will have fish w/tartar sauce, baked potatoes w/sour cream and butter, cole slaw, peach cobbler, bread slice, milk on Monday.)



New music teacher - The Osceola School District welcomed another new member to its staff recently Dezirae Russell will be teaching music at Osceola Middle School and choir at Osceola High School.

Sign language classes set

Arkansas Northeastern College's Department of Continuing and Community Education will offer Sign Language Mondays, Oct. 23 – Nov. 27 from 6:30 – 8:30 p.m. on the Blytheville campus in room S142 in the Statehouse Hall. The fee is $66 for six sessions. Students are asked to bring to class a copy of the book The Joy of Signing, which is available at the ANC Bookstore.

To register, call (870) 762-3167.

Dr. Robert Potts selected to serve as first chancello

Dr. Robert L. Potts, a veteran administrator in higher education, Thursday was selected to serve as the first chancellor of the Jonesboro campus of Arkansas State University.

The Board of Trustees met in special session to act on a recommendation by Dr. Les Wyatt, syste president, following a extensive search proce that began early this yea

Previously, Potts serve as president of th University of Nort Alabama in Florence, Al for more than 14 years.

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RANTEED

Thursday, Oct. 26 from 11 a.m. -12:30 p.m. at the Northeast Arkansas Community Correction Center, 1351 Cyro Road, in Osceola.

The lunch includes a loaded baked potato, dessert and drink for $4. Pickup orders are available, but order have to be received before Oct. 24. To place an order call Renee or Brenda at 563-8330.

All proceeds will benefit the South Mississippi County United Way. The lunch is sponsored by the Mississippi County Chapter of the Arkansas State Employees Association (A.S.E.A.).

"Hassle Free Holidays"

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Osceola School District

Public Meetings

Public Meeting have been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District.

The Public is invited to attend.

Dates: November 2nd and November 9th, 2006

Time: 6:30 p.m.

Location: Osceola High School

Now Open
Todd Higginbotham, DDS

Charter Exploratory Committee
Osceola School District
October 23, 2006

Agenda

Survey Results

Framing the Question

Next Steps

Charter Exploratory Committee
Osceola School District
Sign-in Sheet

Date: October 23, 2006

1. Sandra L Callen
2. Trisha Marks
3. Sally L Wilson
4. Jim Bell
5. Milton Ackerington
6. Sally Bennett
7. Mary Ann D Brown
8.
9.
10.
11.
12.
13.
14.
15.

Charter Exploratory
October 23, 2006
Meeting Notes

Present:
Milton Washington
Sally Bennett
Mary Ann Brown (ADE)
Sally Wilson
Gene Bennett
Trisha Marks
Sandra Collins

Absent:
Tommy Baker
Sylvester Belcher
Pam Carnal
Ella Sergeant
JoAnna Tanner
Ellouise Tubbs

Sally Bennett opened the meeting by reminding the committee the purpose of the meeting was to review the results of the survey sent home with students in grades 8 – 11 on Monday that was to be turned into school offices no later than last Friday. The survey had been previously approved by this committee as were the terms for the administration of the survey. Trisha Marks had delivered the surveys to the schools as well as picked up the completed forms.

The results were tabulated during the meeting. A chart was prepared to mirror the questions, and responses were tallied accordingly. Those results are listed in the table below. The only schools with surveys returned were the high school and the middle school. It was noted that some surveys appeared to be completed by students.

	OMS (50 surveys returned from 65 given out in grade 8)	OHS (21 surveys returned from 317 given out in grades 9, 10, 11)	TOTAL (71 surveys returned from 512 distributed)
1. I would like to see a high school developed as part of the charter school system in the Osceola School District?	Yes – 12 No – 37	Yes – 11 No – 9	Yes – 23 No - 46
2. If given the option, I would enroll my child in the high school of the charter school system.	Yes – 7 No - 42	Yes – 10 No - 10	Yes – 17 No - 52
3. If a charter high school is developed, I would like the following school for the high school charter: a. same schedule as the traditional school system b. continuation of charter extended day until 4:00 P.M. c. no preference	a. 30 b. 2 c. 18	a. 13 b. 1 c. 5	a. 43 b. 3 c. 23

4. If the school was developed with a special emphasis, I would like to see the following emphasized: a. performing arts b. computer technology c. math and science d. college preparatory e. other	a. 13 b. 7 c. 9 d. 20 e. 3	a. 1 b. 7 c. 4 d. 5 e. 4	a. 14 b. 14 c. 13 d. 25 e. 7
5. I would like to see the following courses offered as part of the charter school curriculum: a. foreign language b. theatre/drama c. behavioral science d. other	a. 16 b. 27 c. 4 d. 4	a. 3 b. 8 c. 3 d. 8	a. 19 b. 35 c. 7 d. 12

Framing the Question

The survey results were discussed, and Ms. Brown noted that any application that is submitted would have to make the connection between college preparation (from the letter of intent that was filed) to whatever focus is determined to be appropriate if an application goes forward. There is research that connects the arts to student achievement if that is desired focus. Ms. Bennett mentioned that if fine art is the selected direction, then benefits and costs would need to be revisited for program implementation. Other resources mentioned include Artists in Residence, Delta Heritage, and potential consulting from Julliard/Benton School of Performing Arts.

Next Steps
The survey results will be shared with the school board. Ms. Bennett felt the board is likely to discuss the results at the meeting scheduled for Friday , October 27th.

The public meeting has been advertised as required to discuss the potential of a charter school application moving forward. The meeting is scheduled for November 2 at 6:30 P.M. in the high school cafeteria. Committee members were encouraged to be present. Sally Bennett will serve as the facilitator of the meeting, and Trisha Marks will assist with the presentation.

Future committee meetings will be scheduled based upon the school board's desire to move forward and/or the results of the upcoming public meeting. The November 30 deadline must be kept in mind.

Charter Exploratory Committee
Osceola School District
October 23, 2006

Agenda

Survey Results 69 / 412

Framing the Question

Next Steps Nov. 2 6:30 OHS cafeteria

CP. emphasis on fine arts - connect research on how arts impact student achievement

1. Yes - 23 No - 46
2. Yes - 17 No - 52
3. a. - 43 Reg. Daily b. - 3 ext. c. - 23 no pref.
4. a. - 14 Arts b. 14 CT c. 13 Academic/ Sci. d. 25 CP e. 7 other
5. a. 19 For. Lang. b. 35 Theater/ Drama c. 7 Beh. Sci. d. 12 other

Artists in Residence
art design
Delta Heritage
Cathy Cunningham 2K
Abby Leachman K
contact info
Delta Commission

Julliard Benton Peyton Cates

Gary Moore
contact for
Michelle Wallace

Osceola School District

Public Meetings

Public Meeting have been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District.

The Public is invited to attend.

Dates: November 2nd and November 9th, 2006

Time: 6:30 p.m.

Location: Osceola High School

Osceola School District

Public Meetings

Public Meeting have been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District.

The Public is invited to attend.

Dates: November 2nd and November 9th, 2006

Time: 6:30 p.m.

Location: Osceola High School

evening

The Arts Council of Mississippi County will present an evening of special music Saturday, Nov. 4, at 7 p.m. as part of the 2006-2007 Series. It is entitled "A Gospel Festival", and will showcase some of the finest gospel groups from throughout the Mid-South.

The program will be held at the Ritz Civic Center, 306 W. Main, in Blytheville. Admission for adults is $10 by 7 p.m. or $12 after 7 p.m., and for children 5-12 the cost is $5. For more information, call (870) 762-1744.

Anit-smoking message issued

The Mississippi County Coalition For a Smoke-Free Arkansas will make a presentation on the effects of smoking at the New Mt. Pleasant Church in Osceola.

The program will be held Saturday, Oct. 28 at 4 p.m. The public is invited to attend.

Dance set

A Halloween dance will be held from 7-10 p.m. Friday, Oct. 27 at the Clean Fun Club in Walker Park in Blytheville.

Costumes are optional.

Admission is $3 plus one can of a favorite vegetable.

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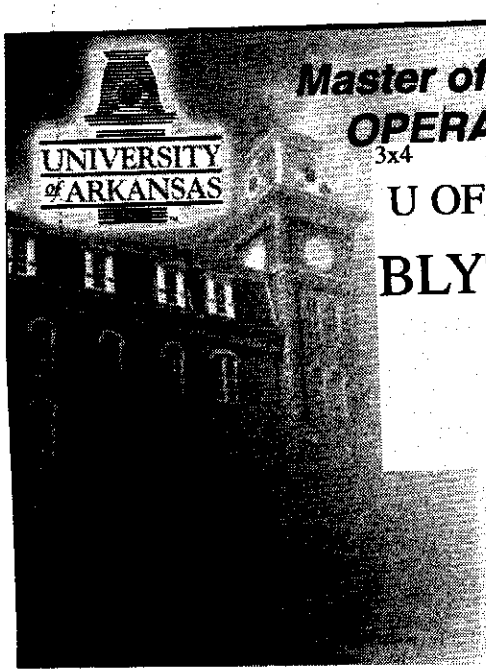

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Arkansas Northeastern
psmith@anc.edu
(870) 762-3137

Attention Teachers

A public meeting has been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District. All teachers are invited to attend.

Date: November 2, 2006
Time: 6:30 P.M.
Location: Osceola High School cafeteria

Attention Parents

A public meeting has been scheduled with the expressed purpose of discussing charter school expansions in the Osceola School District. All parents are invited to attend.

Date: November 2, 2006
Time: 6:30 P.M.
Location: Osceola High School cafeteria

Osceola School District
Charter Expansion Public Meeting
November 2, 2006
Sign-In Sheet

	Name	Student Name
1.	Sally Bennett	
2.	Trisha Marks	Mackenzie Marks
3.	Carol M. Smith	
4.	Mrs Bennett	
5.	Susan Fetsch	Sam + Chris Fetsch
6.	Sally Wilson	Lance Wilson
7.	Ralph Wilson Jr	Lana Wilson
8.	Kim + James Pollard	Hannah + Carol Pollard
9.	Sylvester Belch	
10.	Darryl Oakes	Taylor Oakes
11.	Steve Oakes	Dylan Bryans
12.	Jerry Duck	Janna Duck
13.	Rachel Gibson	Jacob Lackey
14.	Willie L Lowe	Quadell Coleman
15.	Carolyn James	Elliott Denkins
16.	Joe Guy	Caleb Denkins
17.	Sandra Calvert	Kyra Guy
18.	Valerie Key	Kendrell Calvert
19.	Laura Ford	Nicholas Key
20.	Erica Golden	Logan, Maddie Grace + Morgan

Osceola School District
Charter Expansion Public Meeting
November 2, 2006
Sign-In Sheet

	Name	Student Name
1.	Susie Martin	Coty Martin
2.	Miriam Cooper	Melanie, Wesley & Samuel Cooper
3.	Carolyn Tuck	Nicole Lee
4.	Alice Collins	KenDrell Collins
5.	[illegible] Rapert	Abby Rapert
6.	Jerry Rapert	Jeb Rapert
7.	Bridgette Thomas	Brianna Thomas
8.	Archie Thomas	
9.	[illegible] Sargeant	" "
10.	Doris Hargis	
11.	Curt Dunlap	Kymidya Carr Elizabeth, Kimberly, Patrick Abby & Alexis Dunlap
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

Committee Members

- Milton Washington
- Sally Bennett
- Ella Sergeant
- Tommy Baker
- Pam Carnal
- Gene Bennett
- Sandra Collins
- Sylvester Belcher
- Ellouise Tubbs
- JoAnna Tanner
- Sally Wilson
- Trisha Marks
  - GUEST – MARY ANN BROWN

September 15, 2006

- Initial meeting
- Facilitated by Dr. Mitch Holifield
  - Do the benefits outweigh the costs?
    - What are the benefits?
    - Who benefits?
    - What are the costs?
    - Who bears the burdens of the costs?
  - Does the action enhance equity/fairness among the stakeholders?
  - Does this action fulfill our duties to all stakeholders?
  - Does this action treat others as you want your child/grandchild to be treated?

September 25, 2006

- Continuation of Costs/Benefits Discussion
- Letter of Intent
- Need for survey
- 2 sub-committees formed

September 27, 2006

- Letter of Intent filed

September 28, 2006

- Survey committee meeting
- Parents of all students in grades 8 – 11
- Distributed at school/collected at school
- Notice of surveys in newspaper

October 9, 2006

- Update of sub-committee work
- Continued discussion of benefits/costs
- Identification of 3 possible options

Option 1 - Expansion

- Benefits
  - easier to establish
  - built-in student body
  - parents knowledgeable
  - consistency
  - economic development
  - more options
  - Great River has submitted application
- Costs
  - no new money
  - resource utilization (classrooms/teachers)
  - technology (web-based, distance learning, computers)
  - maturity level of students
  - limited programs of study as charter options (dependent upon identified focus)
- Concerns
  - housing
  - out of context of current charter

Option 2 – New Application

- Benefits
  - additional state resources, if funded
  - lessons learned for planning new program
  - ability to design 9-12 format specifically
  - economic development
  - option for parents
  - consistency
  - recognition of student achievement tied to LEA
- Costs
  - facilities/staff
  - technology
  - administrative distribution
  - OHS traditional student test scores
- Concerns
  - staff perception
  - funding questionable
  - November 30 application deadline

Option 3 – (no charter/ increased programs)

- Benefits
  - time saved
  - increased flexibility of programs
  - we/them mindset not issue
- Costs
  - increased staff possible
  - student loss
  - option of school choice lost
  - support of business community
- Concerns
  - maintaining district commitment

Moving Forward Discussion

- What impact survey/results have on decision to move forward?
- Begin draft of application.

October 23, 2006

- Survey Results Tallied
- Board Discussion Scheduled for October 27, 2006
- Public Meeting Scheduled for November 2, 2006

Survey Results

1. I would like to see a high school developed as part of the charter school system in the Osceola School District.
   - Yes – 23
   - No - 46

Survey Results

2. If given the option, I would enroll my child in the high school of the charter school system.
   - Yes – 17
   - No - 52

Survey Results

3. If a charter high school is developed, I would like the following school for the high school charter:
   a. Same schedule as the traditional school system
      a. 43
   b. Continuation of charter school extended day until 4:00 P.M.
      a. 2
   c. No preference

Survey Results

4. If the school was developed with a special emphasis, I would like to see the following emphasized:
   - Performing arts – 14
   - Computer technology – 14
   - Math and science – 13
   - College preparatory – 25
   - Other - 7

Survey Results

5. I would like to see the following course offered as part of the charter school curriculum:
   - Foreign language – 19
   - Theatre/drama – 35
   - Behavioral science – 7
   - Other - 12

November 2, 2006

- Questions??

Osceola School District
Charter Expansion Public Meeting
November 2, 2006

The meeting was opened at 6:30 P.M. with greetings to those in attendance by Milton Washington, Osceola School District Superintendent. Mr. Washington explained the purpose of the public meeting and the charter exploratory committee formed for the purpose of researching possible charter expansion options. Thirty-one people were present representing approximately 34 students as follows;

High School:	6
Middle School/ACE:	9
Elementary:	14
Unknown:	5

Sally Bennett presented a power point presentation on the various steps taken during the charter exploratory committee meetings. She gave an overview of the discussions for the meeting held by the committee on September 15th, September 25th, September 28, October 9th and October 23rd that led up to the public meeting on November 2nd. She informed the group that a non-binding letter of intent was filed on September 27th. Ms. Bennett explained the 3 options discussed by the committee to include the following:

1. Option 1 – Expansion of existing charter school system to include grades 10-12.
2. Option 2 – Creation of a new charter system with a possible different focus for grades 9-12.
3. Option 3 – No expansion or creation of new charter system but addition of extra programs to the current high school.

In addition to the explanation of the 3 options, Ms. Bennett reviewed the benefits, costs, and concerns for all 3 options that were discussed in the committee meetings with the group. She also informed the group that a survey was given out for parents with students in grades 8-11 and reviewed the results of the survey.

The floor was opened for group discussion and the following questions and comments were discussed during the meeting:

1. Can we plan to do both an expansion of the current system and also file an application for a new charter?
2. Why were surveys not mailed?
3. Why would we not do an application for a new charter?
4. What are some general benefits from having ACE around?
5. Why lower the level of discipline needs?
6. What would the amount of funding be for a new charter?
7. What amount of interest is needed to support an expansion or new charter?
8. How much will expanding the system cost us?

9. Is the school board in favor of this?
10. If we were to expand another year, how could we make it better?
11. Are our students high performing because of charter or would they be the same without charter?
12. What are we going to do for those kids changing from the ACE environment to the high school environment?
13. Why not continue charter since we have it for grades 1-8?
14. Are we losing students because of going to high school?
15. Do we feel the numbers will rise if we continue the program?
16. If we went with expansion, would it take over more area in the high school?
17. Will graduation be combined or separate?
18. We have discipline problems at the high school. It would be nice to instill same discipline procedures currently at ACE.
19. Seems consensus of the group is to expand or create new charter.
20. Need to work for all of the students not just the 13 at the high school.
21. We may see an increase in enrollment if we expand the charter school through the 12th grade.
22. We need to do what's best for the kids.
23. We may have more people interested in Osceola if we have a charter school through the 12th grade.
24. Surveys should have been sent to parents of K-7 students as well.
25. We have more years to work for the younger grades.
26. We need consistency for our children and challenging systems for all of the students.
27. May have more people inclined to stay in Osceola if they know their children can go all the way through 12th grade in the charter system.

The group was informed that in the 3 year master plan for the Osceola School District, an 8 room classroom is to be built for the high school campus. It was also stated that staffing is also another expense and major concern when dealing with the creation of a new charter.

A quick poll of the crowd was taken to determine a possible focus interest from the group:

1. Performing Arts – 2
2. Computer – 5
3. Math & Science – 4
4. College Prep – 6
5. Business – 2

Mr. Washington announced the general public meeting scheduled for the school district on November 9th at 6:30 P.M. It was also stated that the school board makes the decision on the action to be taken regarding a possible expansion. Four school board members were present at the meeting.

The meeting was dismissed at 7:30 P.M.

Charter Exploratory Committee Meeting
December 19, 2006
Agenda

High School Expansion Options – discussion topic (*The notes below are from the November meeting. They are provided here as a reminder of the discussion and to serve as a spring board for today's discussion.)

	9th	10th	11th	12th
Class 1	PreAP English	PreAP English	AP English/ Early College	AP English/ Early College
Class 2	Algebra I/ Geometry	Geometry/ Algebra II	Algebra II/ Trig	AP Calculus
Class 3	PreAP Civics	AP W. History	AP Am. History	AP Physics/AP Environmental Science
Class 4	PreAP Physical Science	AP Biology	AP Chemistry	Secondary Center/ Internship
Class 5	Computer Applications	Computer Applications	Business Law	
Class 6	PE/Health	Speech/drama	Fine Art	Psychology Early College
Class 7	EAST Lab	EAST Lab	EAST Lab	EAST Lab
Class 8	Foreign Language	Foreign Language	Foreign Language	Foreign Language

Students participating in the Osceola High School Charter Program will be required to enroll in the identified courses. However, students will be given the option of "opting out" of a maximum of 2 courses each year and still be designated as charter students. Tutoring will be available Monday through Thursday to students both before and after school to allow all students desiring to participate in the charter program any extra support that might be needed. Additionally, charter students who are not proficient or advanced on end of course exams will be required to participate in either the morning or afternoon tutoring program. Academic counseling will be a program component, as will a community service project each year.

Class size at each grade level will be limited to 25 students for the 2006-2007 school year. A lottery system would be used for student participation at the high school level if needed. Should the demand increase for charter slots, then the district will petition the state board for additional slots.

The charter program will run as a school-within-a-school concept. Students and parents will sign the commitment to excellence agreement affirming their full participation in the charter program and recognizing the responsibilities. For each grade level of the charter

program, a primary classroom will be designated. This classroom will serve as the core center of learning for the charter students at that grade level. Core classroom teachers (English, math, science, and social studies) will come, in turn, to the designated room to deliver instruction. Duplicate classroom materials will be housed in the room to ease teachers from transporting materials from the traditional classes they also teach. Foreign language instruction and/or other electives will also be delivered via distance learning in that classroom for that grade level. The charter students will attend elective courses in the high school, but the core group will be scheduled together as much as possible. Each classroom will be equipped with distance learning equipment, interactive white boards, mobile lap tops, and printers.

In order to address the issue of equity, traditional classrooms will also be equipped with interactive white boards. Mobile lap top computers are currently available for all students as well. Foreign language and other electives will also be made available to traditionally enrolled students, but those classes will be in a separate classroom from the charter classrooms.

This programming option addresses the parental request for continuation of the charter program while providing equal opportunity for students to have full participation in a well-rounded educational program regardless of charter/traditional selection. However, this charter option meets the request for a structured, disciplined environment within the existing high school setting.

****

Other options for consideration?

Need for additional survey?

Need for public meeting?

Next Steps - Timeline

Charter School / Magnet School Concepts

Aspire Public Schools

- nonprofit charter school management organization
- currently operates 14 charter schools in California
- college preparatory focus
- core values
    - collaboration
    - ownerships
    - quality
    - customer service
    - purposefulness
- has received Bill & Melinda Gates Foundation funding
- staff required to participate in 3-week summer institute (extensive professional development conducted throughout year as well)
- each student develops Personal Learning Plan
- instructional guidelines outline highly effective practices that teachers are to use
- regularly scheduled "advisory" groups
- some sites provide internships
- longer school day and year provide 15 percent more instructional time
- www.**aspirepublicschools**.org/

New Technology High School

- integrates technology into both academics and administration
- Napa, California
- computer-based problems and applications
- students taught by teams of teachers
- student-centered, project- and problem-based approach in the classroom
- classes are interdisciplinary
- students have own computers/build digital portfolios
- internships completed in community
- business atmosphere
- professional development requirement
- http://www.bobpearlman.org/BestPractices/Napa.htm
- http://www.ncrel.org/engauge/resource/stories/nths.htm

Memphis Magnet Schools

- Memphis Academy of Science and Engineering
    - http://www.discovermase.org/
- Middle College High School
    - http://www.memphis-schools.k12.tn.us/schools/middlecollege.hs/mchs.htm
- City University School
    - http://www.cityuniversityschool.org/

Gaston County Schools (North Carolina) – high school "redesigns" into smaller learning communities called academies

- South Point High
  - http://www.gaston.k12.nc.us/schools/southpoint/Academies.htm
- Forestview High
  - http://www.gaston.k12.nc.us/departments/slc/interestacademy/fhsacademies.htm
- Hunter Huss High
  - http://www.gaston.k12.nc.us/schools/huss/acadamies%20home.htm
- Ashbrook High
  - http://www.gaston.k12.nc.us/class/classpage.php?page_id=3950

Compiled list of other options – The resources listed below are hyperlinked from the web site below.
http://www.ncrel.org/engauge/resource/stories/

Adlai E. Stevenson High School
Consistently rated as one of the nation's top schools, Stevenson illustrates a strong commitment to high standards of educator proficiency with technology in support of teaching and learning practices.

Benton Consolidated High School District 103
Profes ional development and technology proficiency for administrators is a priority for this Illinois school district.

Blazing Learning Trails
Educators in southern Illinois participate in an online learning project to expand their professional development opportunities.

Burris Laboratory School
Located in Muncie, Indiana, Burris provides an example of incorporating educational technology into the practice of differentiated instruction.

Lake Washington School District
Beginning in 1989, this district has worked to support schools and classrooms with high-performance wiring and technology infrastructure.

Limited-English-Proficient Students in El Paso
Technology provides a leveling factor for learning with low-socioeconomic limited-English-proficient students in El Paso, Texas, in these examples of high-achievement schools.

Breaking Ranks Model of High School Reform

- http://www.alliance.brown.edu/pubs/hischlrfm/datdrv_hsrfm.pdf

Charter Exploratory Committee
Osceola School District
Sign-in Sheet

Date: Dec. 19, 2006

1. Sandra J Callies
2. Kathy Wilson
3. Jim Benny
4. Erika Parks
5. Elouise Dubbs
6. JoAnna Tanner
7.
8.
9.
10.
11.
12.
13.
14.
15.

Charter Exploratory Committee
December 19 2006
Meeting Notes

Members Present:

Milton Washington	Sally Bennett
Gene Bennett	Sandra Collins
Trisha Marks	Sally Wilson
Ellouise Tubbs	JoAnna Tanner

Sally Bennett opened the meeting by asking those present to review the information provided on the previous discussion regarding the high school expansion options.

Ms. Tanner recommended some course changes in the offerings identified to more accurately reflect the courses usually taken by students. Those adjustments are made in the table below.

Each grade level was taken in turn, with much discussion at each level. The table below indicates the final course offerings that would be offered should students elect to participate in a school-within-a-school schedule.

	9th	10th
Class 1	PreAP English	PreAP English
Class 2	Algebra I/ PreAPGeometry	PreAPGeometry/ Algebra II
Class 3	PreAP Civics	PreAP W. History
Class 4	PreAP Physical Science	PreAP Biology
Class 5	Computer Applications	Computer Applications
Class 6	PE/Health	Speech/drama
Class 7	EAST Lab	EAST Lab
Class 8	Foreign Language	Foreign Language

Students participating in the Osceola High School Charter Program will be required to enroll in the identified courses. However, students will be given the option of "opting out" of a maximum of 2 courses each year and still be designated as charter students. Tutoring will be available Monday through Thursday to students both before and after school to allow all students desiring to participate in the charter program any extra support that might be needed. Additionally, charter students who are not proficient or advanced on end of course exams will be required to participate in either the morning or afternoon tutoring program. Academic counseling will be a program component, as will a community service project each year.

Class size at each grade level will be limited to 25 students for the 2007-2008 school year. A lottery system would be used for student participation at the high school level if needed. Should the demand increase for charter slots, then the district will petition the state board for additional slots.

The charter program will run as a school-within-a-school concept. The charter students will be grouped as a cohort, and their more limited course offerings will help ensure group integrity. Students and parents will sign the commitment to excellence agreement affirming their full participation in the charter program and recognizing the responsibilities. For each grade level of the charter program, a primary classroom will be designated. This classroom will serve as the core center of learning for the charter students at that grade level. Core classroom teachers (English, math, science, and social studies) will come, in turn, to the designated room to deliver instruction. Duplicate classroom materials will be housed in the room to ease teachers from transporting materials from the traditional classes they also teach. Foreign language instruction and/or other electives will also be delivered via distance learning in that classroom for that grade level. Technology will be utilized to deliver instruction as much as is feasible. This includes compressed video as well as on-line courses from the Arkansas Virtual High School. The charter students will attend elective courses in the high school, but the core group will be scheduled together as much as possible. Each classroom will be equipped with distance learning equipment, interactive white boards, mobile lap tops, and printers.

In order to address the issue of equity, traditional classrooms will also be equipped with interactive white boards. Mobile lap top computers are currently available for all students as well. Foreign language and other electives will also be made available to traditionally enrolled students, but those classes will be in a separate classroom from the charter classrooms.

This programming option addresses the parental request for continuation of the charter program while providing equal opportunity for students to have full participation in a well-rounded educational program regardless of charter/traditional selection. However, this charter option meets the request for a structured, disciplined environment within the existing high school setting.

The meeting concluded with the committee consensus to recommend charter ***expansion*** at the 10^{th} grade.

In a separate discussion, Mr. Washington shared with the committee a proposal currently being explored with Arkansas Northeastern College (ANC). This proposal provides for Science, Technology, Engineering, & Math (STEM) classes to be offered at the Burdette Campus for students in grades 11-12 beginning with the 2008-2009 school year. This option would provide learning opportunities for all students within the county. It would work in the same manner as the current Secondary Center Program, and this option would allow for concurrent classes to be offered. These classes would provide a viable option for students desiring an accelerated learning in the STEM areas.

The committee expressed satisfaction that this would be an option for continuation of the expanded charter program for students in grades 11-12. It was noted that the ANC program would not be limited to just charter students.

The committee will make the recommendation at the January Board Meeting. A January 25th public meeting has been tentatively scheduled pending board approval.

A request for charter expansion will be made at the State Board meeting. Ms. Bennett will be in contact with Ms. Brown to establish the proper timeline for submission.

Osceola High School Current Status

- 9th Grade –
  - Some students grouped together in some classes
  - Student/Parent Contract not being used effectively
  - No clear "charter" focus

Osceola High School Desired Status

- Viable option to provide continuation of charter services for students throughout high school
- Refocus on integration of technology and strong academic support as stated in mission
- Distinctive approach to continue to attract industry

Road Map to Success

- Clearly defined parameters for grades 9 – 10
- Technology used to supplement instructional delivery
- Some flexibility/choice of classes
- Additional support to assist students

9th Grade Course of Study

- PreAP English 9
- Algebra I/PreAP Geometry
- PreAP Civics
- PreAP Physical Science
- Computer Applications
- PE/Health
- EAST Lab
- Foreign Language

10th Grade Course of Study

- PreAP English 10
- PreAP Geometry/Algebra II
- PreAP World History
- PreAP Biology
- Computer Applications
- Speech/Drama
- EAST Lab
- Foreign Language

Where is the flexibility?

- Students/parents have the option of NOT enrolling in 2 of the prescribed classes and still be designated as charter students.

What about extra support?

- Tutoring will be available Monday through Thursday to students before and after school.
- Charter students who are not proficient or advanced on benchmark/end of course exams WILL BE REQUIRED to participate in the tutoring program.

Additional Requirements

- Full implementation of the Parent/Student Contract
- Community service project each year
- Participation in at least one academic contest each year (Quiz Bowl, Odyssey of the Mind, Science Fair, EAST Lab, etc.)

Who can participate?

- Any student in the Osceola Public School system may participate.
- Class size will be limited to 25 students per class for the 2007-2008 school year.
- A lottery system will be used to determine student participation if needed.

The Lottery Process

- High School Charter enrollment will begin February 1, 2007, and conclude on February 28, 2007.
- Should more than 25 applicants be received, the lottery will go into effect.
  - The lottery will be conducted by the school administration.
  - All students' names will be listed, and those names will be placed individually into the pool.
  - The first 25 names pulled will be allowed the opportunity to enroll.

What if there is a large demand for additional slots?

- The district will petition the State Board of Education for additional slots if there is a need.
- The "need" would have to be enough to justify an additional classroom. (at least 15 above the established limit of 25)

What will the charter program look like?

- Each grade level will a dedicated classroom.
- MOST classes will be taught in that room.
  - PE classes will be in the gym
  - EAST lab classes will be in the EAST Lab
  - Computer Applications will be in the business lab
  - Some science labs will be in the biology lab

Areas of Concern

- Duplicate classroom/teacher materials will be provided to eliminate the need to carry supplies to the charter classrooms.
- Traditional classrooms will be enhanced with additional technology.
- The full range of classes will be available to traditional students.

Charter Differences

- Class size
- Course options (somewhat limited)
- Contract requirements
- Service project
- Academic competition participation

Who should enroll in the high school charter program?

- Parents/students desiring a cohort (small group) learning environment.
- Parents/students desiring a more structured environment.
- Parents/students willing to follow a prescribed course of study.

What about 11th & 12th grades?

- A proposal is currently being explored with Arkansas Northeastern College (ANC) to provide Science, Technology, Engineering, and Math (STEM) classes at the Burdette campus beginning with the 2008-2009 school year.
- This would provide an option for 11th and 12th grade students to participate in a different programming option.

STEM Classes @ ANC

- The classes would work in the same fashion as the current Secondary Center Program.
- Students would be concurrently enrolled in ANC/OHS (or respective high school of residence).
- This is viewed by the Exploratory Committee as a viable option for students desiring an accelerated learning environment.

MINUTES OF THE BOARD OF EDUCATION
OSCEOLA SCHOOL DISTRICT NO. 1

Regular Meeting, Board of Education, Osceola School District No. 1
January 8, 2007
Administration Building

Members Present: James Baker, Sylvester Belcher, Steve Brothers, Ollie Collins, Carroll Smith, Michelle Weldon, and Sally Wilson

Members Absent: None

Others Present:		
	Milton Washington	Superintendent
	Mike Gibson	Attorney
	Trish Marks	Public Relations
	Christie Benham	Blytheville Courier
	Sandra Brand	Osceola Times

1. The meeting was called to order by Michelle Weldon at 6:23 p.m.

2. Carroll Smith offered the invocation.

3. Minutes were approved as submitted.

4. Motion Carroll Smith, seconded by Sylvester Belcher to adopt the timed agenda. All approved.

5. ACE Ice Launchers presented their invention and received 1st place.

6. Trish Marks presented the Public Relations report. A copy of this report is on file. She also presented a PowerPoint for Sally Bennett on the recommendations of the Charter Exploratory Committee. Mr. Belcher stated he wants to see the numbers. Mr. Washington said he would have the cost together for the next meeting.

   Motion Carroll Smith, seconded by Michelle Weldon to accept the Advisory Committee's recommendation to expand the Charter to 10th grade for the 2007-2008 school year. Motion passed 6 to 1. Mr. Belcher voted against the expansion.

7. Kim Reece presented a PowerPoint on the Parental Involvement Program and introduced the Parent Facilitators and Social Workers from each campus. All of which were present at the meeting.

8. Bubba Norvall and David Long With the Arkansas Game and Fish Commission presented the Board with the possibility of developing the school crop land into wildlife/environmental classrooms. It would be a 15 year contract with yearly rental payments estimating about $23,000 per year. He suggested keeping the best fields as farmland.

   Motion Sally Wilson, seconded by Carroll Smith to have Mr. Washington contact Chris Culvier to get a CRP plan together.

9. Motion Carroll Smith, seconded by Sally Wilson to adopt Policy # 2.1, 2.2, and 7.1. All approved.

   Motion Carroll Smith, seconded by Sally Wilson to adopt all policies from ASBA excluding section 3 and the revised section 8. All approved.

   Section 4 of the ASBA policies will be reviewed at the next meeting.

10. Mr. Washington handed out a list of projects and building deficiencies. The projects will be included in the Phase 2 Facilities Master Plan. Items with a life cycle of five years or less will be on the list and projects not completed in year 1 or year 2 will be on the list.

11. Mr. Washington stated that audit findings were in order.

12. Motion Carroll Smith, seconded by Ollie Collins to hire the following personnel as submitted. All approved. Billie Ann Collard – East Elem. P.E. Teacher, Aaron Gavin – High School Custodian, Keenan Goodlow – ACE Custodian, and Martha England – Food Service.

    Motion James Baker, seconded by Sally Wilson to accept Nicole Bryan's resignation and Dorothy Williams' Retirement. All approved.

13. Motion Carroll Smith, seconded by Sally Wilson to hire Randy Roberson as Dean of Students at West Elementary. All approved.

14. Motion Carroll Smith, seconded by James Baker to pay bills as listed. All approved.

15. Mr. Washington presented a copy of the budget and stated that a Project Manager for the Facilities Master Plan is needed to oversee all construction and projects and that a job description will be developed before the next meeting.

16. The School Board will be hold a Public Meeting on January 25th at 6:00 p.m. at the High School Cafeteria to present the Facilities Master Plan and a Special Meeting, to consider the Superintendent's contract, will follow.

    An Expulsion Hearing is scheduled for January 16, at 6:00 p.m.

_____

(Signed) Mr. Steve Brothers, President

_____

(Signed) Mr. Ollie Collins, Secretary

AUCTION

Luxora, AR • Saturday, February 3, 10:00 a.m.

LOCATION-Luxora, AR-From the Quick Shop on Hwy 61, go across RR tracks, turn left on Rail Road St. go to Jefferson, turn right.

"Harvey Grimes Estate-83 years old, Farmer & Mechanic"

TRACTORS & EQUIPMENT

- IH 1486, Cab, Duals
- IH 1066, Duals
- 500 Gal. Fuel Wagon
- 3 pt Ditcher
- 3 pt Boom Pole
- 2-IH Chisel Plows, 15'
- 2-Chevy Grain Truck, 1 w/dump
- FC 6 Row Do-All
- IH 480 Disk
- Bowman 40' Boom
- JD 4 Wheel Trailer
- Servis 5' Shredder
- 300 Bu grain cart
- 3 pt Blade, 6'
- IH 915 Combine
- 1000 Gal. Water Wagon
- IH #900 Planter 8 Row
- 3 pt Dirt Scoop
- JD 7100 Planter 9 Row
- Antique Road Grader
- Wick Bar

LASSIC AUTOMOBILES - 1958 & 1959 Edsel's * Early 60's IH Mobile gas station service truck, 1 ton, Flat bed, ique * These Auto's have been stored in Barn * Old car parts

INS - Winchester 22 Auto, Mdl 250 * New Haven 410 Pump * Ruger 44 Magnum Carbine * Remington Nylon 66 Auto * Remington Sportsman 58, Auto 12 ga * Ranger 22 single shot * 12 ga single shot

OP TOOLS - Lots of hand tools * A frame w/Yale chain hoist * 3 floor jacks * Drill press * Welder * Lg. Vise * Shop les * Tool Boxes * Hyd Jacks * Grinders * 2 Lg. Anvils * Shop Press * Come A Longs * Chains * Marquette Battery arger * Bolt bins * Cable * Tubs * Chain Saws * Acy Torch * Heaters * 4 Wheel cart * Barrell Dolly * 2 Air Compressors hop Fan * Cords * Wood Stove * Radios * Lots Misc.

c. - CB Tower * CDE Rotor Transmitter * Radar Laser Detector * Old Cotton Scales * Cobra Cam 89 Base Station * Iron * Claw ft. Bath Tub * 2 Shops full-Much More!!

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considered over weight or obese. L. B. Keller was the program chairman. *(Photo By Jennifer Weaver)*

Chocolate fantasy is prepared

Meander your way through tables laden with delicacies such as Chocolate Almond Coconut Macaroons, Chocolate Nut Toffee Bars, Double Decker Fudge and White Chocolate Amaretto Cheese Balls - just to name a few.

Members of Chapter CI, PEO invite everyone to indulge themselves in this chocolate adventure. The event will take place Sunday, Feb. 11 from 2-4 p.m. in the Governors Ballroom at Arkansas Northeastern College, 2501 S. Division St., in Blytheville.

Tickets can be purchased in advance for $6 from any Chapter CI member or for $7 at the door the day of the event.

chair advisor.

To register, call Arkansas Northeastern College at (870) 762-3167.

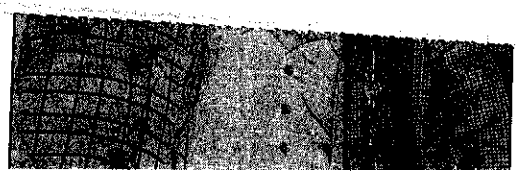
Charter Expansion Public Meeting

Academic Center of Excellence

Date: February 8, 2007
Time: 6:30 p.m.
Location: Osceola High School

A public meeting will be held to discuss the details of the proposed expansion of the current charter school system to the 10th grade. This public is encouraged to attend.

Credit Recovery
Online Courses
Osceola



Charter Expansion Public Meeting

Academic Center of Excellence

Date: February 8, 2007
Time: 6:30 p.m.
Location: Osceola High School

A public meeting will be held to discuss the details of the proposed expansion of the current charter school system to the 10th grade. This public is encouraged to attend.

designed to be compatible with all existing application programs. Student may purchase textbooksle at the ANC Bookstore.

To register, call Arkansas Northeastern College at (870) 762-3167.

Arts Council presents evening of Blues

The Arts Council of Mississippi County will present "An Evening of Rhythm and Blues" presented by Charles Motton Saturday, Feb. 16 at 9 p.m..

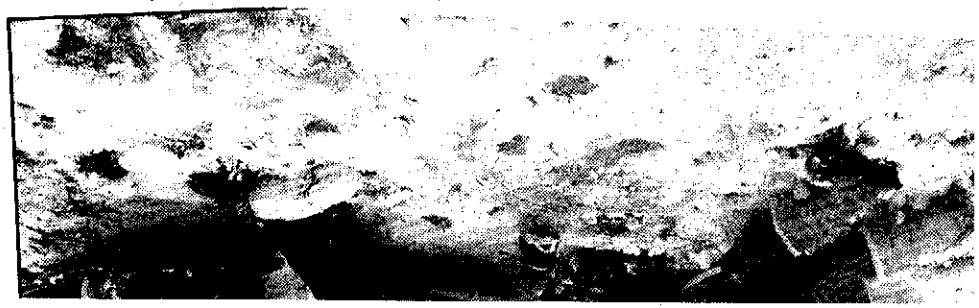
The event will be held at The Ritz Civic Center in Blytheville.

However, Glenn will be remembered at CYRO for much more than his work performance. Glenn had a big heart and followed through by taking action to help people in need and serve his community. Glenn defined community very broadly, serving several weeks over the past year in New Orleans following Hurricane Katrina. He also volunteered locally in several other ministries, setting an example for others to follow.

Those at CYRO will remember Glenn's energy, his love of technology, his ability to solve a problem, and his delighted grin when a thing went well.

We'll miss you.
Your friends at CYRO Industries

Arkansas and Mississippi County received two separate snowfalls on Jan. 31 and ... Friday and Friday. Children of all ages took the oppor... Clifton and Kayla Clifton.



February 5, 2007

Attention Parents

The Osceola School Board approved an expansion of the current charter school system in the Osceola School District to include 10th grade beginning in the 2007-2008 school year. Although it has been approved at the local level, the proposed expansion still needs to be approved by the Arkansas Department of Education.
A public meeting has been scheduled to discuss the details of the proposed charter school expansion. All parents are invited and encouraged to attend.

Date: **February 8, 2007**
Time: **6:30 P.M.**
Location: **Osceola High School cafeteria**

O.H.S. Faculty Meeting, February 6, 2007

Mr. Washington and Mrs. Bennett presided over the charter school discussion and presentation. Mrs. Sergeant presided over the teacher committees grade checks.

Topic: Expansion of O.H.S. Charter school to 9th and 10th grades

- 2 types of Charter schools: 1) Open enrollment = operates outside of public education; can enroll anyone from any district, state, etc. 2) Conversion charter = may enroll only students from that school district
- Discussed the differences in our current charter school and the regular school
- Good charter school takes time to build; Osceola charter schools are "in process" and will continue to improve. OHS will expand the charter school to include 9th and 10th grades.
- Mitch Holifield of A.S.U. = served as advisor to the district exploratory committee in developing charter schools. Committee members were named.
- Two charter schools were turned down recently, Dell and Burdette
- OHS charter school should provide improved technology, strong academic support, and a more controlled environment: will provide tutoring before and after school. Tutoring will be required of charter students if they do not score proficient or above on benchmarks and EOC tests. There will be a community service requirement. Students will have to participate in one academic competition such as Odyssey of the Mind, Quiz Bowl, East Lab, etc.
- Charter school enrollment will be limited to 25 per grade. A lottery will be held if more than 25 students apply. Applications will be distributed from February 1 to February 28.
- One or two classrooms will be dedicated to the charter students. The language arts, math, foreign language, and history teachers will move to the Charter classroom. Duplicate sets of books will be provided. Charter students will move to lab classes such as science, EAST lab, business, computer skills.
- There is a prescribed course of study for each charter grade, 9th and 10th. Students and parents may opt out of up to 2 of the prescribed classes in order to take special classes such as band. However, the charter school will have a set schedule of classes and the student must work around that schedule when changing classes.
- The plan is for 11th and 12th grade charter students to participate in the STEM program through ANC. This program will also be open to regular students. STEM = Science, Technology, English and Math. STEM is expected to be open in 2008-09 through ANC Burdette. IT will provide elevated opportunities for students desiring a strong academic background.
- Parents of charter students want a highly managed environment for their students. The Osceola charter schools was featured in The Wall Street Journal, showing the schools greatly helped to attract industry to our community
- Open to questions and answers:
    1) How can the OHS charter school get special technology when our regular classrooms do not have even the minimal technology needed?

A technology needs assessment will be administered soon. Teachers should list their needs.

2) If teachers move to the designated charter classroom, will they not lose much time in setting up equipment, etc.? Teachers will be expected to be professional about getting to class on time.
3) Teachers voiced discontent at moving to the charter classroom. The move was defended because it will only be for one class period per teacher and the charter school will help improve OHS. We should all work toward a positive attitude. Try it before condemning it.
4) How will charter teachers be paid? Equipment, books, etc? Regular district funding

- Teachers were told that Mr. Washington walked through the school and saw only 4 teachers standing and delivering education. Told to be active. One teacher expressed concern over the comment. There are appropriate times for a teacher to sit.
- Teachers were told that they are doing their hall duties as well as they should. Teachers on duty will help control the environment of the school. Teacher = as teachers, we are "worn down". Students are not disciplined when they cause problems.
- Smart core is provided to all students unless a parent signs off. Common core will probably go away.
- The parental involvement with the Osceola charter school is probably not as strong as it should be.
- Next faculty meeting will be Tuesday, Feb. 13 = devoted to test training. All teachers should attend. There will be a make-up session.
- Teacher committees met to peruse the list of their assigned students in order to check for extensive absences. 12 or more absences will result in grades being pulled.

Sign in Sheet
Charter Expansion Public Meeting
February 8, 2007

PLEASE PRINT

	Name	Student Name
1.	Brenda Meadows	
2.	Sharon McGee	
3.	Ellouise Dubster	
4.	Trisha Marks	Mackenzie Marks
5.	Kim Pollard	Hannah + Carol Pollard
6.	James Pollard	
7.	Sylvester Belcher	
8.	Dorothy Richmond	
9.	Mrs. Washington	
10.	Ralph Wilson Sr.	
11.	Betty Travis	
12.	Linda King	Sharkur King
13.	Rita Parker	Kori Ruffin / Natara Roberts
14.	Jerry Smith	
15.	Sandra Calles	Tanna Buck
16.	[illegible]	Kendrell Calles
17.	[illegible]	Lance Wilson
18.	Sally Wilson	
19.	Carolyn Buford	Brandon Buford
20.	Jammie A. Hood	Marriah Cash
21.	Sarah [illegible]	
22.		
23.		
24.		
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Academic Center of Excellence

Proposed Expansion

Osceola High School Current Status

- 9th Grade –
  - Some students grouped together in some classes
  - Student/Parent Contract not being used effectively
  - No clear "charter" focus

Osceola High School Desired Status

- Viable option to provide continuation of charter services for students throughout high school
- Refocus on integration of technology and strong academic support as stated in mission
- Distinctive approach to continue to attract industry

Road Map to Success

- Clearly defined parameters for grades 9 – 10
- Technology used to supplement instructional delivery
- Some flexibility/choice of classes
- Additional support to assist students

9th Grade Course of Study

- PreAP English 9
- Algebra I/PreAP Geometry
- PreAP Civics
- PreAP Physical Science
- Computer Applications
- PE/Health
- EAST Lab
- Foreign Language

10th Grade Course of Study

- PreAP English 10
- PreAP Geometry/Algebra II
- PreAP World History
- PreAP Biology
- Computer Applications
- Speech/Drama
- EAST Lab
- Foreign Language

Proposed 9th & 10th Grade Schedules for 2007-2008

Charter Classroom	Period	Activity Classrooms
PreAP English Grade 9	1	Speech/Drama (10)
PreAP Civics (9)	2	EAST Lab (10)
Spanish I (9)	3	Computer App. (10)
PreAP Geometry (9)	4	PreAP Biology (10)
PreAP English (10)	5	PreAP Phys. Sci. (9)
PreAP W. History (10)	6	EAST Lab (9)
Algebra II (10)	7	PE/Health (9)
Spanish II (10)	8	Computer App. (9)

Where is the flexibility?

- Students/parents have the option of NOT enrolling in 2 of the prescribed classes and still be designated as charter students.

What about extra support?

- Tutoring will be available Monday through Thursday to students before and after school.
- Charter students who are not proficient or advanced on benchmark/end of course exams WILL BE REQUIRED to participate in the tutoring program.

Additional Requirements

- Full implementation of the Parent/Student Contract
- Community service project each year
- Participation in at least one academic contest each year (Quiz Bowl, Odyssey of the Mind, Science Fair, EAST Lab, etc.)

Who can participate?

- Any student in the Osceola Public School system may participate.
- Class size will be limited to 25 students per class for the 2007-2008 school year.
- A lottery system will be used to determine student participation, if needed.

The Lottery Process

- High School Charter enrollment will begin February 1, 2007, and conclude on March 15, 2007.
- Should more than 25 applicants be received, the lottery will go into effect.
  - The lottery will be conducted by the school administration.
  - All students' names will be listed, and those names will be placed individually into the pool.
  - The first 25 names pulled will be allowed the opportunity to enroll.
  - As positions open, the lottery process will be used to fill the slots.

What if there is a large demand for additional slots?

- The district will petition the State Board of Education for additional slots if there is a need.
- The "need" would have to be enough to justify an additional classroom. (at least 15 above the established limit of 25)

What will the charter program look like?

- A classroom will be dedicated for core courses.
- MOST classes will be taught in that room.
  - PE classes will be in the gym.
  - EAST lab classes will be in the EAST Lab.
  - Computer Applications will be in the business lab.
  - Science labs will be in the biology lab.
- Technology will be a key component.
  - Computers
  - Distance learning

Areas of Concern

- Duplicate classroom/teacher materials will be provided to eliminate the need to carry supplies to the charter classrooms.
- Traditional classrooms will be enhanced with additional technology. (A needs assessment will be conducted.)
- The full range of classes will be available to traditional students.

Charter Differences

- Class size
- Course options (somewhat limited)
- Contract requirements
- Service project
- Academic competition participation

Who should enroll in the high school charter program?

- Parents/students desiring a cohort (small group) learning environment.
- Parents/students desiring a more structured environment.
- Parents/students willing to follow a prescribed course of study.

What about 11th & 12th grades?

- A proposal is currently being explored with Arkansas Northeastern College (ANC) to provide Science, Technology, Engineering, and Math (STEM) classes at the Burdette campus beginning with the 2008-2009 school year.
- This would provide an option for 11th and 12th grade students to participate in a different programming option.

STEM Classes @ ANC

- The classes would work in the same fashion as the current Secondary Center Program.
- Students would be concurrently enrolled in ANC/OHS (or respective high school of residence).
- This is viewed by the Exploratory Committee as a viable option for students desiring an accelerated learning environment.

Osceola School District
Charter Expansion Public Meeting
February 8, 2007

The meeting was opened at approximately 6:30 P.M. with greetings to those in attendance by Milton Washington, Osceola School District Superintendent. Mr. Washington explained the purpose of the public meeting and the charter exploratory committee formed for the purpose of researching possible charter expansion options. Twenty-two people were present representing approximately 11 students as follows;

High School:	3
Middle School/ACE:	2
Elementary:	2
Unknown:	4

Sally Bennett, Osceola School District Assistant Superintendent, presented a power point presentation detailing the proposed charter expansion to include the 10th grade in the 2007-2008 school year as recommended by the Charter Exploratory Committee. She informed the group that the expansion has been approved by the Osceola School Board but still needs approval by the Arkansas Department of Education. In the presentation, she gave an overview on the current status of the 9th grade charter class and what the proposed 9th and 10th grade classes would include next year.

She informed the group that the proposed 9th and 10th grade classes would be limited to 25 students per class. In those classes, the students would be limited to a set schedule of courses on the PreAp/AP tract. The charter students would have a designated classroom in which they would be housed for part of their schedule. The other classes would be taken in the prescribed classrooms within the high school. The students and parents would have the option to opt out of 2 of the prescribed classes and still be considered a charter student. Tutoring would be offered before and after school for these students and would be required for those students not meeting proficient or advanced on their end of course or benchmark exams. In addition to the schedule, the parent contract would be strictly adhered to, the students would have to complete one community service project each year, and compete in one academic contest each year as well. In the event of more than 25 students applying per grade for the program, the Osceola School District would go to a lottery system for enrollment. If there was a greater interest in enrollment (more than 15 additional students per class), the school district would petition the state board for additional slots for the appropriate grade level.

Ms. Bennett informed the group that the charter option is available to all students in the Osceola School District. Those parents/students desiring a cohort, more structured learning environment with a prescribed course of study, should enroll in the program. Ms. Bennett also informed the group that it was the recommendation of the Charter Exploratory Committee that when the charter students reach the 11th and 12th, they could enroll in the STEM (Science, Technology, Engineering, and Math) program that will be

offered at the Arkansas Northeastern College Burdette Campus beginning in 2008-2009. The STEM program is a county wide program which will be available to all high school students in Mississippi County.

The floor was opened for group discussion and the following questions and comments were discussed during the meeting:

Questions:

1. Where does the funding for the charter school come from?
2. What's the purpose of having an additional charter to have these classes when we already offer PreAP and AP classes?
3. What's the difference in grade point average and test scores between the charter and traditional students in AP courses?
4. What is the difference and why are we taking away public school money?
5. Doesn't the money follow the student?
6. If they are not a charter student, are they not a public school student?
7. What is our charter track record so far for enrollment?
8. Why don't you fix the 9th grade first before you start the 10th grade?
9. What is the purpose of the STEM courses if credits cannot be transferred? Will the credits be accepted at all colleges?
10. How will the teachers go to the designated classroom?
11. Is the PreAP/AP curriculum still going to be the same?
12. Are we not getting additional grant money?
13. What if the charter parents want 11th grade? Will this happen again next year?
14. How far in advance are the meetings publicized?
15. When will the school board give certified teachers the opportunity to vote on this proposed charter?

Comments:

1. Seems like we are trying to separate our students.
2. Just a smaller class size.
3. Most AP classes are of smaller size anyway.
4. Charter school may draw more students to the school system.
5. We are parents that are happy with the charter and we want it to continue.
6. A select committee is choosing this, not the public.
7. I commend the school board and administration for this plan.
8. The Chamber of Commerce voted unanimously to support the charter concept and expansion.

Ms. Bennett stated that we are not changing the focus of the charter school. This is just another education option for the parents of the school district. PreAP and AP courses are more rigorous courses at a higher level and all students, whether charter or traditional, are welcome to take these courses.

Mr. Washington closed the meeting and thanked all of those in attendance. The meeting

was dismissed at approximately 7:20 P.M.

THE ARKANSAS DEPARTMENT OF

Education

Conversion Charter School Renewal Application

Deadline for Submission: January 14, 2005

Arkansas Department of Education
Charter School Office
8221 Ranch Blvd.
Little Rock, AR 72223
501.682.1287

ORIGINAL

Application Instructions

In accordance with Arkansas Code Annotated § 6-23-101 et. seq., the State Board of Education is authorized to renew charters on a one-year or multiyear basis, not to exceed three (3) years. The State Board of Education may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the school: a) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; b) failed to satisfy generally accepted accounting standards of fiscal management; or c) failed to comply with this chapter or other applicable law or regulation.

1. This application for renewal must be approved by the governing board of the sponsoring entity prior to being submitted to the State Board of Education for consideration.

2. Attachments should be labeled as indicated in the application and submitted in the prescribed order.

3. Submit ten (10) complete paper copies of the entire document. The original copy must include signatures in blue ink. One copy (less attachments) must also be submitted on a 3.5-inch diskette. Do not send copies in binders.

4. List of attachments to be provided:

    a. Documentation that the district's Board of Directors has voted to approve this application for renewal
    b. Copy of the school's 2004-2005 Arkansas Consolidated School Improvement Plan (ACSIP)
    c. Copy of the school's 2003-2004 Standards Assurance Report
    d. Copy of the school's 2003-2004 Special Education Monitoring Report
    e. Copy of the 2002-2003 School Report Card
    f. Copy of the 2004-2005 Equity Compliance Report

5. Return completed application and all required copies no later than **Friday, January 14, 2005** to:

    Arkansas Department of Education
    Charter School Office
    8221 Ranch Blvd.
    Little Rock, AR 72223

Conversion Charter School Renewal Application

Section I - Contact Information:

School District Name:	**Osceola School District**
Name of Charter School:	**Academic Center of Excellence**
School LEA #	**47-13-702**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Ellouise Tubbs** **112 N. School Street** **Osceola, AR 72370** **870-563-2150** **870-563-1025** **etubbs@oscmiddle.crsc.k12.ar.us**
Name of Superintendent: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Milton Washington** **2750 W. Semmes, Osceola, AR 72370** **870-563-2561 ext. 7** **870-563-2181** **mwashington@ohs.crsc.k12.ar.us**

Superintendent's Signature Milton Washington

Date Jan. 11, 2005

Section II – Enrollment and Student Demographics:
In the spaces below, please list the total district enrollment, the enrollment of the charter school, grades served by the charter school, and the enrollment of students in the charter by classification requested.

Current District Enrollment (2004-2005): 1622

Charter School Enrollment (2004-2005): 353 **Grades Served (2004-2005):** 1-8

Charter School Enrollment by Year: 2001-02 n/a 2002-03 209 2003-04 255

Grades Served by Year: 2001-2002 n/a 2002-2003 5-8 2003-2004 4-8

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Current District Enrollment by Category	Percentage of Students Enrolled in District
Special Education	37	10%	275	17%
Gifted & Talented	85	24%	248	15%
Migrant Students	0	0%	8	<1%
LEP Students	0	0%	2	<1%
African-American	192	54%	1195	74%
Asian	0	0%	0	0%
Hispanic	3	<1%	17	<1%
Native American	0	0%	0	0%
Caucasian	155	44%	407	25%
Free & Reduced Lunch	353 *Provision II District	100% *Provision II District	1622 *Provision II District	100% *Provision II District

Section III – Admissions Policy
In the space provided, describe the methods for applying for admission, enrollment criteria, and student recruitment and selection processes, including the process for the admission of students by a lottery (*A charter school that is over-enrolled must use a random, anonymous student selection process to be eligible to receive federal funds*).

Any student residing in the Osceola School District in grades 1 – 8 may apply for admission to the Academic Center of Excellence. Enrollment forms are available in the school offices at any time. A parent interview with the principal must be conducted in order to develop an understanding of the school's goals and to secure a commitment to its principles. In the first year of operation, student recruitment was conducted by convening a public hearing, newspaper solicitation, and word of mouth. Feeder schools were also visited.

First year enrollment provided for approximately 55 students per grade level, somewhat short of the 75 student per grade level initially sought. Staffing was provided to serve all students enrolled. All students who applied and agreed to the commitment of excellence agreement were enrolled. Due to the current staffing constraints at this point in the school year, a waiting list is in place.

It is expected that additional staffing will be provided to meet any growing demands. If student numbers exceed the established ceiling, a random-style lottery drawing will be held. If any of the currently enrolled students choose not to enroll or leave the district, a new lottery will be held of the entire pool to fill the spot.

Use additional space as needed

Section IV – Performance Goals

Part A: Original Performance Goals

In the space provided, list each of the school's student academic performance goals contained in the original charter and provide supporting data and narrative documentation of the school's progress in achieving each goal.

Goal # 1: Establish baseline data for grades 4, 5, 6, 7, and 8.

- Each student enrolled in September participated in a SAT9 assessment to establish baseline data. This data is reflected on the attached charts.

Goal # 2: Give a pre-baseline test created by teachers for all grades in the first month of school.

- Teachers administered an "open response" type prompt to all students to serve as a baseline sample.

Goal # 3: Establish previous year baseline data from SAT9 and benchmark test scores.

- Individual student test data has been gathered and developed into spreadsheets by grade level for data desegregation as reflected on the attached charts.

Expectation #1: Fifty percent of the students at each grade level will show one year growth on baseline tests at the end of the year.

- End of year tests were administered during the testing windows in April. Data was disaggregated when test results were returned. When spring 2005 testing is completed, data will be evaluated to determine growth based on 6th and 8th grade criterion-referenced tests.

Expectation #2: Ten percent of the ACE students will improve their benchmark and SAT9 test scores.

- All tests were administered during the established testing windows in April. However, with the administration of the Iowa Test of Basic Skills conversion scores are not available to show growth.

Expectation #3: Test data from ACE will be compared to grades 3, 4, 5, 6, 7, and 8 in the district.

- The comparison occurred when test results were returned. The comparison results were favorable. The results show that ACE scored above the district in most areas. Grade 3 test data will not be available until spring 2005 testing has been completed. At the fourth grade in literacy, ACE students scored at the **67%** proficient or above compared to the district's overall score of 56% for 2004. At the sixth grade in literacy, ACE students scored at the **14%** proficient or above in 2003 compared to the district's score of 9%. In 2004, ACE sixth grade students scored **43%** proficient or above compared to the district's score of 22%. At the

eighth grade level in literacy, ACE students scored at the **52%** proficient or above in 2003 compared to the district's score of 28%. In 2004, ACE eighth grade students scored at the **42%** proficient or above compared to the district's score of 26%. Math scores have been equally impressive. In 2004, fourth grade students scored **48%** proficient or above compared to the district's score of 41%. At the sixth grade level, ACE students 16% scored proficient or above in 2003 and **55%** proficient or above in 2004 compared to the district's scores of 10% and 24% respectively. At the eighth grade level, ACE students scored **10%** proficient or above in 2003 and **17%** proficient or above in 2004 compared to the district's scores of 4% and 6% respectively. On the end of course Algebra I exam, ACE students scored **58%** proficient or above in 2003 and **90%** proficient or above in 2004 compared to the district's scores of 16% and 21% respectively.

Expectation #4: Attendance goal of 95% the first year.

- First year daily attendance rate was 97%.
- Current year daily attendance rate to date is 97%.

Expectation #5: Parent involvement goal of 75% the first year.

- Parent involvement has been approximately 70% for parent-teacher conferences. A parent advisory committee has been formed, and the group is taking an active role in school activities. Officers have been elected for the 2003-2004 school year. The organization is taking an active role in planning parent involvement activities as well as student activities.

Part B: New Performance Goals

In the space provided, list student academic performance goals that the school would like to add to their charter for the next three years and provide data and narrative documentation on how the school will measure progress toward achieving each goal.

The goals and expectations from the previous three years will remain our goals for the next three years. The exception will be the use of test scores from the ITBS instead of the SAT9.

Expectation # 5: Parent involvement goal of 75%. This goal will be set at 80% for the next three years.

- A Parent Advisory Committee has been formed and officers are elected each year. This committee has taken a major role in the performance of the Charter School. The parents on this committee plan most of the student and parent activities. This committee will help to develop ways to get more parents involved and to find ways to assure that all parents follow the rules and guidelines they signed upon enrolling their child.

Expectation # 6: Community Involvement

- The Academic Center of Excellence will increase the number of professionals coming into the classrooms to talk to the classes as well as field trips to local businesses and organizations. The staff would like to provide our students with the knowledge and ability to be an asset to the businesses in the community when they graduate. It is our belief that if they are exposed to what goes on in the businesses, then they will know what they need to do to prepare themselves for the work force.

Expectation # 7: Increase hands-on activities, research projects, and writing projects

- The staff at the Academic Center of Excellence, grades 1-8, will spend some time every nine weeks making sure the students have ample opportunity to work on projects that require higher order thinking skills.

Expectation # 8: It is the desire of the ACE staff and parents that more pre-AP classes, art classes, foreign language classes, and college prep classes are offered at ACE.

- ACE would be able to offer more of these classes if all of our teachers were able to stay on campus. At the present time teachers are traveling to other campuses. It is our expectation that additional staff will be hired in order to offer these classes.

Expectation # 9: The teachers on the West elementary campus have expressed a desire to have charter students separated from the other students during recess and lunches.

- It is the expectation of these teachers to be isolated as a Charter School so they can be truly independent from the regular school. As scheduling will permit, this accommodation will be made.

Section V – Test Data

On the following pages, provide test data on the students' academic performance on the Benchmark exams, the Stanford Achievement Test, and any other assessment instruments utilized by the charter school. Provide narrative documentation to explain each year's performance and how this supports the charter school's academic goals.

Narrative on Academic Performance Test Data

Benchmark Exams – ***(Use Combined Population)***

2000-2001

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	131	49%	33%	18%	0%
4th Grade Mathematics	131	66%	16%	10%	8%
6th Grade Literacy	129	60%	33%	7%	0%
6th Grade Mathematics	129	76%	22%	2%	1%
8th Grade Literacy	129	39%	36%	19%	5%
8th Grade Mathematics	129	72%	21%	6%	1%

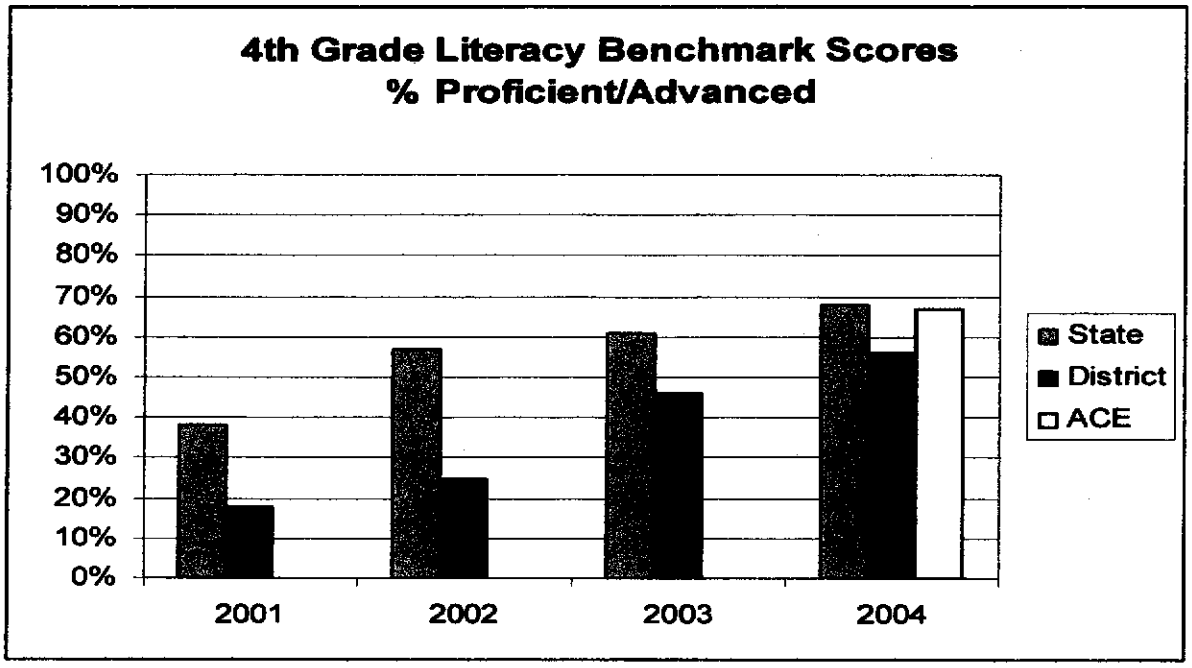
2002 - 2003	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	NA	NA	NA	NA	NA
4th Grade Mathematics	NA	NA	NA	NA	NA
6th Grade Literacy	57	30%	56%	14%	0%
6th Grade Mathematics	57	53%	32%	14%	2%
8th Grade Literacy	52	23%	25%	46%	6%
8th Grade Mathematics	52	42%	48%	8%	2%

Stanford Achievement Test (Fall)

5th Grade Subtests and Totals	Charter School 2000-2001 Percentile Rank	Charter School 2001-2002 Percentile Rank	District 2000-2001 Percentile Rank	District 2001-2002 Percentile Rank	State 2000-2001 Percentile Rank	State 2001-2002 Percentile Rank
Total Reading	n/a	n/a	35-4	30-4	n/a	n/a
Total Math.	n/a	n/a	41-5	38-4	n/a	n/a
Language	n/a	n/a	43-5	34-4	n/a	n/a
Spelling	n/a	n/a	48-5	43-5	n/a	n/a
Study Skills	n/a	n/a	42-5	33-4	n/a	n/a
Science	n/a	n/a	30-4	34-4	n/a	n/a
Social Science	n/a	n/a	26-4	35-4	n/a	n/a
Listening	n/a	n/a	29-4	30-4	n/a	n/a
Using Info.	n/a	n/a	34-4	35-4	n/a	n/a
Thinking Skills	n/a	n/a	33-4	34-4	n/a	n/a
Basic Battery	n/a	n/a	40-5	36-4	n/a	n/a
Complete Battery	n/a	n/a	37-4	36-4	n/a	n/a

Stanford Achievement Test (Fall)

5th Grade Subtests and Totals	Charter School		District		State	
	2002-2003 Percentile Rank	2003-2004 Percentile Rank	2002-2003 Percentile Rank	2003-2004 Percentile Rank	2002-2003 Percentile Rank	2003-2004 Percentile Rank
Total Reading	40-5	47-5	30-4	36-4	n/a	n/a
Total Math.	43-5	62-6	38-4	54-5	n/a	n/a
Language	40-5	52-5	34-4	48-5	n/a	n/a
Spelling	43-5	47-5	43-5	49-5	n/a	n/a
Study Skills	37-4	41-5	33-4	37-4	n/a	n/a
Science	38-4	45-5	34-4	41-5	n/a	n/a
Social Science	42-5	42-5	35-4	38-4	n/a	n/a
Listening	39-4	47-5	30-4	39-4	n/a	n/a
Using Info.	41-5	44-5	35-4	39-4	n/a	n/a
Thinking Skills	42-5	50-5	34-4	42-5	n/a	n/a
Basic Battery	42-5	51-5	36-4	44-5	n/a	n/a
Complete Battery	41-5	49-5	36-4	43-5	n/a	n/a


4th Grade Literacy Benchmark Scores
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
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10%
0%
2001
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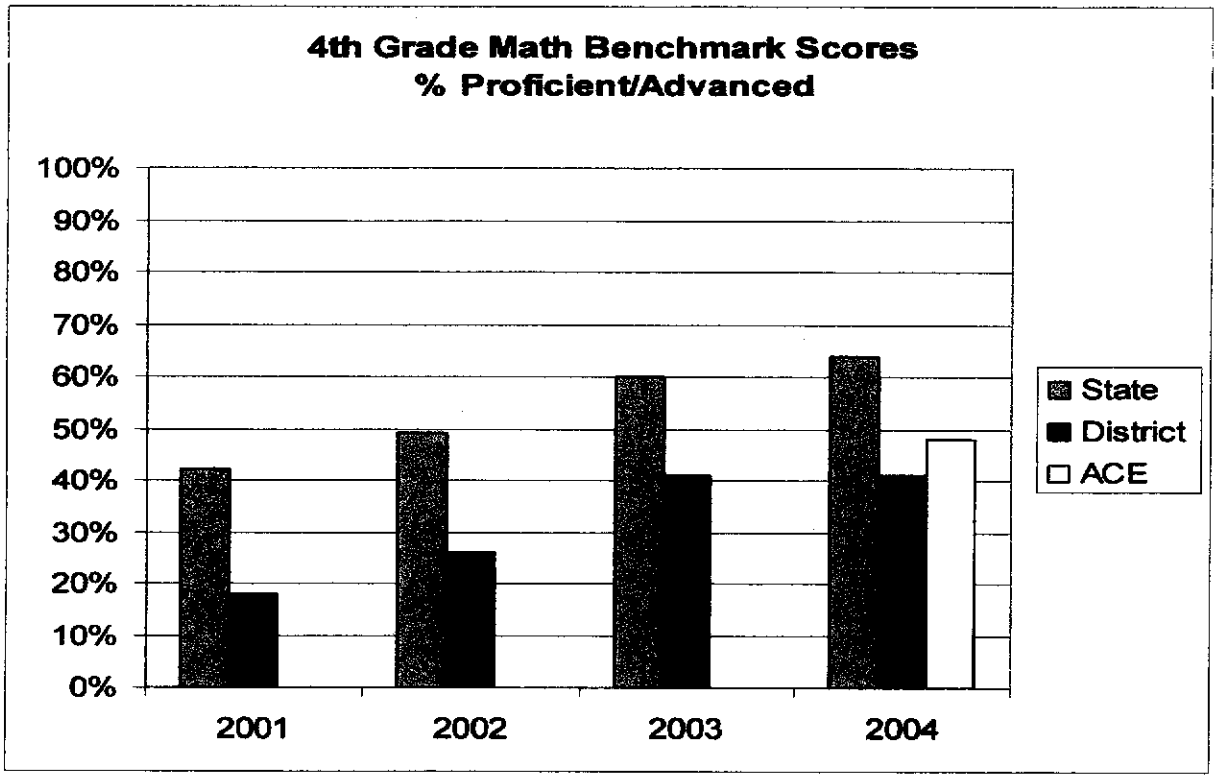
ACE


4th Grade Math Benchmark Scores
% Proficient/Advanced
100%
90%
80%
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2001
2002
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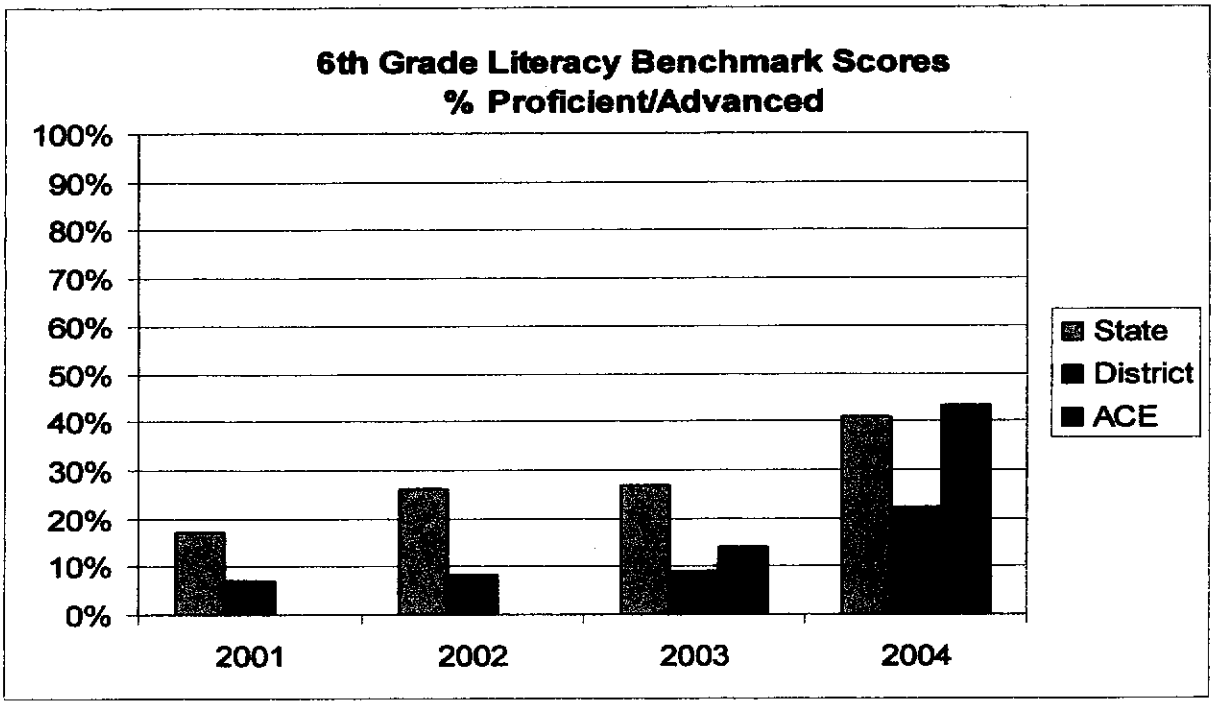
State
District
ACE


6th Grade Literacy Benchmark Scores
% Proficient/Advanced
100%
90%
80%
70%
60%
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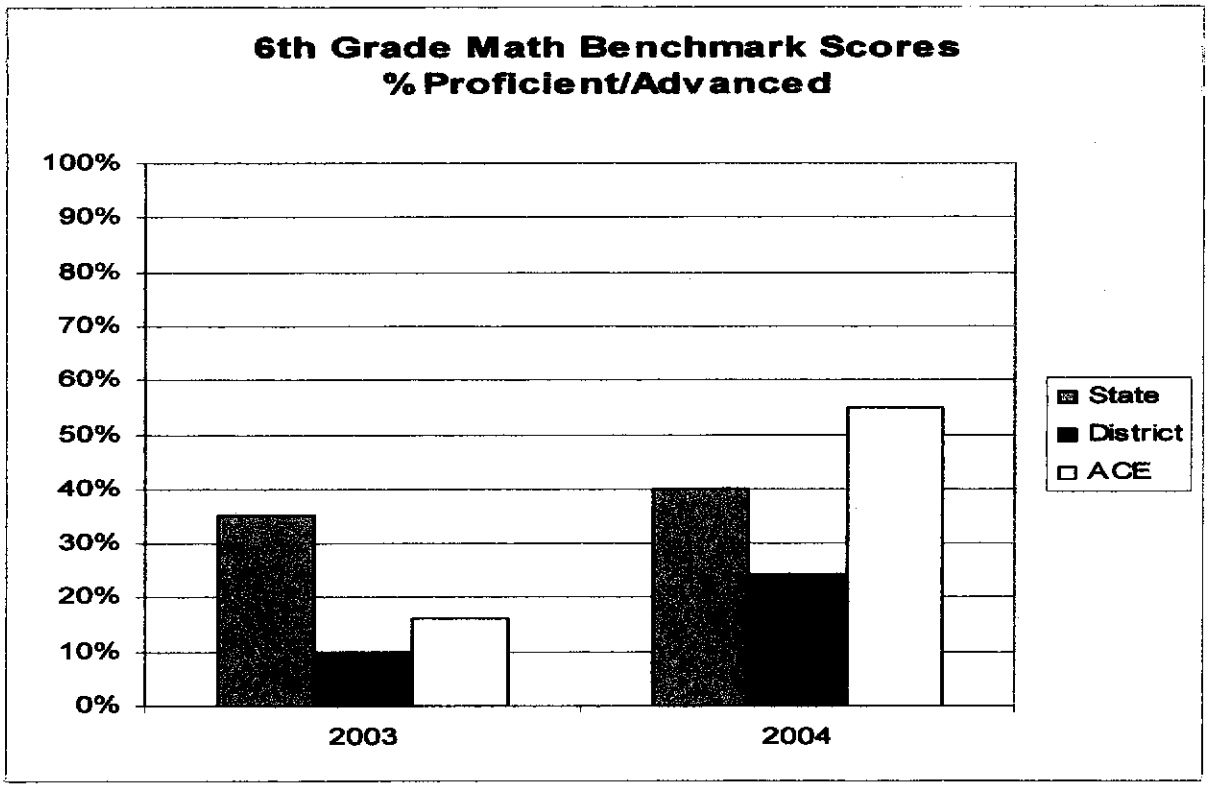
ACE


6th Grade Math Benchmark Scores
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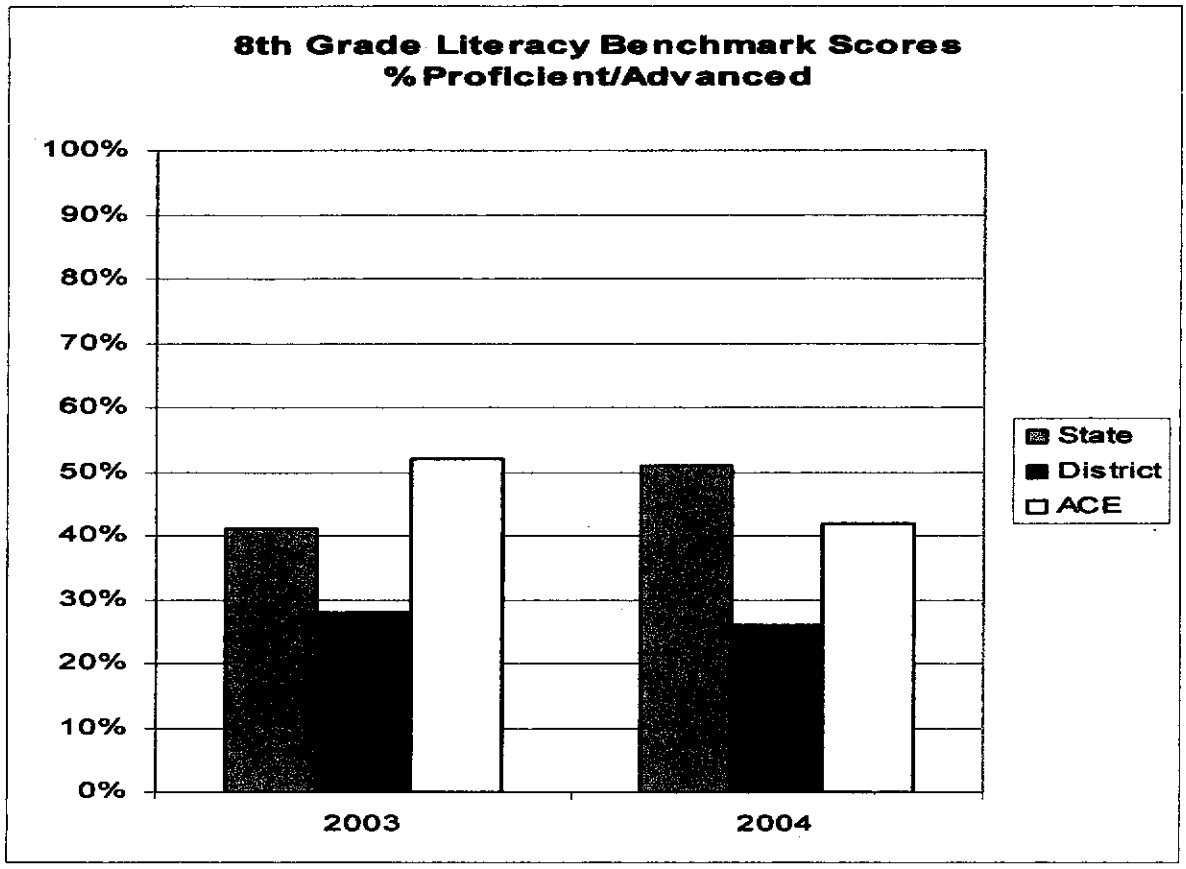
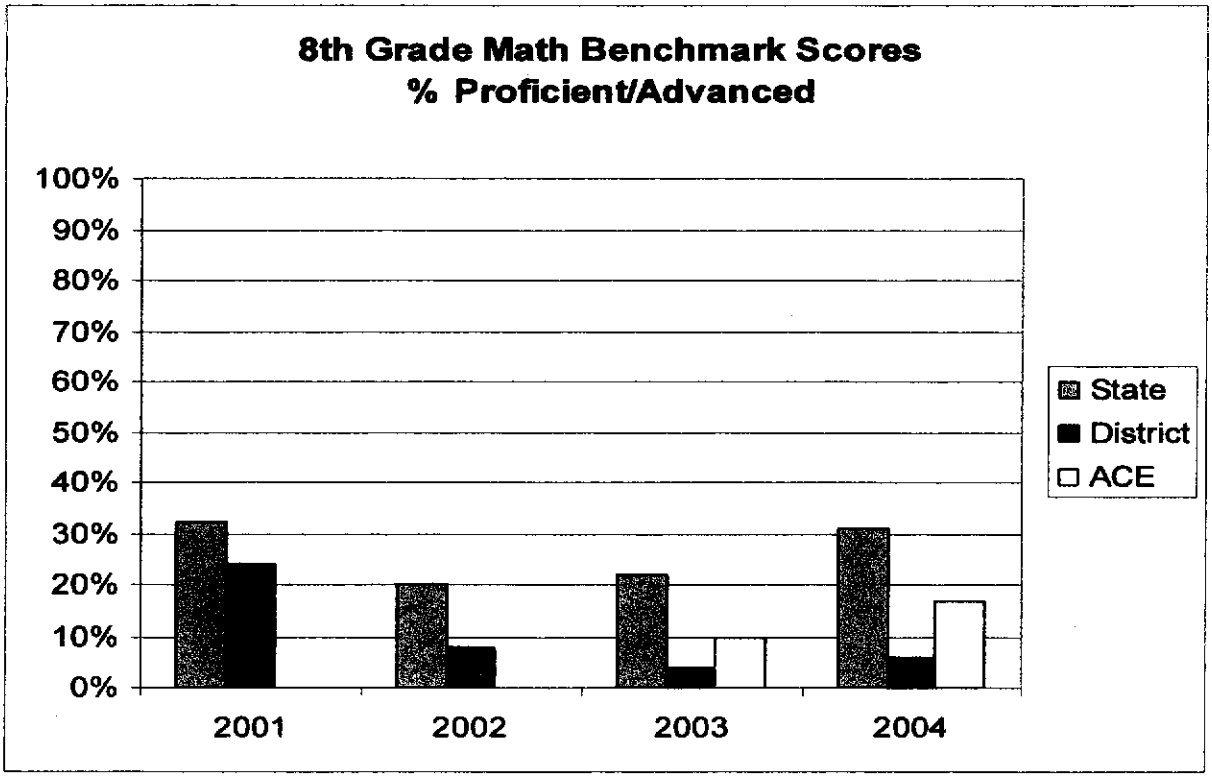

8th Grade Literacy Benchmark Scores
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2003
2004
State
District
ACE


8th Grade Math Benchmark Scores
% Proficient/Advanced
100%
90%
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10%
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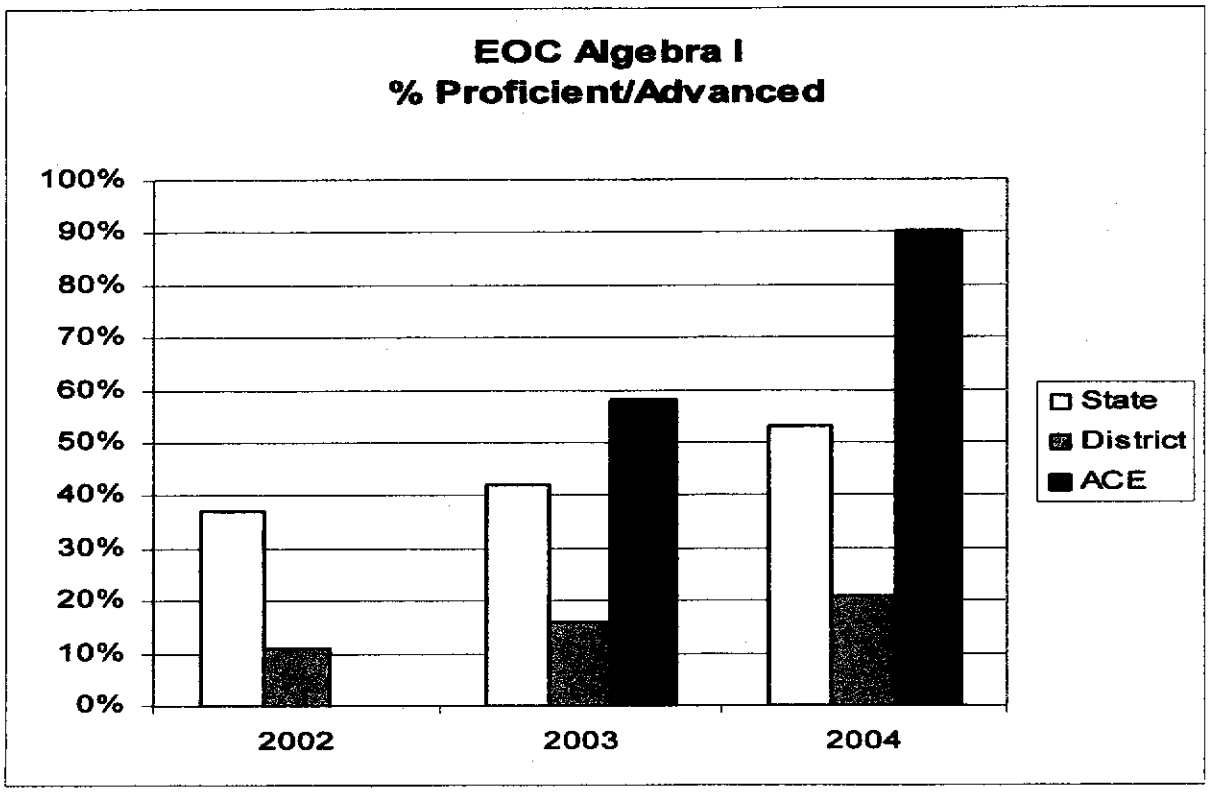
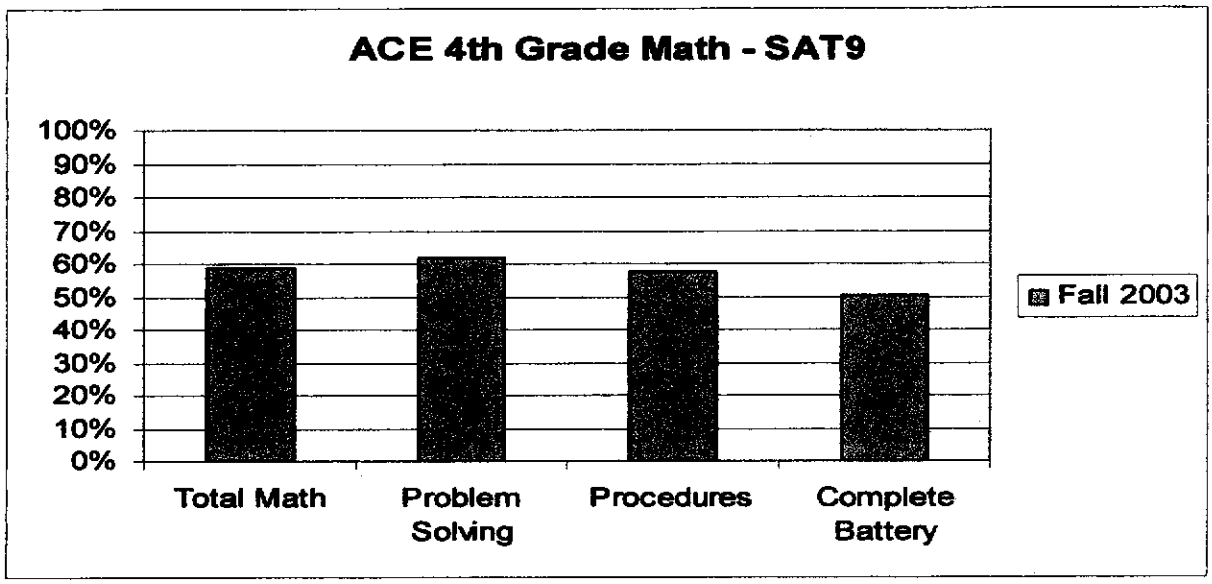
2001
2002
2003
2004
State
District
ACE


EOC Algebra I
% Proficient/Advanced
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
2002
2003
2004
State
District
ACE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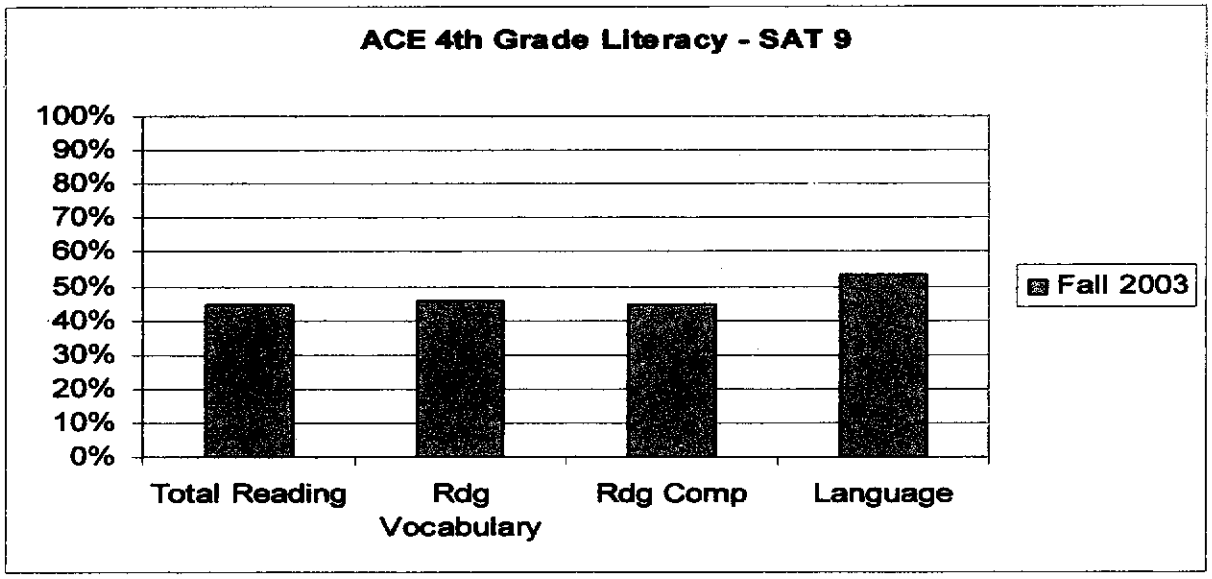
Total Math
Problem Solving
Procedures
Complete Battery
Fall 2003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Total Reading
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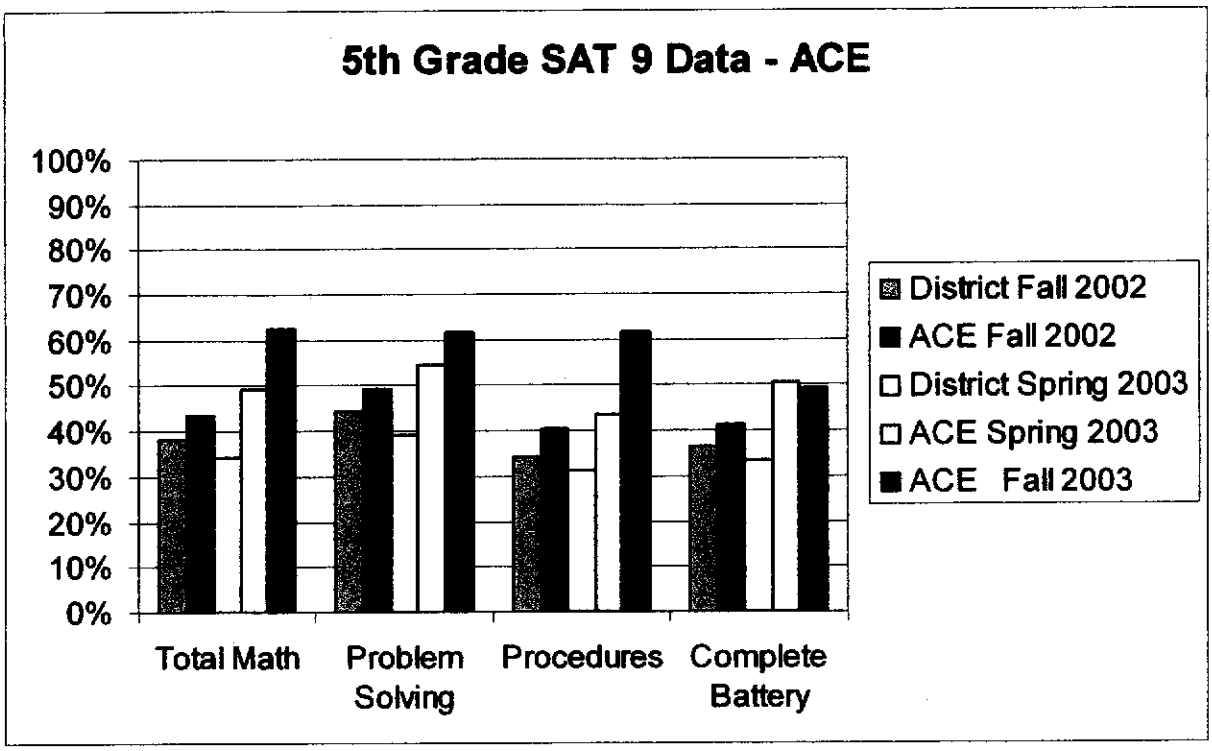
Language
Fall 2003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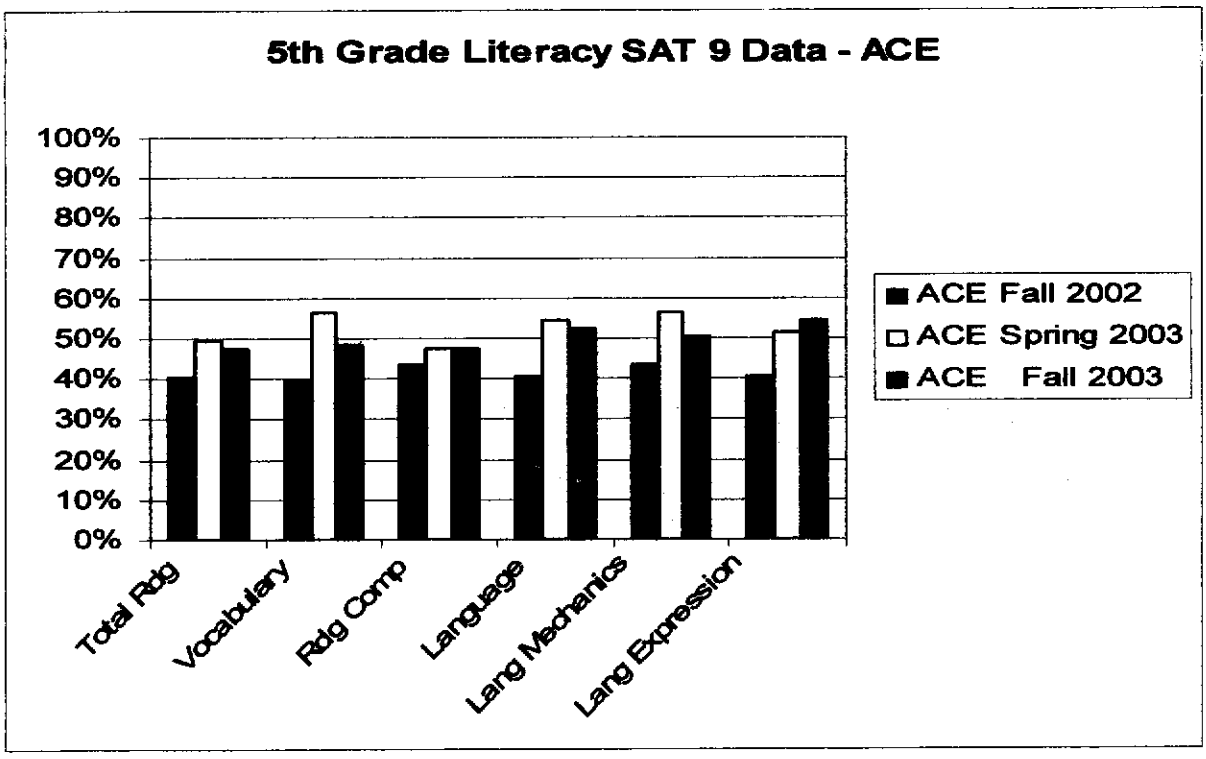
Problem Solving
Procedures
Complete Battery
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003
ACE Fall 2003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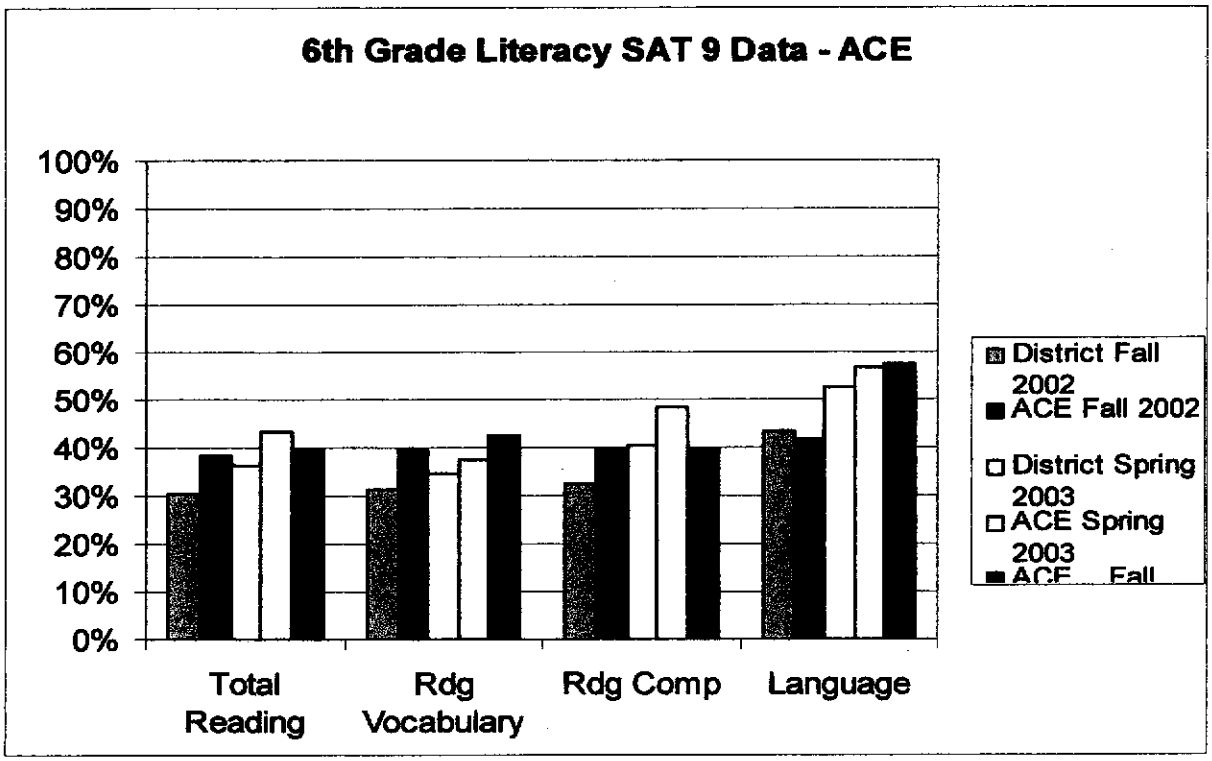
Vocabulary
Rdg Comp
Language
Lang Mechanics
Lang Expression
ACE Fall 2002
ACE Spring 2003
ACE Fall 2003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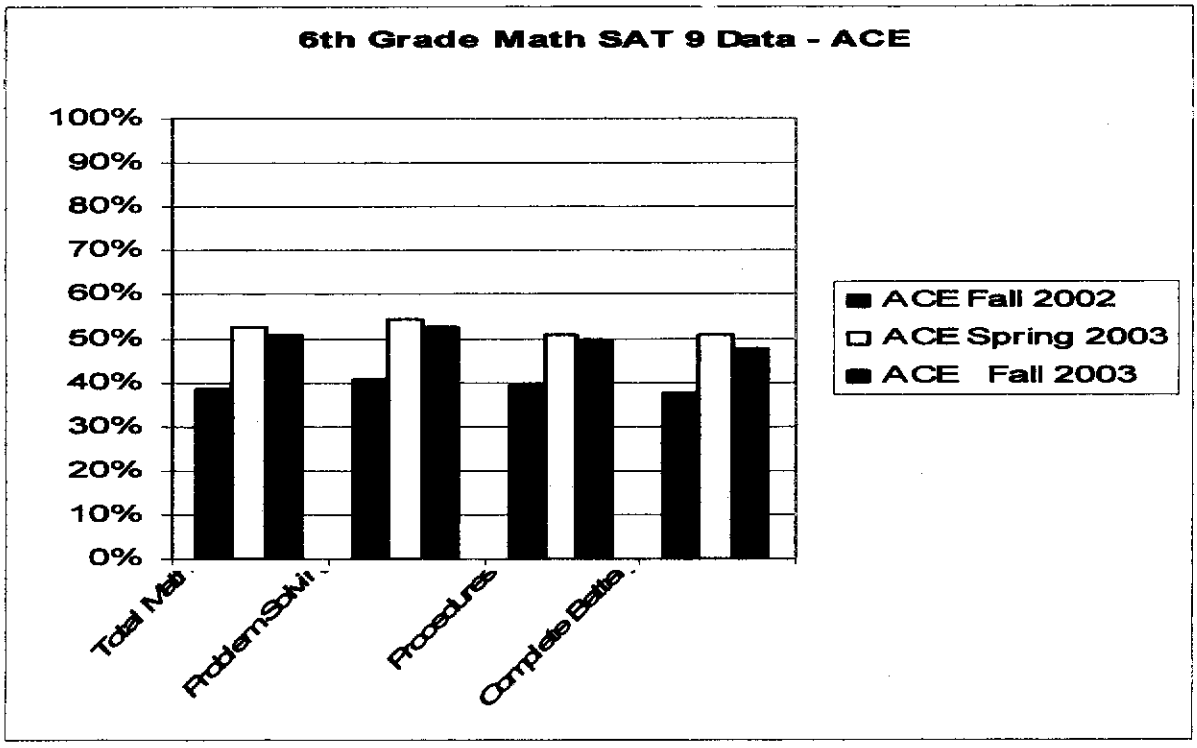
Total Reading
Rdg Vocabulary
Rdg Comp
Language
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003
ACE Fall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ACE Fall 2002
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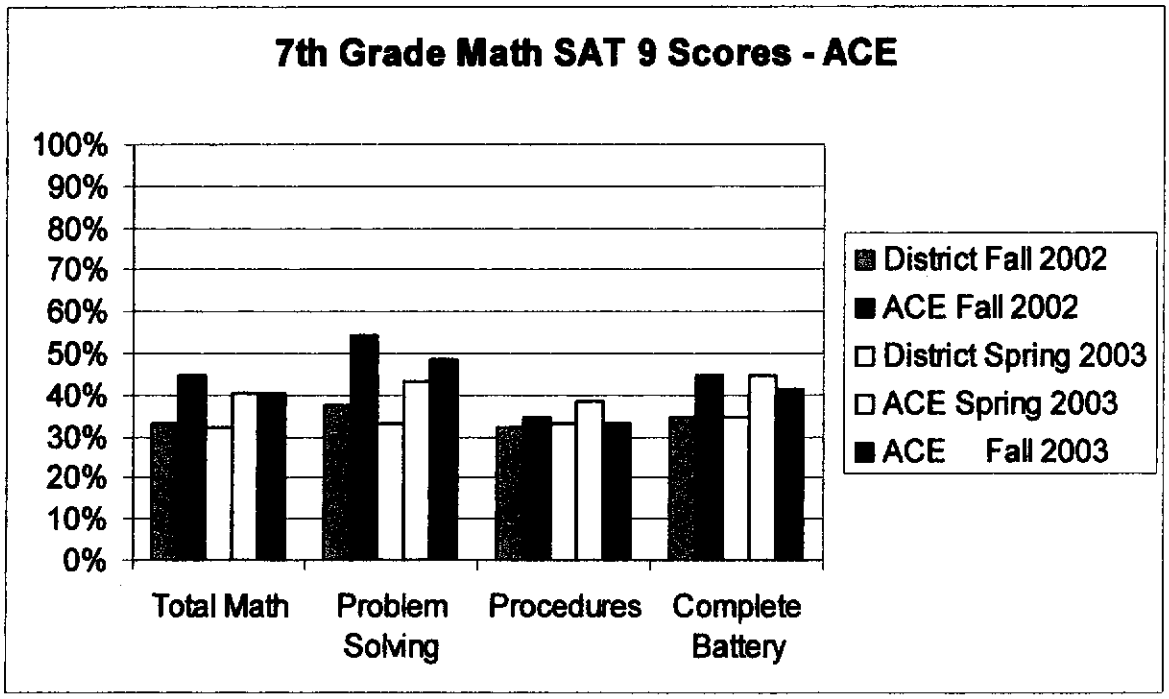
7th Grade Math SAT 9 Scores - ACE
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90%
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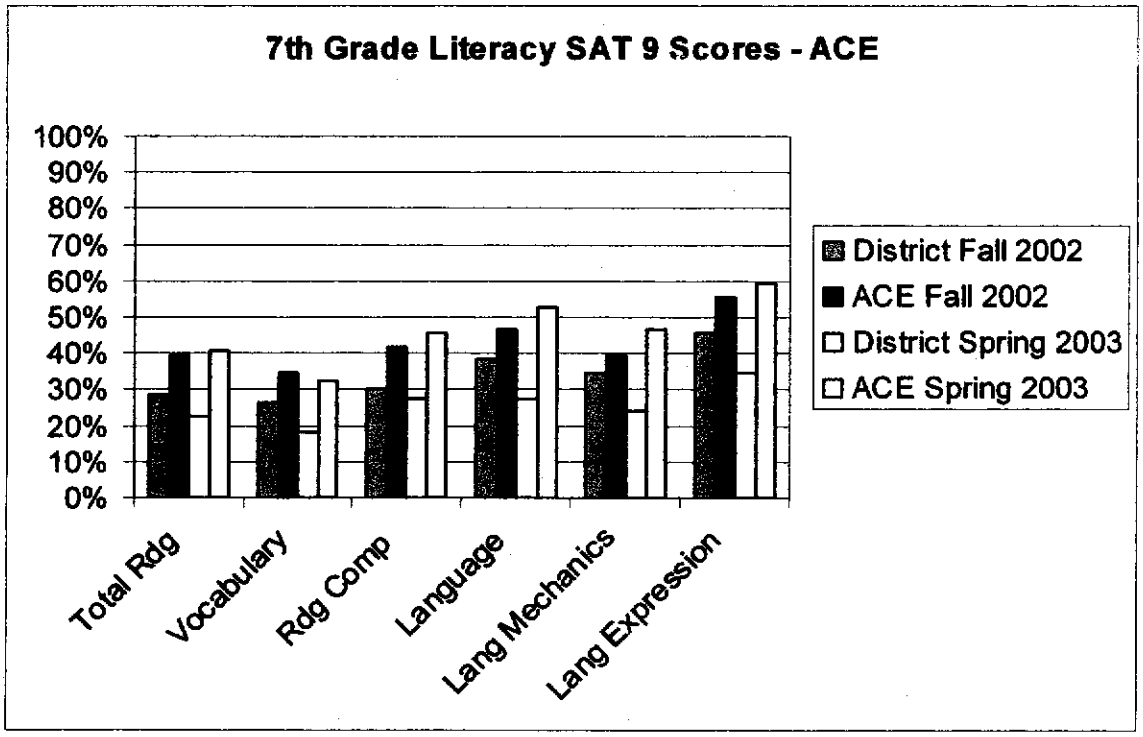
Total Math
Problem Solving
Procedures
Complete Battery
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003
ACE Fall 2003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90%
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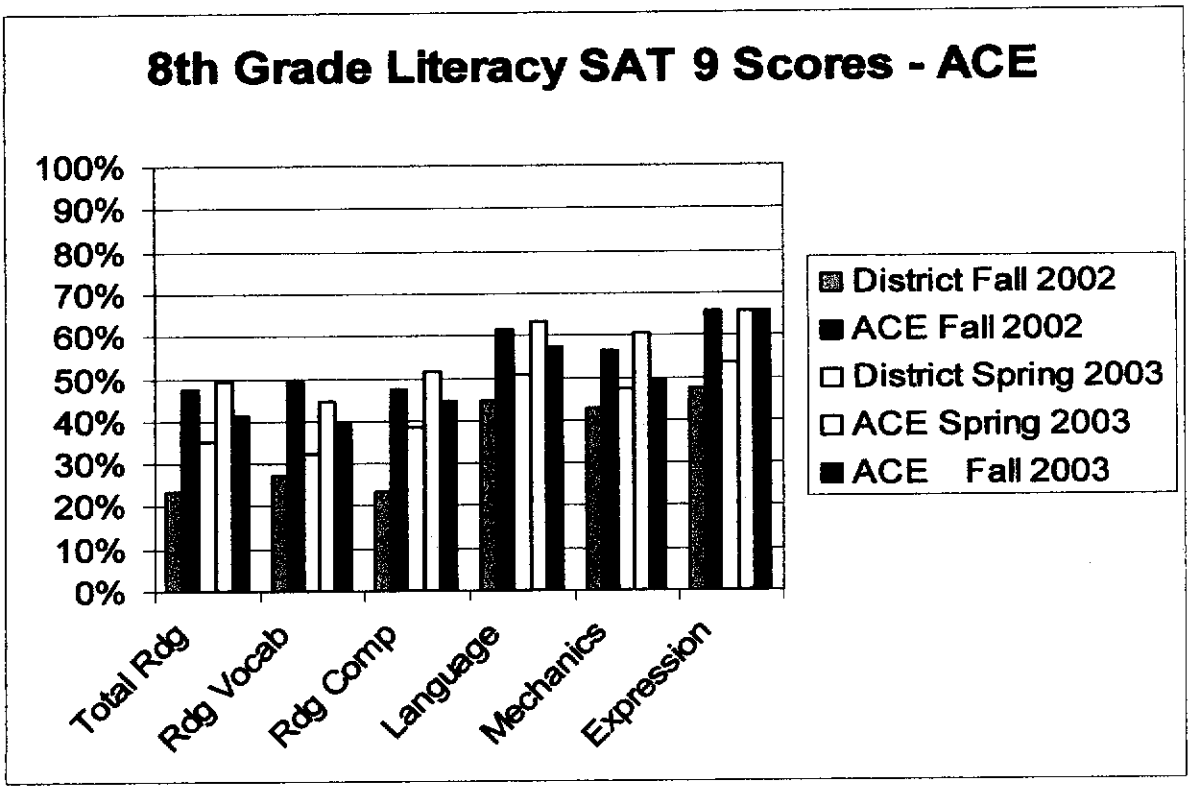
Total Rdg
Vocabulary
Rdg Comp
Language
Lang Mechanics
Lang Expression
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003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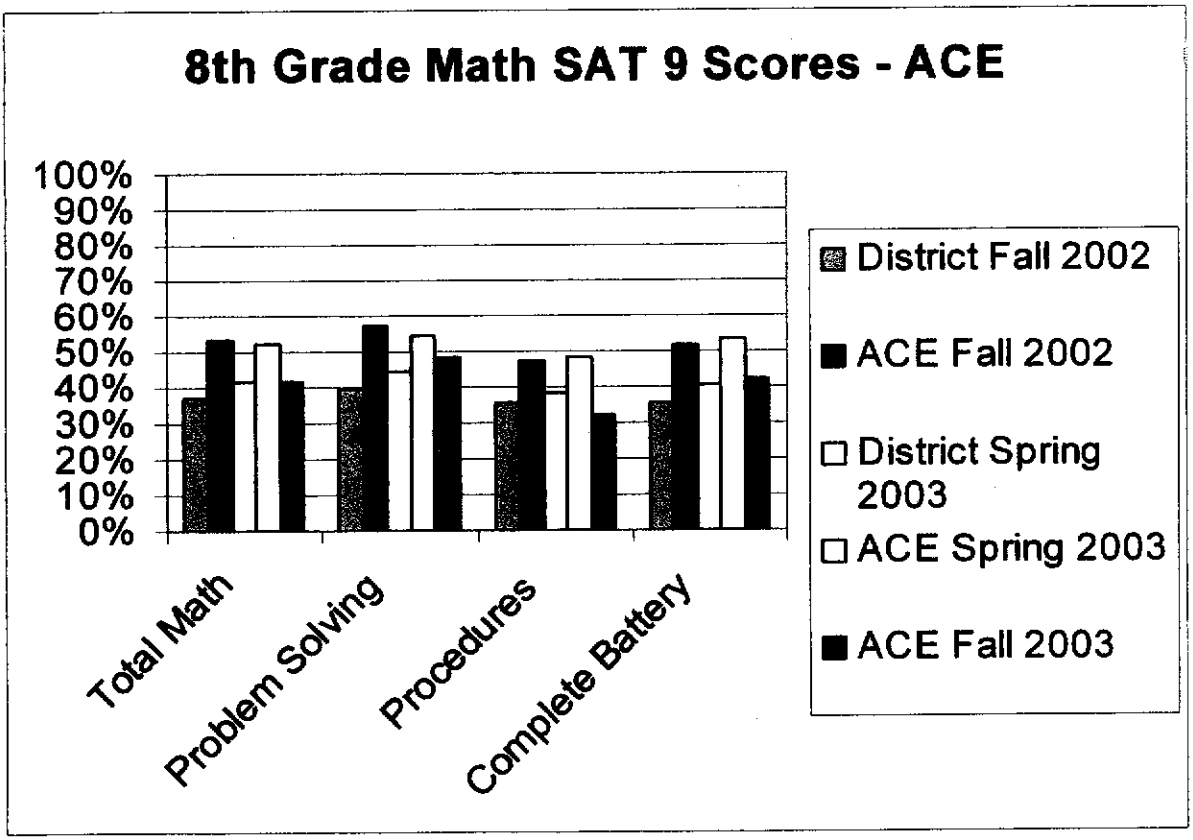
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Total Rdg
Rdg Vocab
Rdg Comp
Language
Mechanics
Expression
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003
ACE Fall 2003


8th Grade Math SAT 9 Scores - ACE
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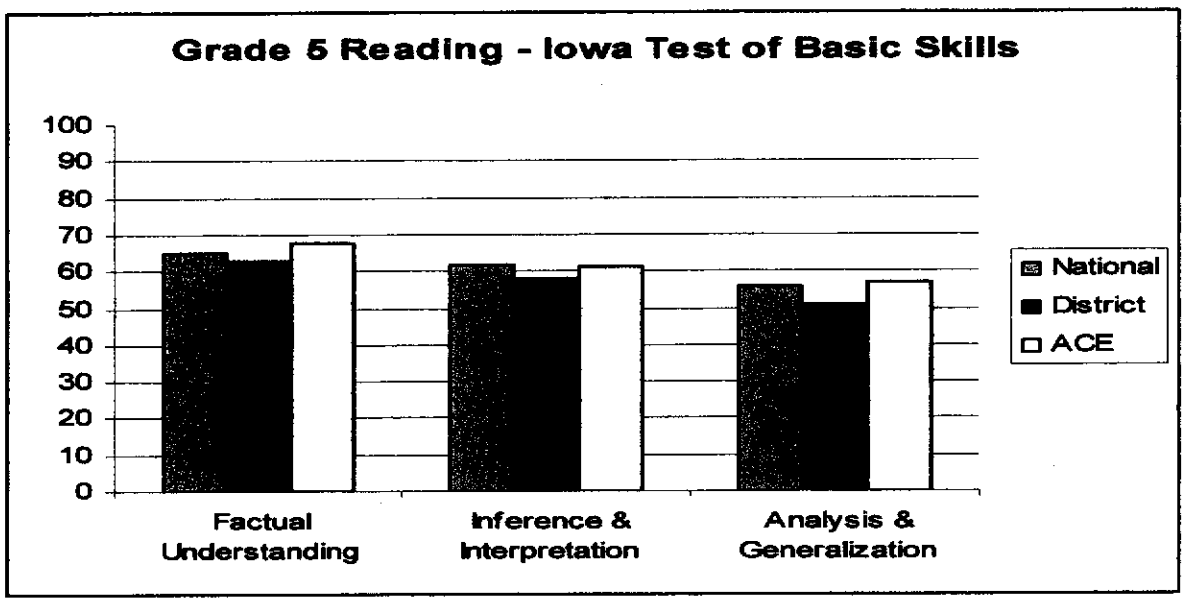
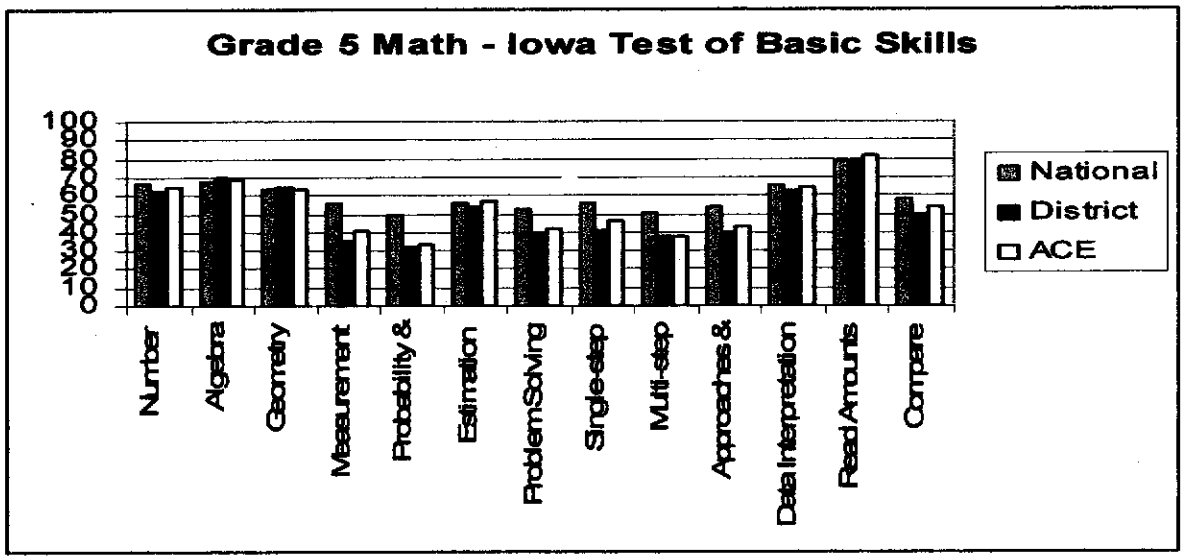
Total Math
Problem Solving
Procedures
Complete Battery
District Fall 2002
ACE Fall 2002
District Spring 2003
ACE Spring 2003
ACE Fall 2003





Use additional space as needed

Benchmark Exams – ***(Use Combined Population)***

2002-2003 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	n/a	n/a	n/a	n/a	n/a
4th Grade Mathematics	n/a	n/a	n/a	n/a	n/a
6th Grade Literacy	57	30%	56%	14%	0%
6th Grade Mathematics	57	53%	32%	14%	2%
8th Grade Literacy	52	23%	25%	46%	6%
8th Grade Mathematics	52	42%	48%	8%	2%
End of Course Exam – Alg. 1	19	0%	42%	58%	0%
End of Course Exam – Geometry	n/a	n/a	n/a	n/a	n/a
Grade 11 – Literacy Exam	n/a	n/a	n/a	n/a	n/a

2002-2003 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	117	26%	27%	45%	1%
4th Grade Mathematics	117	34%	24%	26%	15%
6th Grade Literacy	134	42%	49%	9%	0%
6th Grade Mathematics	134	64%	25%	9%	1%
8th Grade Literacy	124	34%	38%	26%	2%
8th Grade Mathematics	124	58%	38%	3%	1%
End of Course Exam – Alg. 1	102	27%	57%	16%	0%
End of Course Exam – Geometry	91	44%	46%	10%	0%
Grade 11 – Literacy Exam	102	28%	47%	23%	2%

Benchmark Exams – *(Use Combined Population)*

2003-2004 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	68	4%	28%	60%	7%
4th Grade Mathematics	68	34%	18%	19%	29%
6th Grade Literacy	42	7%	50%	31%	12%
6th Grade Mathematics	42	19%	26%	38%	17%
8th Grade Literacy	35	11%	46%	31%	11%
8th Grade Mathematics	35	31%	51%	14%	3%
End of Course Exam – Alg. 1	10	0%	10%	60%	30%
End of Course Exam – Geometry	n/a	n/a	n/a	n/a	n/a
Grade 11 – Literacy Exam	n/a	n/a	n/a	n/a	n/a

2003-2004 – District Totals

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
4th Grade Literacy	139	13%	31%	51%	5%
4th Grade Mathematics	139	41%	18%	17%	24%
6th Grade Literacy	124	39%	40%	18%	4%
6th Grade Mathematics	124	48%	28%	18%	6%
8th Grade Literacy	101	28%	47%	22%	4%
8th Grade Mathematics	101	57%	37%	59%	1%
End of Course Exam – Alg. 1	102	27%	52%	18%	3%
End of Course Exam – Geometry	85	46%	29%	20%	5%
Grade 11 – Literacy Exam	81	25%	56%	20%	0%

Stanford Achievement Test

5th Grade Subtests and Totals	Charter School 2001-2002 Percentile Rank	Charter School 2002-2003 Percentile Rank	Local District 2001-2002 Percentile Rank	Local District 2002-2003 Percentile Rank	State 2001-2002 Percentile Rank	State 2002-2003 Percentile Rank
Total Reading	n/a	40-5	30-4	30-4	n/a	n/a
Total Math.	n/a	43-5	38-4	38-4	n/a	n/a
Language	n/a	40-5	34-4	34-4	n/a	n/a
Spelling	n/a	43-5	43-5	43-5	n/a	n/a
Study Skills	n/a	37-4	33-4	33-4	n/a	n/a
Science	n/a	38-4	34-4	34-4	n/a	n/a
Social Science	n/a	42-5	35-4	35-4	n/a	n/a
Listening	n/a	39-4	30-4	30-4	n/a	n/a
Using Info.	n/a	41-5	35-4	35-4	n/a	n/a
Thinking Skills	n/a	42-5	34-4	34-4	n/a	n/a
Basic Battery	n/a	42-5	36-4	36-4	n/a	n/a
Complete Battery	n/a	41-5	36-4	36-4	n/a	n/a

Iowa Test of Basic Skills

5th Grade Subtests	Charter School 2004 Percentile Rank	Local District 2004 Percentile Rank	State 2004 Percentile Rank
Comprehension	52%	45%	n/a
Concepts & Estimation.	45%	41%	n/a
Prob. Solv. & Data Interp.	42%	41%	n/a
Concepts & Prob. Solv.	n/a	n/a	n/a

5th Grade: Standford Achievement Test 2002-2003 Percentile Rank by Race

Subtests and Totals	African-American District/Charter		Asian	Hispanic	Native-American	White District/Charter	
Total Reading	29%	33%	n/a	n/a	n/a	63%	68%
Total Math.	35%	37%	n/a	n/a	n/a	61%	61%
Language	34%	44%	n/a	n/a	n/a	63%	64%
Spelling	41%	45%	n/a	n/a	n/a	56%	51%
Study Skills	28%	33%	n/a	n/a	n/a	61%	71%
Science	25%	31%	n/a	n/a	n/a	71%	74%
Social Science	28%	33%	n/a	n/a	n/a	59%	65%
Listening	21%	28%	n/a	n/a	n/a	63%	69%
Using Info.	30%	35%	n/a	n/a	n/a	66%	72%
Thinking Skills	26%	32%	n/a	n/a	n/a	63%	67%
Basic Battery	32%	37%	n/a	n/a	n/a	62%	64%
Complete Battery	31%	36%	n/a	n/a	n/a	63%	65%

5th Grade – Iowa Test of Basic Skills 2004 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Comprehension	44%	n/a	n/a	n/a	69%
Concepts & Estimation.	40%	n/a	n/a	n/a	56%
Prob. Solv. & Data Interp.	36%	n/a	n/a	n/a	57%
Concepts & Prob. Solv.	n/a	n/a	n/a	n/a	n/a

Stanford Achievement Test

7th Grade Subtests and Totals	Charter School 2001-2002 Percentile Rank	Charter School 2002-2003 Percentile Rank	Local District 2001-2002 Percentile Rank	Local District 2002-2003 Percentile Rank	State 2001-2002 Percentile Rank	State 2002-2003 Percentile Rank
Total Reading	n/a	39-4	28-4	29-4	n/a	n/a
Total Math.	n/a	44-5	33-4	38-4	n/a	n/a
Language	n/a	46-5	38-4	50-5	n/a	n/a
Spelling	n/a	42-5	41-5	45-5	n/a	n/a
Study Skills	n/a	50-5	40-5	45-5	n/a	n/a
Science	n/a	41-5	34-4	33-4	n/a	n/a
Social Science	n/a	48-5	33-4	49-5	n/a	n/a
Listening	n/a	49-5	24-4	29-4	n/a	n/a
Using Info.	n/a	44-5	34-4	38-4	n/a	n/a
Thinking Skills	n/a	45-5	33-4	36-4	n/a	n/a
Basic Battery	n/a	44-5	34-4	38-4	n/a	n/a
Complete Battery	n/a	44-5	34-4	38-4	n/a	n/a

7th Grade: Standford Achievement Test 2002-2003 Percentile Rank by Race

Subtests and Totals	African-American District/Charter		Asian	Hispanic District/Charter		Native-American	White District/Charter	
Total Reading	31%	42%	n/a	21%	n/a	n/a	50%	54%
Total Math.	34%	42%	n/a	28%	n/a	n/a	43%	47%
Language	43%	59%	n/a	23%	n/a	n/a	55%	59%
Spelling	44%	53%	n/a	26%	n/a	n/a	51%	55%
Study Skills	38%	51%	n/a	47%	n/a	n/a	52%	57%
Science	36%	51%	n/a	10%	n/a	n/a	57%	73%
Social Science	29%	35%	n/a	14%	n/a	n/a	49%	57%
Listening	26%	35%	n/a	9%	n/a	n/a	47%	55%
Using Info.	34%	47%	n/a	27%	n/a	n/a	52%	61%
Thinking Skills	36%	45%	n/a	22%	n/a	n/a	55%	60%
Basic Battery	36%	45%	n/a	22%	n/a	n/a	51%	53%
Complete Battery	36%	45%	n/a	19%	n/a	n/a	52%	56%

Iowa Test of Basic Skills - 2004

9th Grade Subtests	Charter School 2004 Percentile Rank	Local District 2004 Percentile Rank	State 2004 Percentile Rank
Comprehension	n/a	37%	n/a
Concepts & Estimation.	n/a	n/a	n/a
Prob. Solv. & Data Interp.	n/a	n/a	n/a
Concepts & Prob. Solv.	n/a	37%	n/a

9th Grade – Iowa Test of Basic Skills 2004 Percentile Rank by Race

Subtests	African American	Asian	Hispanic	Native-American	White
Comprehension	30%	n/a	34%	90%	56%
Concepts & Estimation.	n/a	n/a	n/a	n/a	n/a
Prob. Solv. & Data Interp.	n/a	n/a	n/a	n/a	n/a
Concepts & Prob. Solv.	31%	n/a	49%	9%	56%

Stanford Achievement Test

10th Grade Subtests and Totals	Charter School 2001-2002 Percentile Rank	Charter School 2002-2003 Percentile Rank	Local District 2001-2002 Percentile Rank	Local District 2002-2003 Percentile Rank	State 2001-2002 Percentile Rank	State 2002-2003 Percentile Rank
Total Reading	n/a	n/a	28%	20%	n/a	n/a
Total Math.	n/a	n/a	29%	35%	n/a	n/a
Language	n/a	n/a	38%	32%	n/a	n/a
Spelling	n/a	n/a	46%	37%	n/a	n/a
Study Skills	n/a	n/a	42%	27%	n/a	n/a
Science	n/a	n/a	36%	36%	n/a	n/a
Social Science	n/a	n/a	36%	31%	n/a	n/a
Listening	n/a	n/a	n/a	n/a	n/a	n/a
Using Info.	n/a	n/a	31%	25%	n/a	n/a
Thinking Skills	n/a	n/a	27%	20%	n/a	n/a
Basic Battery	n/a	n/a	35%	29%	n/a	n/a
Complete Battery	n/a	n/a	35%	30%	n/a	n/a

10th Grade: Standford Achievement Test 2002-2003 Percentile Rank by Race

Subtests and Totals	African-American	Asian	Hispanic	Native-American	White
Total Reading	21%	n/a	44%	n/a	47%
Total Math.	31%	n/a	33%	n/a	64%
Language	34%	n/a	63%	n/a	64%
Spelling	42%	n/a	47%	n/a	64%
Study Skills	29%	n/a	54%	n/a	60%
Science	35%	n/a	70%	n/a	61%
Social Science	29%	n/a	27%	n/a	48%
Listening	n/a	n/a	n/a	n/a	n/a
Using Info.	24%	n/a	48%	n/a	57%
Thinking Skills	19%	n/a	41%	n/a	51%
Basic Battery	30%	n/a	48%	n/a	59%
Complete Battery	30%	n/a	48%	n/a	58%

Other Assessments Used:
Provide data and supportive narrative on other assessments, if any, used to measure student academic performance at the charter school.

Fall 2002 Percentile Rank SAT 9

	Grade 5	Grade 6	Grade 7	Grade 8
Total Reading	40-5	38-4	39-4	47-5
Total Math	43-5	38-4	44-5	53-5
Language	40-5	41-5	46-5	61-6
Spelling	43-5	45-5	42-5	50-5
Study Skills	37-4	35-4	50-5	56-5
Science	38-4	28-4	41-5	43-5
Social Science	42-5	31-4	48-5	55-5
Listening	39-4	37-4	49-5	47-5
Using Info.	41-5	35-4	44-5	52-5
Thinking Skills	42-5	37-4	45-5	52-5
Basic Battery	42-5	39-4	44-5	52-5
Complete Battery	41-5	37-4	44-5	51-5

Fall 2003 Percentile Rank SAT 9

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Total Reading	44-5	47-5	39-4	37-4	41-5
Total Math	58-5	62-6	50-5	40-5	41-5
Language	53-5	52-5	57-5	44-5	57-5
Spelling	55-5	47-5	56-5	46-5	46-5
Study Skills	na	41-5	50-5	42-5	52-5
Science	50-5	45-5	42-5	34-4	36-4
Social Science	39-4	42-5	43-5	38-4	41-5
Listening	46-5	47-5	43-5	46-5	29-4
Using Info.	43-5	44-5	49-5	38-4	44-5
Thinking Skills	46-5	50-5	47-5	39-4	42-5
Basic Battery	51-5	51-5	49-5	42-5	43-5
Complete Battery	50-5	49-5	47-5	41-5	42-5

The Success for All Reading Program data shows reading progress for students in grade 5 and grade 6 for the 2002-2003 school year and grades 4, 5, and 6 for the 2003-2004 school year. This reading program is not used in grade 7 or grade 8.

2002 - 2003

Percentage of students reading on or above grade level.	1st Quarter 46%	2nd Quarter 55%	3rd Quarter 65%	4th Quarter 69%

2003 - 2004

Percentage of students reading on or above grade level.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	4th – 82%	4th – 83%	4th – 67%	4th – 92%
	5th – 79%	5th – 84%	5th - 78%	5th – 94%
	6th – 55%	6th – 62%	6th – 67%	6th – 69%

2004 – 2005

Percentage of students reading on or above grade level.	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
	4th – 71%	4th -	n/a	n/a
	5th – 77%	5th -		
	6th – 76%	6th -		

Use additional space as needed

Section VI – Waivers

Part A: Original Waivers

In the space provided, list each waiver contained in the original charter.

The Arkansas Teacher Salary Law (waiver)
Section 6-17-901-6-17-922
Reason for request for waiver: We are applying to participate in the teacher Advancement Program and Initiative of the Milken Family Foundation and we want to avoid any salary conflict that may exist.

Uniform Dates beginning and end of school year (waiver)
Section 6-10-106
Reason for request: The ACE proposed school year will be 188 days long. We would like to be able to start three to five days early, if possible.

School Uniforms requesting waiver: Waiver on voting on school uniforms for the ACE school only. The ACE proposal's perspective is that uniforms are to be worn by all students.

Four-day School Week (waiver)
The Academic Center of Excellence would like to explore the use of a four-day school week at a later time. This option could be utilized for parent conferences, staff development, and curriculum development. We are aware that this would have an effect on the community; therefore, more time is needed prior to implementation.

Part B: New Waivers

In the space provided, list additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

Highly Qualified Teacher
The Academic Center of Excellence would like to be able to continue departmentalization for the students in grades 4-6 without the currently employed elementary certified teachers having to meet the new HOUSSE requirements for highly qualified teachers in those specific content areas.

Part C: Waivers To Be Rescinded

In the space provided, list any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

Four-day School Week (waiver)
The Academic Center of Excellence would like to explore the use of a four-day school week at a later time. This option could be utilized for parent conferences, staff development, and curriculum development. We are aware that this would have an effect on the community; therefore, more time is needed prior to implementation.

The Arkansas Teacher Salary Law (waiver)
Section 6-17-901-6-17-922
Reason for request for waiver: We are applying to participate in the teacher Advancement Program and Initiative of the Milken Family Foundation and we want to avoid any salary conflict that may exist.

School Uniforms requesting waiver: Waiver on voting on school uniforms for the ACE school only. The ACE proposal's perspective is that uniforms are to be worn by all students.

Teacher Education Certification (waiver)
Section 6-17-401 Teacher Licensure Requirement
Reason for the request for the waiver is to be able to use local professionals such as engineers, doctors, and others to teach certain areas that match our curriculum offering.

Use additional space as needed

Section VII – Requested Amendments
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.

An amendment was approved in 2004 to expand the original charter to include grades 1-3 housed at the West Elementary campus in a school-within-a-school concept as part of the Academic Center of Excellence. No additional requests are being made at this time.

B) Changes to the educational program offered.

In place of the two-weeks, half-day summer enrichment program, the charter program will offer one week of full day enrichment.

C) Other

None

Use additional space as needed

Section VIII – Attachments

A. Documentation that the district's Board of Directors has voted to approve this application for renewal *(i.e. board minutes, agenda)*

B. Copy of the school's 2004-2005 Arkansas Consolidated School Improvement Plan (ACSIP)

C. Copy of the school's 2003-2004 Standards Assurance Report

D. Copy of the school's 2003-2004 Special Education Monitoring Report

E. Copy of the 2002-2003 School Report Card

F. Copy of the 2004-2005 Equity Compliance Report

MINUTES OF THE BOARD OF EDUCATION
OSCEOLA SCHOOL DISTRICT NO. 1

Regular Meeting, Board of Education, Osceola School District No. 1
January 10, 2005

Administration Building

Members Present: Steve Brothers, Sylvester Belcher, Ollie Collins, Billy Griffin, Sally Wilson, and Robert Smith
Member(s) Absent: James Baker

Others Present:	Milton Washington	Superintendent
	Sally Bennett	Assistant Superintendent
	Sandra Landry	Principal
	Mike Gibson	Attorney

1. The meeting was called to order by Steve Brothers at 6:00 p.m.

2. Invocation given by Mike Gibson.

3. The minutes were approved as submitted.

4. Sally Bennett presented on Staff Development, amendments made to the Charter Application, and the Educational Renewal Zone initiative.

5. Motion Robert Smith, second Sylvester Belcher to approve the charter application. Passed.

6. Motion Robert Smith, second Billy Griffin to accept the letter of intent to participate in the Education Renewal Zone initiative. Passed.

7. Motion Robert Smith, second Ollie Collins to pay bills as listed. Passed.

8. Mr. Washington's Superintendent's report included:
   Statement of Financial Interest from Lib Shippen
   Financial Report of Expenditures and explanation of the budget

9. Motion Sylvester Belcher, second Ollie Collins to extend Mr.Washington's contract for the 2005-2006 school year. 5 for and 1 against. Passed.

10. Motion Robert Smith, second Sally Wilson to hire Nicole Bryan for In-school Suspension at West Elementary. Passed.

Appendix A

11. Motion Robert Smith, second Billy Griffin to accept the resignation of Martha Gonzalez, Reading Facilitator at East Elementary and Betty Maness, Custodian at North. Passed.

12. Motion Ollie Collins, second Billy Griffin to adjourn. Passed.

_____

(Signed) Mr. Steve Brothers, President

_____

(Signed) Mr. Ollie Collins, Secretary

(Updated 9/13/04)

Academic Center of Excellence

Arkansas Consolidated School Improvement Process

2004-2005

Appendix B

The mission of the Osceola Academic Center of Excellence is to help develop learners who are competent, confident, productive, and responsible students who will possess the life skills, work habits, knowledge base, and attitude to succeed in high school, in college, and in the work force.

Grade Span: 4 - 8

Title I Funding: Schoolwide

School Improvement: Not Applicable

Table of Contents

Priority 1: 1
To improve literacy skills. ..... **Error! Bookmark not defined.**
Goal: 2
To improve reading comprehension and writing across the curriculum. ..... **Error! Bookmark not defined.**
Priority 2: 20
To improve math skills. ..... **Error! Bookmark not defined.**
Goal: 21
To improve problem solving skills. ..... **Error! Bookmark not defined.**

Priority 1: To improve literacy skills.

Supporting Data:

1) The fall 2001 administration of the SAT-9 indicated the percent of 4th-8th grade students reading at or above the 50th percentile was 27%, 35%, 31%, 26% and 26% respectively. The percent of 4th-8th grade students at or above the national 50th percentile in language was 36%, 43%, 54%, 40% and 50% respectively. The percent of 4th-8th grade students at or above the national 50th percentile in spelling was 43%, 45%, 48%, 36% and 40% respectively.
The fall 2002 administration of the SAT-9 indicated an increase in the percent of students at or above the national 50th percentile from the previous year for all areas except 4th grade language at 35% and spelling at 39% and 5th grade reading at 33%, language at 35% and spelling at 39%. All areas in the 6th grade showed a decrease except for reading at 36%. 7th and 8th grade showed an increase in all areas with a 12% increase in 7th grade reading, an 8% increase in 7th grade language, a 24% increase in 8th grade reading and a 14% increase in 8th grade language.
The fall 2003 administration of the SAT-9 indicated an increase in students at or above the national 50th percentile from the previous year for all areas in the 4th, 5th and 6th grade, except for 6th grade reading at 30%. 7th and 8th grade showed a decrease in all areas except 7th grade spelling with an increase of 7%. Specific sub-skills showing deficiencies are 4th grade study skills, 5th grade context, 6th grade synonyms, 7th grade capitalization and 8th grade punctuation.
2) According to the Gates Reading Test the last three years has shown an increase in 5th, 6th and 7th grade students reading at or above grade level with 5th grade at 71%, 6th grade at 67% and 7th grade at 51%. The 2003/2004 school was the first year for 4th grade on this campus. 77% of the 4th grade were reading at or above grade level at the beginning of the year. 92% were reading at or above grade level at the end of the year.
3) The last Three years of Benchmark exams have shown a continuous increase in the number of students proficient in literacy. In 2003, the percent of students proficient or above in literacy was 4th grade at 47%, 6th grade at 9% and 8th grade at 30%. In reference to subpopulations scoring proficient or above in 4th grade in 2003: Females: 48%- African American, 75%- White; Males: 41%- African American, 56%- White; 6th Grade in 2003: Females: 11%- African American, 18% -White; Males: 7%- African American, 33%- White; 8th Grade: In 2003: Females: 67% -

African American, 67% -White; Males: 34%- African American, 53%- White. In 2004 students scoring proficient and above in 4th grade were 67% of total population, 74% Female, 64% Male, 52% African American, 86% White, 58% African American Female, 48% African American Male, 87% White Female, 84% White Male, 0% IEP, 0% LEP, 91% Gifted & Talented, 47% Free & Reduced lunch. In 6th grade 43% of the total population were proficient or above; 52%were female, 34% were male, 18% were African American, 68% were White, 33% Female African American, 76% Female White, 0% Male African American, 63% Male White, 0 IEP students, 0 LEP students, 100% Gifted and Talented students scored proficient or above, 33% Free and Reduced Lunch. 8th grade students who scored proficient or above were 42%; of these students 45% were female, 41% were male, 37% were African American, 62% were White, 50% were Female African American, 0% were Female White, 22% were African American Male, 66% were White Male, 0% were IEP, 0% were LEP, 100% were Gifted and Talented, 42% Free and Reduced Lunch. As a Provision 2 school, 100% of our students qualify for free and reduced lunch. 95-97% of our students have perfect attendance. In analysis of student weaknesses, deficiencies were indicated in 4th grade open response in content, practical and literary; 6th grade open response in literary and practical and 8th grade open response in literary and multiple choice in literary. Weaknesses were indicated for 4th grade African Americans and White in Strand 3 (Practical), 6th grade African Americans showed a weakness in Strand 2 (Content), 8th grade African American and White in Strand 3 (Practical) and Strand 1 (Literary)

Goal: To improve reading comprehension and writing across the curriculum. To ensure all students learn to read.

Benchmark: To meet state adequate yearly progress (AYP) annually, which for the year 2004/2005 is 38.59%. The attendance rate at ACE was 96.68%.

Interventions: Implement Strategies for all Reading Programs, Monitor Implementation of Instructional Strategies, Provide Professional Development for Staff				
Actions	Person Responsible	Timeline	Resources	Evidence of Progress

Intervention: Implement Success for All Reading Program: Students Will Read Grade Level Text by the End of Third Grade. Target Date: Dec. 2006				
Actions	Person Responsible	Timeline (starting/ending dates)	Resources	Source of Funds & Total Budget
Action Type: Equity Action Type: Professional Development Action Type: Program Implementation Action Type: Special Education Action Type: Staffing Participate in the Success for All reading program at the fourth, fifth, and sixth grades. Seventh and eighth grade students will participate in the Read and Respond portion of the program. All newly hired teachers will be trained in program implementation. Hire a SFA facilitator. Hire instructional assistants. Attend SFA Middle Level Conference.	Gina Cole, SFA Facilitator Ellouise Tubbs, Principal Classroom teachers	**Start:** August 9, 2004 **End:** May 27, 2005	• Conference • Teachers	PD (State - 223): Title I - Employee Benefits: Title I - Employee Salaries: Title I - Purchased Services: **ACTION BUDGET:**
Action Type: Collaboration Action Type: Materials Action Type: Plan Evaluation Action Type: Program Implementation Purchase materials/supplies for evaluation, implementation, and reinforcement of the program. Participate in component meetings and or Literacy team meetings.	Gina Cole - SFA Facilitator Ellouise Tubbs - Principal Jeanette Eatmon - Federal Programs Coordinator Classroom Teachers	**Start:** August 9, 2004 **End:** May 28, 2005	• Administrative Staff • District Staff • Materials • Teachers	Title I - Materials & Supplies: **ACTION BUDGET:**
Action Type: Parental Engagement Action Type: Program Implementation Action Type: Special Education Provide student incentives for reading program participation. Nightly parent participation in the Read and Respond program per Commitment to Excellence Agreement. Have a volunteer listening program for those students not able to read at night to parents. Get parents involved in the SFA Family Support Program. Literacy week will be held with the whole school utilizing the same book ex. HOLES. All subject areas will use the book to teach objectives. At the end of the week activities will be set up for a literacy night with all	Gina Cole, SFA Facilitator Ellouise Tubbs, Principal Candace George, Charlotte Alexander	**Start:** August 19, 2004 **End:** May 27, 2005	• Community Leaders • Materials • School Library	Title I - None: $0 **ACTION BUDGET:** **$0**

Intervention: Implement Success for All Reading Program, Share K-12 Curriculum, Conduct Professional Development for All Grades				
Actions	Person Responsible	Timeline (Starting/Ending dates)	Resources	Source of Funds / Total Budget
parents. A field trip to culminate the unit to Parkin Archeolgical State Park will be taken.				
Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education Evaluate each 4th - 6th grade student each 8 weeks to determine his or her reading grade level.	4th, 5th, 6th Grade Teachers Gina Cole, SFA Facilitator	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials • Performance Assessments • Teachers	Title I - Other Objects: $0 **ACTION BUDGET: $0**
Action Type: Equity Action Type: Parental Engagement Action Type: Program Implementation Engage students in the seventh and eighth grades in the Read and Respond component of the reading program. A mentoring program will be put in place with the 7th & 8th grade students spending time with the younger students on homework and assignments. Recess and break times will be used for the mentoring program. The mentors will be required to submit a reflection paper on their experience.	7th & 8th Grade Teachers Gina Cole Shantele Raper Danyel Thomas Ellouise Tubbs	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials • Public Library • School Library • Teaching Aids	None: $0 **ACTION BUDGET: $0**
Action Type: AIP Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Program Implementation Engage fourth, fifth, and sixth grade students in the reading program . Involve parents and grandparents through a volunteer listening program. Use parents and grandparents as speakers and motivators for reading.	4th, 5th, & 6th grade teachers Instructional assistants Gina Cole, Candace George, Charlotte Alexander	**Start:** August 19, 2004 **End:** May 27, 2005	• Community Leaders • Materials • Public Library • School Library • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Equity Action Type: Parental Engagement Action Type: Program Implementation Engage students in the Getting Along Program as part of a Character Education Program for students. Participate	Candace George, School and Family Success Co-coordinator Charlotte Alexander, School and Family	**Start:** August 19, 2004 **End:** May 27, 2005	• Community Leaders • Teachers	Charter: $0 General Revenue: $0 **ACTION BUDGET: $0**

Intervention: Implement Success for All Reading Program - Students Identified for Intervention: All Students				
Actions	Person Responsible	Timeline (Starting/Ending dates)	Resources	Estimated Costs and Funding Source
in the Be a Winner Program. Parent Advisory Committee will purchase incentives for the Be A Winner program and/or Character Education. Implement a School Spirit Squad. Parent Advisory Committee will purchase T-Shirts and will be mentors for the program.	Success Co-coordinator Fourth, fifth, and sixth grade teachers Keith Stacey, Dean of Students Randy Bray, PE Teacher Jennifer Ephlin, Resource Officer Danyel Thomas, Shantele Raper			
Action Type: Program Implementation Provide student incentive program to reward read and respond efforts of students. SFA facilitator will implement the program.	Ellouise Tubbs - Principal Gina Cole - Facilitator	**Start:** August 19, 2004 **End:** May 27, 2005	• Community Leaders • District Staff • Materials • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Parental Engagement Action Type: Program Implementation Implement family support as an integral element. Parents are to read with child(ren) every night. Teachers and facilitator will evaluate students at the end of every 8 weeks to assess reading level and to determine appropriate regrouping. Principal will reveiw student placement.	Gina Cole - SFA Facilitator Ellouise Tubbs - Principal Classroom teachers - 4th - 6th grade	**Start:** August 30, 2004 **End:** May 28, 2005	• District Staff • Materials • Outside Consultants • Performance Assessments • Teachers • Teaching Aids • Title Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Materials Action Type: Plan Evaluation Action Type: Special Education Action Type: Technology Inclusion Provide a bonus to instructional staff (salaries/benefits) according to the terms of NSLA. Provide school with instructional supplies such as textbooks, library books, learning manipulatives, and software. Purchase equipment to keep school operational such as student	Ellouise Tubbs Milton Washington	**Start:** August 1, 2004 **End:** June 30, 2005	• Administrative Staff • Computers • Materials • School Library • Teaching Aids	NSLA (State - 281): **ACTION BUDGET:**

Intervention: Implement Success for All Reading Program, Standards Based Curriculum, Staff Development for All Teachers, 100%				
Actions	Person Responsible	Timeline (Starting/Ending Dates)	Resources	Source of Funds (Dollar Amounts)
desk, computers, and any other required equipment.				

Intervention: Implement SmartStep Literacy Reading Lab, SmartStep Curriculum, Professional Development for Standards Work, Reeves, Douglas, Ed.D. 2002, Accountability Systems for Student Success, 2nd Ed.				
Actions	Person Responsible	Timeline (Starting/Ending Dates)	Resources	Source of Funds (Dollar Amounts)
Action Type: Equity Action Type: Professional Development Action Type: Program Implementation Continue to implement Multicultural Reading and Thinking (MCRAT) program for 5th-8th grade. Implement the (ELLA) program in 4th grade. Train 4th grade teachers and a literacy coach in the Ella program.	Suzanne Powers, 7/8th Grade LA Teacher Carolyn Tucker, 6th Grade LA Teacher 5th Grade Teacher, 5th Grade LA Teacher Gina Cole, facilitator Charlotte Alexander	**Start:** June 14, 2004 **End:** May 27, 2005	• Conference • Materials • Outside Consultants • Teachers • Workshop	General Revenue: $0 Title II-A - Purchased Services: **ACTION BUDGET:**
Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Implementation Engage students in a Character Education Program through literature selections. Implement the Character Education Program during Red Ribbon Week and throughout the year. Provide the opportunity to attend Character Shines Conference. Involve parents through the newsletter and newspaper to inform them of the word of the month and ways they can help teach the word and its meaning.	Candace George, Counselor Charlotte Alexander, Librarian Keith Stacey, Dean of Students Randy Bray, PE Teacher Beth Ephlin, Police Officer Ellouise Tubbs, Principal	**Start:** June 14, 2004 **End:** May 27, 2005	• Community Leaders • Conference • Materials • Public Library • School Library • Teachers	Charter: $0 **ACTION BUDGET:** **$0**
Action Type: Alignment Action Type: Collaboration Action Type: Equity Align the language arts curriculum vertically and	Tammy Agustin, 5th Grade LA Teacher Carolyn Tucker, 6th Grade LA Teacher Suzanne Powers, 7/8th	**Start:** June 14, 2004 **End:** May 27, 2005	• Conference • Materials • Outside Consultants • Teachers	Local Revenue: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Estimated Funds Required
horizontally. Utilize Language Arts landmark assessments at 4 1/2 week intervals. Attend the PreAP Vertical Team Conference.	Grade LA Teacher Angela Clayton, 4th grade LA Teacher			
Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Implementation Train 4th grade staff in Effective Literacy and implement effective literacy in all classes.	Sally Bennett - District Curriculum Coordinator Ellouise Tubbs - Principal 4th grade teachers	**Start:** August 9, 2004 **End:** August 11, 2004	• District Staff • Outside Consultants • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Professional Development Action Type: Program Implementation Train all staff in United Streaming to help them learn how to incorporate pictures and videos into their lesson plans and powerpoint presentations.	Dennis Owens - technology director	**Start:** August 18, 2004 **End:** August 18, 2004	• Computers • District Staff • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: AIP Action Type: Equity Action Type: Materials Action Type: Program Implementation Action Type: Technology Inclusion Provide students with daily access to computers with Plato software to supplement language arts. Purchase new computers and software for the literacy lab to improve student scores on the benchmark and to help improve students AIP's.	Christine Davis, Independent Learning Lab Aide Dennis Owens, Technology Director Shantele Raper, Technology teacher Ellouise Tubbs, Principal	**Start:** August 19, 2004 **End:** May 27, 2005	• Computers • Software	Charter: $0 Title II-D - Capital Outlay: $ Title II-D - Materials & Supplies: _____ **ACTION BUDGET:**
Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Action Type: Technology Inclusion Encourage teachers to use technology such as power point presentations and Smart Board presentations for	Dennis Owens, Technology Director Gina Cole, Candace George, Shantele Raper, Danyel Thomas, Charlotte Alexander	**Start:** August 19, 2004 **End:** May 27, 2005	• Computers • Materials • Software • Teachers • Teaching Aids • Workshop	Charter: $0 Title II-D - Purchased Services: _____ **ACTION BUDGET:**

Actions	Person Responsible	Timeline (Starting/Ending dates)	Resources	Source of Funds / Total Budget
class instruction. Purchase a Smart Board. Train teachers in its use. Purchase 2 laptops and a projector for students to make presentations and do projects on. Invite parents to come and watch their child's presentation and have parent and community volunteers help with the projects.	Sally Bennett, Milton Washington			
Action Type: Equity Action Type: Plan Evaluation Assess students with writing prompts as pre and post assessments to monitor student growth. Maintain assessments in a student portfolio.	Ellouise Tubbs, Principal All classroom teachers	**Start:** September 13, 2004 **End:** May 13, 2005	• Materials • Teachers	None: $0 **ACTION BUDGET: $0**

Actions	Person Responsible	Timeline (Starting/Ending dates)	Resources	Source of Funds / Total Budget
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Participate in SEDL study to enhance student reading comprehension as well as continue implementation of vocabulary word models as trained by SEDL. Communicate with parents through newsletters, signs posted on the doors, flyers and newspaper articles about the vocabulary words that are being worked on and some of the ways they as parents can help with the comprehension of those words and comprehension of materials being read.	Ellouise Tubbs, Principal Gina Cole, SFA Facilitator Danyel Thomas, Parent Facilitator	**Start:** June 14, 2004 **End:** May 27, 2005	• Community Leaders • Materials • Outside Consultants	Title II-A - Purchased Services: _____ **ACTION BUDGET:**
Action Type: Alignment	All teachers Ellouise Tubbs,	**Start:** June 14, 2004 **End:** May 27, 2005	• Conference • Materials	Charter: $0 Title I - Materials & Supplies:

Actions	Person(s) Responsible	Timeline	Resources	Source of Funds / Total Budget
Action Type: Materials Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Implement Step up to Writing in all classes 4-8 on a weekly basis. Parent facilitator will keep parent informed of ways to help with the writing process at home. Train all new personnel in the Step up to Writing Process and do a refresher training with all other personnel. Use the Step up to Writing Process in other curriculum areas so that students are all using the same type of procedures.	Principal Danyel Thomas, Parent Facilitator		• Teachers • Teaching Aids	Title I - Purchased Services: ____ **ACTION BUDGET:**
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Attend summer Smart Conference to learn strategies for mapping curriculum vertically and horizontally.	Ellouise Tubbs, Principal Lana Stovall, 6th Grade Teacher Rhonda Malloy, 5th Grade Teacher	**Start:** July 21, 2004 **End:** July 22, 2004	• Conference	Local Revenue: $0 **ACTION BUDGET:** **$0**
Action Type: Alignment Action Type: Collaboration Develop curriculum maps vertically and horizontally in the core content areas: language arts, math, social studies, science.	Tara Compton Kathy Brasher Rhonda Malloy Lana Stovall Alan Landry Toshiba Thomas Suzanne Powers Timberly Carter Angela Clayton	**Start:** August 9, 2004 **End:** May 27, 2005	• Materials • Teachers	None: $0 **ACTION BUDGET:** **$0**
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Take a district wide survey to ensure the correctness of our homeless count. Through this survey we will raise teachers' awareness of their effectiveness in assisting	Jeanette Eatmon, Title 1 Coordinator Ellouise Tubbs, Principal Debbie Whitehead, Secretary	**Start:** August 9, 2004 **End:** May 27, 2004	• Community Leaders • District Staff • Materials • Teachers • Title Teachers	None: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Source of Funds/ Fund Budget
their school in identifying homeless students in their class through staff meetings at the start of school. We will review the homeless definition and services provided to homeless children by the school and community agencies.				
Action Type: Parental Engagement Action Type: Program Implementation Send registration packs out to all students that will include a homeless Identification Form. The school secretary will view the forms at state reporting cycles. An upgraded list will be sent to the Parent Coordinator. The school will provide homeless children with free lunches, breakfast, vision and hearing screenings, scoliosis, body mass index, AR Kids First insurance,and a clothes closet (when available). The district will also provide information about Community Agencies that are available to them.	Kim Reece, Parent Coordinator Jeanette Eatmon, Title 1Coordinator Debbie Whitehead, Secretary Candace George, Counselor	**Start:** August 9, 2004 **End:** May 27, 2004	• Administrative Staff • Central Office • Community Leaders • District Staff	None: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Conduct grade level meetings to review and to revise benchmark documents. Also, conduct grade level meetings to assess and revise vocabulary and comprehension success.	District Curriculum Coordinator	**Start:** August 19, 2004 **End:** May 27, 2005	• District Staff	None: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Provide training in the curriculum mapping and alignment process. Attend Arkansas Association for Middle Level Educators' Conference.	Ellouise Tubbs, Principal Staff Members	**Start:** August 19, 2004 **End:** May 27, 2005	• Conference • Software • Workshop	Charter: $0 **ACTION BUDGET: $0**

Actions	Person(s) Responsible	Timeline	Resources	Budget
Action Type: AIP Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Action Type: Technology Inclusion Increase opportunities for parent communication. Implement EdLine type program for parent information accessibility over the Internet. Purchase the program/service and train teachers in its use. Implement the Phonemaster system. Purchase the program and train teachers in its use. Utilize APSCN to generate attendance letters. Continue monthly newsletter. Upgrade phone system to better communicate with parents. For the teachers having time difficulties, "Call of Excellence" passes will be given to the students to call their parents themselves to brag about their good works. Remediation will be done through utilizing the instructional aids. We will do a Benchmark Boost Tutorial. The students in this tutorial will be students identified as close to proficiency on the benchmark. The instructional aides will use the AIP's to work with these students individually or in small groups.	Ellouise Tubbs, Principal Debbie Whitehead, Secretary Dennis Owens, Technology Director Instructioal Aides	**Start:** June 14, 2004 **End:** May 27, 2005	• Computers • Materials • School Library • Software • Teaching Aids • Title Teachers • Workshop	Charter: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Staffing Provide opportunities for students to be remediated as needed as well as provide enrichment opportunities for growth. After-school tutoring, in-school programming, field trip experiences, and a Summer Scholar Program will be provided for students. Professional development opportunities will also be provided for teachers (AR Conference on Teaching, Middle Principal's Conference, AAMLE, NML, Smart Step, Charter School Conference, AAEA Conference, and school visitations)	Ellouise Tubbs, Principal 5th Grade Tutor 6th GradeTutor Selected Staff Members 7th & 8th Grade Tutor	**Start:** June 14, 2004 **End:** May 27, 2005	• Conference • Teachers • Title Teachers • Workshop	Charter: $0 Title VI - Employee Benefits: Title VI - Employee Salaries: Title VI - Purchased Services: **ACTION BUDGET:**
Action Type: AIP	Dennis Owens -	**Start:** August 30, 2004	• Computers	Title VI - Materials & Supplies:

Actions	Person Responsible	Timeline	Resources	Supplemental Funds Total Budget
Action Type: Equity Action Type: Materials Action Type: Program Implementation Provide appropriate software/hardware to support/supplement classroom instruction.	technology director	**End:** May 27, 2005	• District Staff • Software	**ACTION BUDGET:**
Action Type: AIP Action Type: Equity Action Type: Plan Evaluation Action Type: Program Implementation Provide tutoring for identified students. Teachers will identify students for assistance through assessment	Classroom teachers Ellouise Tubbs - Principal	**Start:** September 3, 2004 **End:** May 27, 2005	• Administrative Staff • Computers • Materials • Performance Assessments • Teachers • Teaching Aids	Title VI - Other Objects: $0 **ACTION BUDGET:** **$0**
Action Type: AIP Action Type: Equity Utilize individual Academic Improvement plans (AIP) to meet the needs of students below proficient on benchmark/end of course exams or norm reference assessment depending on grade level.	Classroom Teachers Ellouise Tubbs - Principal	**Start:** September 3, 2004 **End:** May 27, 2005	• Computers • Materials • Performance Assessments • School Library • Software • Teachers • Teaching Aids	None: $0 **ACTION BUDGET:** **$0**

Action Type: AIP Action Type: Alignment Action Type: Collaboration	Ellouise Tubbs - Principal Sally Bennett - Director of	**Start:** August 9, 2004 **End:** May 27, 2005	• Administrative Staff • District Staff • Outside Consultants	None: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Sources of Funds / Total Budget $0
Action Type: Equity Work with teachers to ensure instructional coherence in all content areas.	Instruction		• Teachers	
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Implementation Provide time for collaboration by establishing common planning times (scheduling, early releases, use of instructional aides/substitutes)	Milton Washington - Superintendent Sally Bennett - Director of Instruction Ellouise Tubbs - Principal	**Start:** August 9, 2004 **End:** May 27, 2005	• Administrative Staff • Central Office • Conference • District Staff • Materials • Outside Consultants • Release Time • Teachers	None: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Sources of Funds / Total Budget $0
Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Adhere to a monthly schedule of vocabulary word instruction in all content areas as a minimum. Teachers will review vocabulary instructional strategies for use in all content areas. Principals will participate in the	Ellouise Tubbs - Principal All Teachers Sally Bennett - director of instruction	**Start:** July 21, 2004 **End:** May 27, 2005	• Administrative Staff • Central Office • District Staff • Materials • Outside Consultants • Teachers	None: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Cost and Funding Source
review. Principal will conduct monthly PTLC in all content areas.Principal will communicate to parents the emphasis on vocabulary. Principal and selected team members will particpate in monthly CLT (Campus Leadership Team) and DLT(District Leadership Team) meetings				
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Participate in training provided from SEDL on Integrating Technology into the Curriculum i.e. Inspiration Software training	Sally Bennett - director of instruction SEDL consultants Classroom Teachers	**Start:** August 12, 2004 **End:** August 12, 2004	• Computers • Outside Consultants • Software • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Collaboration Action Type: Equity Go on a varity of field trips to enhance vocabulary and interact in real world experiences. Field trips to be taken are Parkin Archeology, Aerospace, Memphis Zoo, Chuclissa Archeology,The Children's Museum, Old State Museum, Historic Arkansas Museum, Pink Palace Nature center & Plantetarium, & Museum of Discovery	Ellouise Tubbs - Principal Jeanette Eatmon - Fereral Programs Coordinator Sally Bennett - director of instruction Milton Washington - Superintendent All teachers	**Start:** September 1, 2004 **End:** May 27, 2005	• Administrative Staff • Community Leaders • District Staff • Materials • Outside Consultants • Release Time • Teachers	None: $0 **ACTION BUDGET: $0**

Actions	Person Responsible	Timeline	Resources	Supplemental Funds (Indicate Source)	$$
Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Professional Development Action Type: Program Implementation Engage students in the Step up to Writing Process in all content areas. Provide teacher training in Step up to Writing. Focus on word choice and vocabulary usage in all content areas; emphasis elaboration in student writing; administer landmark assessments in language arts classes every 4 1/2 weeks. Determine interventions for students not demonstrating proficiency; monitor Step up to Writing implementation; use rubric to evaluate writing; provide training/practice on scoring student writing across the curriculum.	Ellouise Tubbs - Principal Classroom Teachers Jeanette eatmon - Federal Programs Coordinator	**Start:** September 6, 2004 **End:** May 27, 2005	• Administrative Staff • Central Office • Materials • Outside Consultants • Teachers • Workshop	None: $0 **ACTION BUDGET:** **$0**	

Actions	Person Responsible	Timeline	Resources	Supplemental Funds (Indicate Source)	$$
Action Type: AIP Action Type: Equity Action Type: Program Implementation Provide student access to high quality, interesting reading material. Teachers will Provide structured time for children to read.	classroom teachers Charlotte Alexander, Librarian	**Start:** September 13, 2004 **End:** May 13, 2005	• Computers • Materials • School Library • Software • Teachers	None: $0 **ACTION BUDGET:** **$0**	
Action Type: Equity	Dennis Owens -	**Start:** September 30, 2004	• Computers	None: $0	

Intervention: Implement Accelerated Reading Program	Person Responsible	Timeline	Resources	Budget
Action Type: Program Implementation Purchase program upgrades/materials	technology director Charlotte Alexander, Librarian	**End:** May 6, 2005	• District Staff • Materials • Software • Teachers	**ACTION BUDGET:** **$0**
Action Type: Equity Action Type: Program Implementation Provide a student incentive program to reward reading efforts.	Ellouise Tubbs - Principal Charlotte Alexander, Librarian	**Start:** September 30, 2004 **End:** May 13, 2005	• Administrative Staff • Materials	None: $0 **ACTION BUDGET:** **$0**

Intervention: Implement Accelerated Reader Program	Person Responsible	Timeline	Resources	Budget
Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Implementation Provide inservice training as needed for program implementation across grade levels. Purchase program upgrades as well as materials needed for additional grade levels. Parents will provide student incentives.	Charlotte Alexander, Librarian 5th Grade Teacher, 5th Grade Teacher Rhonda Malloy, 5th Grade Teacher Kathy Brasher, 5th Grade Teacher Lana Stovall, 6th Grade Teacher Alan Landry, 6th Grade Teacher Gina Cole, 6th Grade Teacher Suzanne Powers, 7th/8th Grade Teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• Computers • School Library • Software	Charter: $0 **ACTION BUDGET:** **$0**

Actions	Person Responsible	Timeline	Resources	Source of Funds and Budget
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Participate in training "Involving Parents in Literacy Initiatives"	Sally Bennett - director of Instruction Ellouise Tubbs - Principal All staff members	**Start:** August 12, 2004 **End:** August 12, 2004	• Administrative Staff • District Staff • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Participate in Ruby Payne training "Understanding Children in Poverty"	Sally Bennett - director of instruction Ellouise Tubbs - Principal Classroom Teachers Candace George - Counselor	**Start:** August 17, 2004 **End:** August 18, 2004	• Outside Consultants	None: $0 **ACTION BUDGET: $0**
Action Type: Parental Engagement Announce to the public when parent conferences or any other activity requiring parental support will take place and the annouce the results of those activities.	Danyel Thomas - Parent Facilitator Kim Reece - Parent Coordinator Ellouise Tubbs - Principal	**Start:** August 23, 2004 **End:** May 23, 2005	• None	None: $0 **ACTION BUDGET: $0**
Action Type: Equity Action Type: Parental Engagement Provide all teachers and parents with school/home communication forms in order for teachers to be able to send home a note if parents cannot be reached by phone.	Kim Reece - Parent Coordinator Danyel Thomas, Parent Facilitator	**Start:** August 30, 2004 **End:** August 30, 2004	• District Staff • Materials	None: $0 **ACTION BUDGET: $0**
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Provide family kits which will include information about parental involvement plans (such as role of the parent, student, and school), a list of activities planned throughout the school year, such as parent-teacher	Kim Reece - Parent Coordinator Danyel Thomas, Parent Facilitator	**Start:** August 30, 2004 **End:** August 31, 2004	• District Staff • Materials	None: $0 **ACTION BUDGET: $0**

Intervention: [illegible]				
Actions	Person Responsible	Timeline	Resources	Source of Funds Action Budget
conferences, parenting classes, and a copy of the school communication form.				
Action Type: Equity Action Type: Parental Engagement Plan "Parents Make a Difference" meetings to allow parents to visit classrooms and learn strategies teachers use in teaching specific skills. Other information presented will include status of the district, student learning, student assessment, parental expectations, and how parents can make a difference.	Ellouise Tubbs - Principal Stephany Ezekiel, 4th grade Kathy Brasher, 5th grade Lana Stovall, 6th grade Shantele Raper, 7th grade Danyel Thomas, 8th grade	**Start:** August 30, 2004 **End:** August 31, 2004	• Administrative Staff • District Staff • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Equity Action Type: Parental Engagement Survey parents for interest in volunteer activities.	Ellouise Tubbs - Principal Danyel Thomas, Parent Facilitator	**Start:** August 31, 2004 **End:** September 10, 2004	• Administrative Staff • Materials • Teachers	None: $0 **ACTION BUDGET: $0**
Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Provide parent books, magazines and othe materials regarding responsible parenting through the library and/or Parent Center, advertise the current selection, and give parents an opportunity to borrow these materials	Ellouise Tubbs - Principal Charlotte Alexander - Librarian Kim Reece - Parent Coordinator Danyel Thomas - Parent Facilitator	**Start:** September 7, 2004 **End:** May 20, 2005	• Community Leaders • Computers • District Staff • Materials • Outside Consultants • School Library • Teachers • Teaching Aids	Title I - Materials & Supplies: **ACTION BUDGET:**
Action Type: Parental Engagement Action Type: Program Implementation Engage parents in activities/workshops that promote responsible parenting. Have a process for resolving parental concerns.	Kim Reece - Parent Coordinator Danyel Thomas - Parent Facilitator	**Start:** September 27, 2004 **End:** May 27, 2005	• Administrative Staff • Materials • School Library • Teachers • Teaching Aids • Workshop	None: $0 **ACTION BUDGET: $0**
Action Type: Collaboration	Danyel Thomas -	**Start:** September 28, 2004	• Administrative Staff	None: $0

Intervention: [illegible]				
Actions	Person Responsible	Timeline	Resources	Cost of Action Plan Activities
Action Type: Parental Engagement Locate alumni to form a committee interested in advancing educational issues	Parent Facilitator Parent Advisory Committee	**End:** June 30, 2005	• Community Leaders • Outside Consultants	**ACTION BUDGET: $0**
Action Type: Parental Engagement Publish a notice in the newspaper honoring parents for attending parent- teacher conferences.	Kim Reece - Parent Coordinator Ellouise Tubbs - Principal Danyel Thomas - Parent Facilitator	**Start:** May 26, 2005 **End:** May 26, 2005	• None	None: $0 **ACTION BUDGET: $0**

Priority 2: To improve math skills.

Supporting Data:

1) The fall 2001 administration of the SAT-9 indicated the percent of 4th-8th grade students at or above the 50th percentile in math was 48%, 37%, 51%, 37% and 25% respectively. The fall 2002 administration of the SAT-9 indicated a decrease in 4th and 6th grade, an increase in 7th and 8th grade and an unchanged score in 5th grade. The fall 2003 administration of the SAT-9 indicated a 17% increase in 4th grade, a 28% increase in 5th grade, and a 17% increase in 6th grade. 7th and 8th grade indicated a decrease with scores of 32% and 31% respectively. Specific sub-skills showing deficiencies were 4th grade problem solving strategies, 5th-7th grade rounding and 8th grade computation and context.
2) The last four years of Algebra End of Course Exams revealed students scoring proficient or above were 16% in 2001, 10% in 2002, 16% in 2003 and 90% in 2004. End of Course Algebra 1 African Americans showed weaknesses in Geometry, data statistics & probability, patterns, algebra & functions; Whites showed weaknesses in Geometry, data statistics & probabilities, patterns, algenra & functions
3) The last three years of Benchmark exams have shown the number of students proficient in math had fluctuated. 4th grade has shown a continuous increase with scores of 23% in 2002, 43% in 2003 and 48% in 2004; 6th grade has shown a significant increase followed by a slight decrease with scores of 12% in 2002, 11% in 2003 and 55% in 2004; 8th grade has shown a slight increase followed by a decrease with scores of 9% in 2002, 4% in 2003 and 17% in 2004. In reference to subpopulations scoring proficient or above in 4th grade in 2003: Females: 37%-African American, 51%-White; Males: 31%-Afrian American, 55%-White; 6th grade in 2003: Females: 11%-African American, 100%-Hispanic, 12%-White; Males: 13%-Afrian Americans, 33%-White; 8th Grade in 2003: Females: 17%-White; Males: 7%-African American, 14% White. In reference to subpopulations scoring proficient or above in 2004, 4th grade: 45% female, 52% male, 27% African American, 70% White, 16% African American Female, 67% White Female, 33% African American Male, 73% White Male, 0% IEP, 0% LEP, 82% Gifted and Talented, 47% Free and Reduced Lunch; 6th grade: 55% of total population, 57% Female, 52% Male, 32% African American, 79% White, 33% African American Female, 88% White Female, 30% African American Male, 72% White Male, 0% IEP, 0% LEP, 100% Gifted and

Talented, 55% Free and Reduced Lunch: 8th Grade: 17% of total population scored proficient or above; 18% Female, 17% Male, 10% African American, 23% White, 20% African American Female, 0% White Female, 0% African American Male, 25% White Male, 0% IEP, 0% LEP, 75% Gifted and Talented,17% Free and Reduced Lunch. 95-97% of our students have perfect attendance. As a Provisional 2 school,100% of our students qualify for free and reduced lunch. In analysis of student weaknesses, deficiencies were found in: 4th grade open response in patterns, algebra, & functions as well as number sense, properties and operations and open response in measurement, 6th grade open response in number sense, properties and operations, open response in measurement and open response in data analysis, statistics and probability, 8th grade open response in geometry and spatial sense and open response in measurement. In the subpopulations; 4th grade African American showed weaknesses in number sense, properties & operations, measurement, patterns, algebra, & functions;same areas for the White population; 6th grade subpopulation showed weaknesses in number sense properties & operations, patterns, algebra, & functions for the African American population; White population weaknesses were number sense, properties and operations; 8th grade African Americans showed weaknesses in all 5 strands; 8th grade White showed weaknesses in all 5 strands.

Goal: To improve problem solving skills.

Benchmark: To meet state adequate yearly progress (AYP) annually. For the year 2004/2005 our goal is 36.48%. The attendance rate at ACE was 96.68%.

Action Type: AIP Action Type: Equity Action Type: Program Implementation Implement Benchmark Bootcamp for 4th-8th grade	Ellouise Tubbs, Principal Jeanette Eatmon, Federal Programs Coordinator	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials • Teachers	None: $0 **ACTION BUDGET: $0**

Intervention: Implementation of Standards-Based Curriculum Resource Plans, Extended Learning Time, Implementation of Department of Education Initiatives				
Action	Person Responsible	Timeline (Starting/Ending Dates)	Resources	Source of Funds and Budget
students two weeks prior to benchmark administration. Identify students who are on the borderline of the next level of proficiency. Provide after school program with student incentives for the identified students. Provide stipend for staff members working in the program.	Staff			
Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Action Type: Special Education Action Type: Technology Inclusion Implement Accelerated Math Open-Response Extended Program. Train teachers in program implementation. Have a family math night after staff has spent a week teaching math across the curriculum. Recognize parents who attend math night and other parent programs in the newspaper. Keep parents informed of books, magazines, games and classes offered at the parent center through newsletters, newspapers and flyers.	Ellouise Tubbs, Principal Tammy Wood, 7th/8th Grade Math Teacher Lana Stovall, 6th Grade Math Teacher Mary Gore, 7th & 8th grade Math Instructional Aide	**Start:** August 19, 2004 **End:** May 27, 2005	• Software • Workshop	Charter: $0 PD (State - 223): **ACTION BUDGET:**
Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Materials Action Type: Staffing Provide instructional aide to provide in class, individual, and/or small group tutoring in math classes. Provide field trips to involve students in real world experiences. Field trip suggestions are Pink Palace Planetarium & IMAX theater, Autozone Park Redbirds game	Jeanette Eatmon, Title I Coordinator Milton Washington, Superintendent	**Start:** August 19, 2004 **End:** May 27, 2005	• None	Title I - Employee Benefits: Title I - Employee Salaries: Title I - Materials & Supplies: **ACTION BUDGET:**
Action Type: Alignment Action Type: Collaboration Action Type: Equity	Tammy Wood, 7th/8th Grade Math Teacher Lana Stovall, 6th Grade Math Teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• None	None: $0 **ACTION BUDGET:** $0

[illegible]	Person Responsible	Timeline	[illegible]	[illegible]
Action Type: Professional Development Action Type: Program Implementation Action Type: Special Education Action Type: Technology Inclusion Provide students in grades 6 - 8 with regular access to computer assisted instruction in support of the math curriculum through the I Can Learn Math lab.	Mary Gore, Title I Instructional Aide			
Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Implementation Conduct an Open House/"Parents Make the Difference" evening to report on what students will be learning, how students will be assessed, what parents should expect for their child's education, and provide information on how parents can assist and make a difference in their child's education.	Ellouise Tubbs, Principal Candace George, Counselor/School and Family Success Co-Coordinator Charlotte Alexander, Librarian/School and Family Success Co-Coordinator Kim Reece, Parent Center Coordinator Danyel Thomas, Parent Facilitator	**Start:** August 19, 2004 **End:** May 27, 2005	• Conference • Teachers	Local Revenue: $0 **ACTION BUDGET: $0**
Action Type: Collaboration Action Type: Parental Engagement Conduct Family Math Night for parents and students to encourage parental involvement in student learning. Involve Parent Advisory Committee in the implementation of math night.	Tammy Wood, 7th/8th Grade Math Teacher Lana Stovall, 6th Grade Math Teacher Kathy Brasher, 5th Grade Math Teacher Stephany Ezekiel, 4th Grade Math Teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials	Charter: $0 **ACTION BUDGET: $0**
Action Type: Equity Action Type:. Professional Development Action Type: Program Implementation Action Type: Technology Inclusion Utilize graphing calculators to aid instruction. Train	Ellouise Tubbs, Principal Tammy Wood, 7th/8th Grade Math Teacher Lana Stovall, 6th grade Math Teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials • Outside Consultants • Workshop	Charter: $0 **ACTION BUDGET: $0**

Intervention: Implement math units based on the Arkansas Frameworks. Review and revise curriculum to align with the Arkansas Frameworks. Participate in NCLB grant with ASU.				
Actions	Person Responsible	Timeline	Resources	Local/Federal Funds Budget
teachers in classroom use of calculators.	Kathy Brasher, 5th Grade Math Teacher Mary Gore, Title I Instructional Aide			

Intervention: Align curriculum to the Arkansas Frameworks. Review and revise curriculum to align with the Arkansas Frameworks. Participate in NCLB grant with ASU.				
Actions	Person Responsible	Timeline	Resources	Local/Federal Funds Budget
Action Type: Collaboration Action Type: Professional Development Participate in NCLB grant with ASU. Math teachers will attend training and will participate in monthly follow up sessions.	Kathy Brasher, 5th grade math teacher Stephanie Ezekiel - 4th grade math teacher Lana Stovall - 6th grade math teacher Tammy Wood - 7th & 8th grade math teacher	**Start:** August 2, 2004 **End:** May 28, 2005	• Materials • Workshop	Local Revenue: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Develop curriculum maps at each grade that are horizontally and vertically aligned.	Ellouise Tubbs, Principal Tammy Wood, 7th & 8th grade Lana Stovall, 6th grade math teacher Kathy Brasher, 5th grade math teacher Stephany Ezekiel, 4th grade math teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• None	None: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	Kathy Brasher, 5th grade math teacher Stephany Ezekiel, 4th grade math	**Start:** August 19, 2004 **End:** May 27, 2005	• Materials • Workshop	Title I - Materials & Supplies: $0 Title II-A - Purchased Services:

Actions	Person Responsible	Timeline	Resources	Supplemental Funds Total Budget
Action Type: Program Implementation Send all math teachers to the "Show Me" conference in Little Rock. Math teachers will work on an on going basis with Charlotte Foster and Linda Griffith to learn how to implement different math techniques and ways to help those students who are not yet proficient as well as those who are advanced in the same class room. All math teachers will be given time to work together to make sure they are teaching grade level appropriate material. Implement training received into all math classrooms.	Lana stovall, 6th grade math Tammy Wood, 7th & 8th grade math			**ACTION BUDGET:**
Action Type: Alignment Action Type: Collaboration Action Type: Plan Evaluation Action Type: Professional Development Analyze test data to identfy areas of weakness within the curriculum. Use the data obtained to develop sound instructional plans. Provide on-going staff development with Charlotte Foster, math specialist from Crowley's Ridge ESC. and Dr. Linda Griffith Subjects to include: Fraction Islands, Calculator Use, Coordinating Benchmark Items with test. Purchase materials as needed.	Ellouise Tubbs, Principal Math Teacher, Lana Stovall, 6th grade math teacher Kathy Brasher, 5th grade math teacher Stephany Ezekiel, 4th grade math teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• Outside Consultants • Release Time	Charter: $0 **ACTION BUDGET: $0**
Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Implementation Implement Pre-AP Math program in grades 5 -8. Train 5-8 teachers in Pre-AP	Tammy Wood, 7th & 8th grade math teacher Lana Stovall, 6th grade math teacher Kathy Brasher, 5th grade math teacher	**Start:** August 19, 2004 **End:** May 27, 2005	• None	None: $0 **ACTION BUDGET: $0**

APPENDIX

SCHOOL IMPROVEMENT PLANNING TEAM

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS

Classification	Name	Position	Committee
Classroom Teacher	Angela Clayton	Teacher	Literacy
Classroom Teacher	Angelia Myers	Resource Teacher	Literacy
Non-Classroom Professional Staff	Beatrice McCorkley	Para-professional	Literacy
Community Representative	Cliff Thomas	Cyro Industries	Literacy
Parent	Cyndy Davis	Parent	Literacy
Classroom Teacher	Gina Cole	SFA Facilitator	Literacy
Community Representative	Joe Guy	Dept. of Human Services	Literacy
Parent	Joslin Boyce	Parent	Literacy
Classroom Teacher	Keith Michael	Teacher	Literacy
Parent	Lisa Atwill	Parent	Literacy
Parent	Rebecca Whitaker	Parent	Literacy
Classroom Teacher	Rhonda Malloy	5th Grade Teacher	Literacy
Classroom Teacher	Shantele Raper	Business Ed. Teacher	Literacy
Classroom Teacher	Suzanne Powers	7/8th Grade Language Arts Teacher	Literacy
Classroom Teacher	Tammy Agustin	Language Arts Teacher	Literacy
Classroom Teacher	Tara Compton	Teacher	Literacy
Classroom Teacher	Timberly Carter	7/8th Grade Social Science Teacher	Literacy
Community Representative	Tommy Baker	American Greetings	Literacy
Parent	Tracy Vaughn	Parent	Literacy
Parent	Veronica Boose	Parent	Literacy
Principal	Ellouise Tubbs	Principal	Literacy/Math
Classroom Teacher	Charlotte Alexander	Librarian	Literacy/Title I
Non-Classroom Professional Staff	Christine Davis	Para-professional	Literacy/Title I
Classroom Teacher	Allen Landry	6th Grade Teacher	Math

SCHOOL IMPROVEMENT PLANNING TEAM MEMBERS

Classification	Name	Position	Committee
Classroom Teacher	Char Edwards	Art Teacher	Math
Parent	Debbie Whitehead	Parent	Math
Parent	Faith Reeves	Parent	Math
Classroom Teacher	Greg Wooldridge	Band Instructor	Math
Classroom Teacher	Janice Jarvis	Music Teacher	Math
Classroom Teacher	Kathy Brasher	5th Grade Teacher	Math
Classroom Teacher	Kathy Goodlow	Special Education Teacher	Math
Non-Classroom Professional Staff	Keith Stacey	Dean of Students	Math
Classroom Teacher	Lana Stovall	6th Grade Teacher	Math
Parent	Letisha Jones	Parent	Math
Community Representative	Mike Wyatt	Cyro Industries	Math
Classroom Teacher	Randy Bray	Physical Education Teacher	Math
Parent	Sally Wilson	Parent	Math
Non-Classroom Professional Staff	Shirley Bridges	Para-professional	Math
Classroom Teacher	Stephany Ezekiel	Teacher	Math
Community Representative	Steve Brothers	American Greetings Plant Manager	Math
Parent	Tammy Kennemore	Parent	Math
Classroom Teacher	Tammy Wood	7/8th Grade Math Teacher	Math
Classroom Teacher	Tom Mason	Band Instructor	Math
Classroom Teacher	Toshiba Thomas	7/8th Grade Science Teacher	Math
District-Level Professional	Jeannette Eatmon	Federal Programs Coordinator/GT Director	Title I
Non-Classroom Professional Staff	Candace George	Counselor	Title I/Title V Committee
Superintendent	Milton Washington	Superintendent	Title V Committee

STATEMENT OF ASSURANCE

I hereby certify by my signature below that I have thoroughly reviewed the following information required for the statewide information cycle 2 report and that the data contained in the attached report are true, accurate, and timely for the 2003-2004 school year. By my signature below, I certify that information in the report accurately describes the status and condition of the Osceola School District in Mississippi County as of October 1, 2003, and is submitted in compliance with Ark. Code Ann. § 6-15-206 (c)(1) and is subject to the enforcement provisions of Ark. Code Ann. § 6-15-207 and § 6-17-410.

X Yes ____ No The content of each academic subject area course is aligned to Arkansas Curriculum Frameworks developed by the Department of Education as required by Ark. Code Ann. § 6-15-1505.

X Yes ____ No The high school(s) (grades 9-12) provides all students access to all 38 units required by Standards for Accreditation.

If this requirement is met by means other than a class taught in the school by a teacher employed by the district or an approved distance learning class, please attach appropriate documentation as follows:

Contracts or letters of agreement which shall include

A. *Names of all courses with corresponding six-digit course codes taught out of district (including career and technical education courses offered at area vocational centers) with name(s) of teacher(s) and Social Security Number(s);*
B. *Statement that transportation will be provided to off-campus sites; and*
C. *Signatures of both superintendents/directors.*

X Yes ____ No The school district is in compliance with Act 1729 of 2003 (Ark. Code Ann. § 6-16-132) regarding physical activity for every student in grades K-8.

X Yes ____ No The school provides for grades 9-12 at least one unit of Computer Applications with emphasis on current applications (to include word processing, spreadsheets, databases, graphics, and telecommunications).

X Yes ____ No The school district provides all students in grades K-8 with Tools for Learning which includes technical skills (research and information skills, use of computers and calculators) and data gathering (use of data banks, atlases, dictionaries, almanacs, networks, news sources, and interviews).

PLEASE ATTACH ALL PERTINENT DOCUMENTATION TO THIS STATEMENT OF ASSURANCE

Superintendent's Signature: Milton Washington Date: 10-15-03

Superintendent's Name (printed): Milton Washington

District Contact Person (Name/title): Milton Washington, Superintendent

Phone Number: 870-563-2561 E-mail Address: washingtonm@ohs.crsc.k12.ar.us

Mail to: Annette Barnes, Coordinator, Standards Assurance
Arkansas Department of Education
#4 Capitol Mall – Room 305-B
Little Rock, AR 72201-1071

Statement of Assurance must be postmarked on or by October 15, 2003.

Appendix C

Arkansas
Department of Education

#4 Capitol Mall, Little Rock, AR 72201-1071 *501-682-4475* *http://arkedu.state.ar.us*

TOM COURTWAY
Interim Director

State Board of Education

JoNell Caldwell, Chair
Little Rock

Shelby Hillman, Vice Chair
Carlisle

Sherry Burrow
Jonesboro

Luke Gordy
Van Buren

Calvin King
Marianna

Randy Lawson
Bentonville

MaryJane Rebick
Little Rock

Diane Tatum
Pine Bluff

Jeanna Westmoreland
Arkadelphia

January 7, 2004

Mr. Milton Washington, Superintendent
Osceola School District
2750 W. Semmes
Osceola, AR 72370

Dear Mr. Washington:

This report is to provide you and the district with the results of the official monitoring conducted by the Special Education Unit of the Arkansas Department of Education on December 1 - 10, 2003. Based on the information collected and analyzed during the official monitoring, determinations were made concerning whether the Osceola School District meets the requirements identified in state and federal regulations governing educational programs for the disabled. This report identifies all issue areas reviewed, but sets forth only those findings and determinations of noncompliance where corrective actions are necessary. During the monitoring visit, a random sample of 25 folders was selected and reviewed. Other on-site and off-site data, including 15 December 1 Child Count files were reviewed. Classroom observations and interviews were conducted.

The district was found to be in substantial compliance with state and federal regulations in the following areas:

Procedures for Evaluating Specific Learning Disabilities
Free Appropriate Public Education
Least Restrictive Environment
Confidentiality of Information
Children With Disabilities in Private Schools
Use of Funds
Coordinated Services System
Full Educational Opportunity Goal

Appendix D

Dr. Crowley and Ann Moore

Osceola Schools is submitting the following assurances that we will address our non-compliance issues from our special education monitoring.

Issue 1 page 1- Osceola has the people listed in each office that are certified in CPR and First Aid and Safety. The health plans for each child are located in the nurse's station. Each new student enrolled is given health records by the nurse who then evaluates the records and notifies the appropriate people. I have also attached a copy of the health care plan given to Ann Moore at monitoring.

Issue 1 page 2- See attached

Page 3- Osceola Schools has been providing extended school year services each year. All students are considered for extended school year services and documented on the annual review or the conference in which extended school year is considered.

Page 4- Osceola Schools has procedures in place to insure that all components are completed before the evaluation conference. Not all may be addressed in the psychological, but all components are completed and addressed in the evaluation conference.

Page 5- Teachers are given a checklist for classroom based assessments to complete when doing re-evaluation forms.

Page 6- When students are determined to no longer be eligible for special education services, an existing data review sheet will be completed.

Page 7- If a student is consistently being referred to the office for discipline referrals, a request for mental health services will be made. If services are determined necessary, mental health will be written on the IEP as a related service. School has begun school-based mental therapy.

Listed below are the areas of noncompliance and the reason(s) for corrective action(s) on the accompanying Compliance Action Plan (CAP):

CHILD FIND

There was insufficient evidence that the district has developed and implemented a comprehensive plan to address the provision of services for students with special health care needs, including chronically ill, medically fragile, and technology dependent, and students with other health care needs.

Based on the most recent December 1 child count, the district has an excessively high count in the disability category of mental retardation. A written plan to address the excessively high count in the disability area has not been filed with Special Education, Arkansas Department of Education.

DUE PROCESS

There was insufficient evidence that the district is considering the possible need for extended school year services for every student with a disability on an annual basis.

PROTECTION IN EVALUATION PROCEDURES

Evidence in student folders indicated that all components of comprehensive evaluations are not completed prior to the evaluation conference.

There was insufficient evidence that the district is reviewing existing evaluation data on the student, including the evaluation and information provided by the parents; current classroom-based assessments and observations; and observations by teachers and related services providers when determining the needed evaluation data.

There is insufficient evidence that the district is conducting reevaluations of students before determining the students are no longer students with a disability.

INDIVIDUALIZED EDUCATION PROGRAM

There was insufficient evidence that IEP teams are considering special factors when developing the IEP for students whose behavior impedes his or her learning or that of others.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

The review of evidence indicated that current district personnel with incomplete or inadequate certification or licensure are not completing certification/licensure requirements.

The district was found to be in substantial compliance with state and federal regulations in 8 of 13 issue reference areas. There were also findings and determinations of deficiencies which, on the basis of "pattern and practice", do not require a Compliance Action Plan, but clearly must be corrected. The following issue reference area(s) address the reason(s) and/or recommendation(s) to remediate the deficiencies, where applicable. Review and make applications of the information to your program. If attention is not given to these identified areas, it may result in the district's noncompliance in the future.

PROTECTION IN EVALUATION PROCEDURES

Students with the primary disability of Mental Retardation are required to have a programming assessment. The programming assessment is designed to assist in developing the Individualized Education Program (IEP). Each curricular area in the IEP should be evaluated with an appropriate measure.

On the Evaluation Conference Decision Form, an adverse affect on educational performance must be fully identified and programming recommendations which address the adverse affect must be stated to describe the student's program of study. In cases where these are not presently in place, Program Review Conferences should be held as soon as possible to document these.

INDIVIDUALIZED EDUCATION PROGRAM

Individualized Education Program (IEP) committees should take steps to assure that each student's IEP has a complete description of the student's present level of educational performance, including strengths and weaknesses from which goals and objectives can be written.

The classroom observation component of the official monitoring revealed that some special education students have received failing grades in the regular classroom(s). The district should review the education program of those students receiving failing grades for appropriateness of programming and provision of modifications that will provide for appropriate educational opportunities. Inservice for regular educators concerning modifications and adaptations for

special education students may be needed in order for the mainstreamed student to profit from the regular classroom instruction.

The review of the Individualized Education Programs revealed that in some folders, documentation was not present to show that students, age 14 and older, were invited to conferences where transition services were discussed. Review this requirement with staff to insure conformity.

Beginning at least one year before a student reaches the age of majority under state law, the IEP must document that student and parents have been informed of the transfer of rights that will occur upon reaching the age of majority. Review this requirement with staff.

The review of the Individual Education Programs revealed that in some folders, documentation was not present to show that the IEP team addressed billing of the student's private insurance.

Under the Individuals with Disabilities Education Act Amendments of 1997, if your agency fails to comply with the compliance actions identified in this monitoring report, the Arkansas Department of Education, Special Education Unit, following appropriate notice and opportunity for a hearing, is required to reduce or withhold further payments to your district or agency until the State educational agency is satisfied that the local educational agency or State agency is complying with the requirements noted in the report.

It is the intention of the special education office that this information will assist the Osceola School District in further developing its special education program. Please contact me if I can be of additional assistance.

Sincerely,

Ann Moore

Ann Moore, Area Supervisor
Monitoring/Program Effectiveness
Special Education

Enclosures

cc: Mike Crowley, Administrator, Monitoring/Program Effectiveness
Sandra Landry, LEA Supervisor
File

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 01 CHILD FIND

AREA OF NONCOMPLIANCE :

01 CHILD FIND PLAN ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 3.00, IDEA 34 CFR (300.125) AND (300.451) ACT 1565 of 1999

CORRECTIVE STEPS TO BE TAKEN :

01 DEVELOP A WRITTEN PLAN OF DISTRICT/CO-OP CHILD LOCATION AND IDENTIFICATION ACTIVITIES THAT INCLUDES CHILDREN ATTENDING PRIVATE SCHOOL, HIGHLY MOBILE CHILDREN, CHILDREN ADVANCING FROM GRADE TO GRADE AND STUDENTS WITH SPECIAL HEALTH CARE NEEDS. THE PLAN MUST INCLUDE A PUBLIC AWARENESS CAMPAIGN TO BE CONDUCTED NO LESS THAN ANNUALLY. REFER TO THE CHILD FIND MANUAL FOR ASSISTANCE.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10006 SUBMIT WRITTEN REPORT TO THE ARKANSAS DEPARTMENT OF EDUCATION AREA SUPERVISOR OF CHANGES MADE AND/OR PROPOSED PROGRAM REVIEW AND ADJUSTMENT.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 01 CHILD FIND

AREA OF NONCOMPLIANCE :

04 INCIDENCE OF DISABLING CONDITIONS IDEA 34 CFR 300.755

CORRECTIVE STEPS TO BE TAKEN :

02 DEVELOP A WRITTEN LOCAL DISTRICT PLAN TO ADDRESS THE EXCESSIVELY HIGH COUNT IN THE DISABILITY CATEGORY OF MENTAL RETARDATION.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10010 SUBMIT TO THE ARKANSAS DEPARTMENT OF EDUCATION AREA SUPERVISOR FOR APPROVAL A COPY OF THE PROPOSED FORM.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

*If the date for submitting evidence cannot be met, request an extension in writting from the Area Supervisor stating reasons for delay and a revised submission date.

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 02 DUE PROCESS

AREA OF NONCOMPLIANCE :

12 EXTENDED SCHOOL YEAR SERVICES, ARK. CODE ANN. 6-11-105 AND 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 19.00 IDEA 34 CFR 300.309AND021313 IMPARTIAL DUE PROCESS HEARING, ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 10.00 , IDEA 34 CFR part 300

CORRECTIVE STEPS TO BE TAKEN :

06 ENSURE THAT WHEN COMMITTEES ARE CONSIDERING THE POSSIBLE NEED FOR EXTENDED SCHOOL YEAR SERVICES, THE FACTORS LISTED IN Sec. 19.08 ARE CONSIDERED IN DECISION-MAKING.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10001 WRITTEN ASSURANCE FROM THE SUPERINTENDENT THAT DISTRICT MONITORING OF STUDENT FOLDERS HAS BEEN IMPLEMENTED AND IDENTIFIED DEFICIENCIES ARE BEING CORRECTED.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 03 PROTECTION IN EVALUATION PROCEDURES

AREA OF NONCOMPLIANCE :

01 EVALUATION PROCEDURES, ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 6.00; SPECIAL EDUCATION ELIGIBILITY CRITERIA AND PROGRAM GUIDELINES FOR CHILDREN WITH DISABILITIES AGES 3-21, IDEA 34 CFR 300.126, 300.320, 300.531.535, 300.540

CORRECTIVE STEPS TO BE TAKEN :

02 INSURE THAT ALL COMPONENTS OF A COMPREHENSIVE EVALUATION ARE COMPLETED PRIOR TO THE EVALUATION CONFERENCE.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10001 WRITTEN ASSURANCE FROM THE SUPERINTENDENT THAT DISTRICT MONITORING OF STUDENT FOLDERS HAS BEEN IMPLEMENTED AND IDENTIFIED DEFICIENCIES ARE BEING CORRECTED.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 03 PROTECTION IN EVALUATION PROCEDURES

AREA OF NONCOMPLIANCE :

01 EVALUATION PROCEDURES, ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 6.00; SPECIAL EDUCATION ELIGIBILITY CRITERIA AND PROGRAM GUIDELINES FOR CHILDREN WITH DISABILITIES AGES 3-21, IDEA 34 CFR 300.126, 300.320, 300.531.535, 300.540

CORRECTIVE STEPS TO BE TAKEN :

23 ENSURE THAT THE DISTRICT IS REVIEWING EXISTING EVALUATION DATA, INCLUDING EVALUATION AND INFORMATION PROVIDED BY PARENTS; CURRENT CLASSROOM-BASED ASSESSMENT AND OBSERVATIONS; AND OBSERVATIONS BY TEACHERS AND RELATED SERVICES PROVIDERS WHEN DETERMINING THE NEEDED EVALUATION DATA.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10001 WRITTEN ASSURANCE FROM THE SUPERINTENDENT THAT DISTRICT MONITORING OF STUDENT FOLDERS HAS BEEN IMPLEMENTED AND IDENTIFIED DEFICIENCIES ARE BEING CORRECTED.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 03 PROTECTION IN EVALUATION PROCEDURES

AREA OF NONCOMPLIANCE :

06 REEVALUATION, ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993) SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 7.00, IDEA 34 CFR 300.504-505

CORRECTIVE STEPS TO BE TAKEN :

04 INSURE THAT REEVALUATION PROCEDURES ARE COMPLETED ON STUDENTS BEFORE DETERMINING THE STUDENT IS NO LONGER A STUDENT WITH A DISABILITY.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10001 WRITTEN ASSURANCE FROM THE SUPERINTENDENT THAT DISTRICT MONITORING OF STUDENT FOLDERS HAS BEEN IMPLEMENTED AND IDENTIFIED DEFICIENCIES ARE BEING CORRECTED.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

COMPLIANCE ACTION PLAN FOR INDIVIDUAL DISTRICTS

FY - 2003/04

LEA : 4713 OSCEOLA

ISSUE : 05 INDIVIDUALIZED EDUCATION PROGRAMS

AREA OF NONCOMPLIANCE :

01 IEP DEVELOPMENT/IMPLEMENTATION, ARK. CODE ANN. 6-41-202 THROUGH 223 (1999) AND A.C.A. 6-41-102 (1993), SPECIAL EDUCATION AND RELATED SERVICES: PROCEDURAL REQUIREMENTS AND PROGRAM STANDARDS Sec. 8.00 IDEA 34 CFR 300.341-.350

CORRECTIVE STEPS TO BE TAKEN :

07 REVIEW STUDENT FOLDERS TO DETERMINE IF IEP TEAMS ARE CONSIDERING SPECIAL FACTORS FOR STUDENTS WHOSE BEHAVIOR IMPEDES HIS OR HER LEARNING OR THAT OF OTHERS.

DATE TO BEGIN CORRECTIVE STEP : 1/12/2004
DATE TO COMPLETE CORRECTIVE STEP : 3/12/2004

EVIDENCE TO BE SUBMITTED:

10005 WRITTEN ASSURANCE FROM THE SUPERINTENDENT THAT THE REQUIRED REVIEW HAS BEEN COMPLETED AND PROGRAMS ADJUSTED AS NEEDED.

DATE EVIDENCE DUE IN SPECIAL EDUCATION* : 3/19/2004

Signature of Area Supervisor Ann Moore

Signature of Superintendent _____

Date _____

Person responsible for implementing Compliance Action Plan stated _____

*If the date for submitting evidence cannot be met, request an extension in writting from the Area Supervisor stating reasons for delay and a revised submission date.

OSCEOLA MIDDLE SCHOOL - LEA# 4713049
OSCEOLA
2002-2003 School Performance Report to Parents

Blanks in this report indicate that this information:
1) was not available at time of printing
2) does not apply to specific school's grade levels
3) the number of students tested was less than 10;
As additional information becomes available, it will be published on http://www.as-is.org/reportcard/.
Click underlined words below to view the definition.

Administrators are advised to periodically review the raw data used in report card calculations by accessing the APSCN FTP site (165.29.215.34).
Comments/corrections should be faxed to 501-371-5010.

	SCHOOL 2000-2001	SCHOOL 2001-2002	SCHOOL 2002-2003	DISTRICT 2002-2003	STATE 2002-2003
TESTING					
Standardized Test *Average Percentile*					
General Population					
Fifth Grade			51	40	56
Seventh Grade	41	41	49	40	57
Tenth Grade				39	49
Combined Population					
Fifth Grade			50	33	50
Seventh Grade	36	35	44	34	51
Tenth Grade				30	43
Arkansas Benchmark Exams *Percent At or Above Proficient Level*					
General Population					
Fourth Grade Reading and Writing Literacy				51	69
Fourth Grade Mathematics				46	67
Sixth Grade Reading and Writing Literacy	n/a	n/a		12	31
Sixth Grade Mathematics	n/a	n/a		14	40
Eighth Grade Reading and Writing Literacy				33	49
Eighth Grade Mathematics				5	26
Combined Population					
Fourth Grade Reading and Writing Literacy				46	61
Fourth Grade Mathematics				42	60
Sixth Grade Reading and Writing Literacy	n/a	n/a		9	26
Sixth Grade Mathematics	n/a	n/a		10	35
Eighth Grade Reading and Writing Literacy				28	41
Eighth Grade Mathematics				4	22
End-of-Course Exams *(General Population)*					
Algebra	n/a	n/a		15	46
Geometry	n/a	n/a		10	40

Appendix E

Literacy	n/a	n/a		30	47
College Admission Test (ACT)					
Mathematics				16.3	19.3
English				17.7	20.7
Composite				17.1	20.3
ADVANCEMENT					
Attendance Rate	94	93.50		92.20	93.70
Dropout Rate	4.3	4.4		5.9	3.9
Graduation Rate				77.0	80.5
College Remediation Rate				83.0	58.3
October 1 Enrollment	275.0	266.0		1718.0	449171.0
DISCIPLINE AND SAFETY					
School Discipline Percentage					
Discipline Policies	Y	Y	Y	Y	Y
Expulsions	0.0	0.0		0.3	0.1
School Safety Percentages					
Weapon Incidents	0.0			0.1	0.0
Staff Assaults	0.0				0.0
Student Assaults	0.0			0.8	2.4
DEMOGRAPHICS/PROFILE (STAFF AND STUDENTS)					
Teaching Staff					
Percent Completely Certified	88.9	88.5	100.0	94.0	92.3
Percent of Students Eligible for Free and Reduced-Cost Meals	84.0	84.2		82.9	48.6
DISTRICT TAXPAYER INVESTMENT					
District Total Mills Voted	29.30	29.30		29.30	32.50
District Expenditure per Student	6092	6017		6226	5867
District Average Teacher Salary	35205	35416		36149	37536

DISTRICT'S EQUITY COORDINATOR: BENNETT SALLY

COORDINATOR'S POSITION/TITLE: ASSISTANT SUPT

ADDRESS: P.O. BOX 528 OSCEOLA AR 72370

TELEPHONE NUMBER: 8705632561 FAX: 8705632181

COORDINATOR'S SIGNATURE: Sally Bennett DATE: 10-16-04

Title IX of the Education Amendments of 1972 states: No person... shall, on the basis of sex, be excluded from participation in be denied the benefit of or be subjected to discrimination under any education program or activity receiving Federal financial assistance. The Civil Rights Act of 1964, prohibits discrimination on the basis of sex in education programs and activities receiving federal assistance.

Please indicate the district's status relative to the following requirements of Title IX of the Education Amendments Acts of 1974, Title VI and Title VII of Employment Regulations of 1964.

1. Does the district have a specific policy to protect students and staff from harassment?

Yes X No

2. Does the district's policy contain the minimum elements of a definition and prescribed methods of notifying people?

Yes X No

3. Are there references to harassment in the district's student handbook and the employee's handbook?

Yes X No

4. Does the district have a grievance procedure to handle complaints about harassment and to monitor its effectiveness?

Yes X No

5. Has information about the grievance procedure been distributed to students and employees?

Yes X No

6. Is the name and location of your Equity Coordinator posted in each building?

Yes X No

TITLE VI: RACE EQUITY

Identify the designated to respond to race equity issues.

2004/2005

DISTRICT: OSCEOLA SCHOOL DISTRICT COUNTY: MISSISSIPPI

EDUCATION COOPERATIVE: Crowley's Ridge Educational Cooperative

DESIGNATED EQUITY COORDINATOR: BENNETT SALLY

Appendix F

ADDRESS: P.O. BOX 528 OSCEOLA AR72370

TELEPHONE NUMBER: 8705632561 FAX: 8705632181

SUPERINTENDENT'S SIGNATURE: [signature] DATE: 10-15-04

Title VI of the Civil Rights Act of 1964 states: No person in the United States shall, on the grounds of race, color, or nation origin be excluded from participation in, be denied the benefit of or be otherwise subjected to discrimination under any program or activity receiving federal financial

1. Does the district have board adopted grievance procedures that encourage local resolution of problems rather than resorting to the formal civil rights complaints procedure?

Yes X No

2. Does the district distribute its grievance procedures and policy of non-discrimination to the students,parents and the general public annually?

Yes X No

3. Is there a district policy and procedure which ensures that no student is denied equitable access to instructional services, transportation, student activities, facilities, honors, and awards, learning materials, guidance and counseling, and curriculum and instruction?

Yes X No

4. Does the district utilize a variety of methods to encourage all identifiable groups of parents to become involved in school functions?

Yes X No

5. Are the district's policies of non-discrimination posted in all facilities and disseminated prior to the beginning of each school year to students, parents, employees and the general public?

Yes X No

6. Are all resources and materials - books, speakers, etc. - selected to accurately reflect the diversity of the student population?

Yes X No

SECTION 504: DISABILITY

Identify the designated Section 504 Coordinator(34C.F.R.104.7).

2004/2005

DISTRICT: OSCEOLA SCHOOL DISTRICT COUNTY: MISSISSIPPI

EDUCATION COOPERATIVE: Crowley's Ridge Educational Cooperative

DISTRICT'S EQUITY COORDINATOR: LAMONT SANDLA

COORDINATOR'S POSITION/TITLE: LEA SUPERVISOR

ADDRESS: P.O. BOX 528 OSCEOLA AR72370

COORDINATOR'S SIGNATURE: Sandie Hardy DATE: 10/15/04

Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, provide that no otherwise qualified handicapped individual shall, solely by reason of his or her handicap, be excluded from participation in, be denied the benefit of or be subjected to discrimination under any program or activity receiving federal financial assistance.

1. Does the district comply to notice of nondiscrimination?
Yes X No ___

2. Does the district provide appropriate provisions for children who have been identified with disabling conditions under Section 504, to ensure equal educational opportunities?
Yes X No ___

3. Has the district taken appropriate steps to notify students, parents and the general public of its duty to assure equitable access to educational programs?
Yes X No ___

4. Are appropriate steps taken when notifying parents of their rights, and procedures when applicable?
Yes X No ___

5. Is Child-find in place to identify students with disabilities who do not qualify for services under the Individuals with Disabilities Education Act?
Yes X No ___

6. Are modifications and accommodations for Section 504 students developed in compliance with regulations ?
Yes X No ___

7. Are parent rights provided to parents, guardians and etc., as required by Section 504 requirements?
Yes X No ___

TITLE VI: NATIONAL ORIGIN
Identify your districts English as a second language (ESL) Coordinator.
2003-2004

DISTRICT: OSCEOLA SCHOOL DISTRICT COUNTY: MISSISSIPPI

Delta Human Resources, Crowley's Ridge Educational Cooperative

DISTRICT'S EQUITY COORDINATOR: EATMON JEANETTE

Delta Human Resources, Title I Supervisor

ADDRESS: P.O. BOX 528 OSCEOLA AR72370

PHONE: 870-563-3271 FAX: 870-564-2104

COORDINATOR'S SIGNATURE: [illegible]

Title VI of the Civil Rights Act of 1964(42 U.S.C. Sec. 200d.et seq.) requires: that no person in the United States shall, on the grounds of race, color, or national origin be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving financial assistance. In addition, insofar as national origin regulations are applied to those students who are limited in their English

[redacted]

educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

[redacted]

1. Does the district have in place, a process that ensures that students of national origin are provided opportunity for full participation in the full

[redacted]

Yes X No

2. Has the district identified language minority students, assessed the level

[redacted]

Yes X No

3. Does the district ensure that staff training, curriculum materials, and

[redacted]

Yes X No

4. Does the district ensure that LEP students are not inappropriately placed in special education classes due to their inability to speak and understand English?

Yes X No

5. Does the district ensure that parents who are not proficient in English are provided with appropriate, understandable, and sufficient information about all school activities?

Yes X No

[redacted]

Yes X No

ARKANSAS DEPARTMENT OF EDUCATION

[redacted]

DISTRICT: OSCEOLA SCHOOL DISTRICT COUNTY: MISSISSIPPI

[redacted]

DISTRICT'S EQUITY COORDINATOR: BENNETT SALLY

[redacted]

ADDRESS: P.O. BOX 528 OSCEOLA AR72370

TELEPHONE NUMBER: 8705632561 FAX: 8705632181

COORDINATOR'S SIGNATURE: Sally Bennett DATE: 10-15-04

1. Is there a district Equity Self-Evaluation process used annually to determine if the district complies with Standard I, Civil Rights Laws of 1964, Title VI, Title IX and Section 504?

Yes X No

2. Is the equity/other discrimination policy posted in all of the district's facilities and included in all handbooks, application forms, recruitment materials and public media?

Yes X No

3. Are strategies to address inequities included in the school improvement process to ensure they comply with state and federal regulations?

Yes X No

4. Do all committees and staff reflect the diversity of the district's population?

Yes X No

5. Is staff development needed for a better understanding of state and federal regulations?

Yes X No

The district hereby certify that the district is in compliance with the state and federal civil rights regulations and with Standard I for Accreditation of Arkansas Public Schools.

Superintendent's Name: _____ (please print)

Superintendent's Signature: _____ Date 10/15/04

Board President _____ Date 10-15-04

Designated Coordinator _____ Date 10-15-04

CONVERSION CHARTER SCHOOL APPLICATION
STATEMENT OF ASSURANCES

The signature of the Superintendent of the School District of the charter school certifies that the following statements are addressed through policies adopted by the charter school and, if approved, the local board, administration, and staff of the conversion charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.

2. The proposed conversion charter school shall be open to all students, on a space available basis, and shall not discriminate in its admission policy on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need or proficiency in the English language, and academic achievement, although the charter may provide for the exclusion of a student who has been expelled from another public school district.

3. The proposed conversion charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.

4. Any educator employed by a school district before the effective date of a charter for a conversion charter school operated at a school district facility shall not be transferred to or employed by the charter school over the educator's objection.

5. The proposed conversion charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public school not so waived by the approved charter.

6. The proposed conversion charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of the school district is covered.

7. The proposed conversion charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.

8. The employees and volunteers of the conversion charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.

9. The conversion charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

10 The charter applicant should know that certain provisions of state law shall not be waived. The proposed conversion charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:

(a) Monitoring compliance with Arkansas Code Title 6, Chapter 23, Charter Schools, as amended by Act 1311 of 2001, as determined by the Director of the Department of Education;

(b) Conducting criminal background checks for employees;

(c) High school graduation requirements as established by the State Board of Education;

(d) Special education programs as provided by this title;

(e) Public school accountability under this title; and

(f) Health and safety codes as established by the State Board of education and local governmental entities.

11. The facilities of the proposed charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

G. Bruce Young Date: 11-29-01
Signature of Superintendent of School District

G. Bruce Young
Print or type name

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 28, 2007

Mr. Scott Shirey
KIPP Delta College Preparatory School
215 Cherry Street
Helena, AR 72342

Re: Consideration of Charter Amendment to Add Grades 8-12
State Board of Education Meeting April 9, 2007

Dear Mr. Shirey:

This letter is to inform you that the above-referenced matter will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at 4 Capitol Mall in Little Rock.

Please ensure that you have all necessary personnel in attendance as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your request to add the additional grade levels.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/tw/slr

cc: T. Kenneth James, Ed.D.-Commissioner of Education
Scott Smith, General Counsel
Dr. Diana Julian, Assistant Commissioner-Learning Services

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

242

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Sender's Name Charter School Office Phone (501) 683-5300

Company ARKANSAS DEPT OF ED

Address 4 CAPITOL MALL RM 305B

Dept./Floor/Suite/Room

City LITTLE ROCK State AR ZIP 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

ORIGINAL

3 To

Recipient's Name Mr. Scott Shirey Phone (870) 7539444

Company KIPP Delta College Prep School

Recipient's Address 215 Cherry Street

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Dept./Floor/Suite/Room

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City Helena State AR ZIP 72342

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4a Express Package Service — *Packages up to 150 lbs.*

- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge. One-pound rate.

* To most locations.

4b Express Freight Service — *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation:

** To most locations.

5 Packaging

- [X] FedEx Envelope*
- [ ] FedEx Pak* — Includes FedEx Small Pak, FedEx Large Pak, and FedEx Sturdy Pak.
- [ ] FedEx Box
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* Declared value limit $500.

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Does this shipment contain dangerous goods? One box must be checked.

- [X] No
- [ ] Yes — As per attached Shipper's Declaration.
- [ ] Yes — Shipper's Declaration not required.
- [ ] Dry Ice — Dry Ice, 9, UN 1845 ____ x ____ kg

Dangerous goods (including dry ice) cannot be shipped in FedEx packaging.

- [ ] Cargo Aircraft Only

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- [X] Direct Signature — Anyone at recipient's address may sign for delivery. *Fee applies.*
- [ ] Indirect Signature — If no one is available at recipient's address, anyone at a neighboring address may sign for delivery. *Fee applies.*

519

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PULL AND RETAIN THIS COPY BEFORE AFFIXING TO THE PACKAGE. NO POUCH NEEDED.

KIPP:
Delta College Preparatory School
215 Cherry Street • Helena, AR 72342 • Phone: 870.753.9444 • Fax: 870.753.9450

March 27, 2007

Dee Cox
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201

Dear Mrs. Cox,

Per your request, we are writing to confirm our expected maximum enrollment in the KIPP Delta College Preparatory middle and high schools. The maximum enrollment in grades 5 through 8 will be 360, or 90 students per grade. The maximum enrollment in grades 9 through 12 will also be 360, or 90 students per grade.

At the current time, we are only able to serve 70 students per grade due to facility constraints. In the future we hope to expand our facility to serve more students.

Please let me know if you have any questions. I can be reached at 870-817-8859.

Sincerely,

Scott Shirey
School Director

CHARTER RENEWAL FOR OPEN-ENROLLMENT SCHOOL

WHEREAS KIPP Delta, Inc. (Petitioner) has petitioned the Arkansas State Board of Education (State Board) for renewal of its charter for operation of KIPP Delta College Preparatory School, located at 215 Cherry Street, Helena, Arkansas as an Open-Enrollment Charter School, serving grades 5-7, with approximate enrollment of 172 students, which renewal petition is attached as Exhibit A and incorporated herein by reference;

WHEREAS, the State Board has determined that the petition meets the requirements set forth in Ark. Code Ann. § 6-23-101 et seq.

WHEREAS, Petitioner and State Board agree that all duties and operation of KIPP Delta College Preparatory School will be performed according to the terms and conditions detailed in the original charter and any modifications detailed in the renewal petition (Exhibit A), Ark. Code Ann. § 6-23-101 et seq., the Arkansas Department of Education Rules and Regulations Governing Charter Schools, and applicable federal law.

NOW THEREFORE, pursuant to Ark. Code Ann. § 6-23-101 et seq., the State Board grants renewal of this charter to Petitioner for a period of three years, to expire on the 30th day of June , 2008, to permit Petitioner to operate in accordance with the terms of this Charter, unless modified or revoked by the State Board. Modification and revocation of this charter shall be in accordance with state and federal law governing public schools, other provisions of state law, and Arkansas Department of Education Rules and Regulations Governing Charter Schools, unless any provision is specifically waived herein. Continuation and renewal of this charter is contingent on acceptable student performance on assessment instruments adopted by the state board and on compliance with applicable accountability provisions specified by state and federal law and Arkansas Department of Education Rules and Regulations. Continuation and renewal of this charter is contingent on approval by the State Board of an annual budget adopted by the Petitioner in accordance with the budget process required for filing a charter school petition. However, the State Board by legal right may revoke, suspend, place on probation, or modify this charter at any time after providing notice and an opportunity for a hearing.

ASSURANCES. Petitioner assures that the charter school will operate in accordance with the United States Constitution, the Constitution of the State of Arkansas and federal and state law, except for the waivers granted by this charter. Petitioner also assures that its student admission policy will not discriminate on the basis of sex, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. Petitioner also assures that it will not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys. Petitioner further assures that it will implement the plan submitted to the State Board with student achievement as its priority; and that it will

incur no debt without written approval from the Commissioner of Education. No debt incurred by a charter school will become a debt of the State of Arkansas.

SEVERABILITY. If any provision of this charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in effect, unless otherwise terminated by the State Board in accordance with the terms contained herein.

This charter shall be interpreted in accordance with Ark. Code Ann. § 6-23-301 et seq. and the Arkansas Department of Education Rules and Regulations Governing Charter Schools. Any reference to Ark. Code Ann. § 6-23-301 et seq. and the Arkansas Department of Education Rules and Regulations Governing Charter Schools will also include any subsequent amendments to either the act or the rules and regulations. The petitioner is placed on notice that it shall not modify any term of this charter without written approval from the State Board of Education.

Entered into this 5 day of June, 2005.

Arkansas State Board of Education

Mrs. JoNell Caldwell, Chairman

Charterholder

Chief Operating Officer of School

Section VII – Waivers

Part A: Original Waivers

In the space provided, list each waiver contained in the original charter.

State Statute Waivers Requested

6-10-106 Uniform dates for beginning and ending of school year. The school design includes a summer program each year that is the *beginning* rather than the end of the school year.

6-15-902 Grading scale – Exemptions – Special education classes. We plan on using the grading scale described by 6-15-902, but requests to remain as flexible as possible in this area.

6-15-1004 Qualified teachers in every classroom. The school requests the flexibility to employ teachers it feels will be the most successful in the program regardless of certification status.

6-16-124 Arkansas history. The school's social studies curriculum will include all state required elements including Arkansas history, but will present them in an integrated social studies concept within an intense multi-year study of the United States.

6-17-111 Duty free lunch period. The school's concept of supervision and student/teacher interactions requires the teachers to be present with the students during lunch.

6-17-203 Personnel Policy Committee. The school will not be large enough to meet the statutory composition of this committee.

6-17-302 Public school principals. The school wishes to employ school leaders trained through the Fisher School leadership program, regardless of certifications.

6-17-401 Teacher license requirement. As above, the school requests to not be required to employ only licensed teachers.

6-17-418 Teacher certification – Arkansas history requirement. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing the best teachers available.

6-17-902 Definition of a teacher. As the school would not necessarily employ only certified teachers, this law would be restrictive.

6-17-919 Warrants void without certification. As the school will not necessarily employ only certified teachers, it would need a waiver from this restriction.

6-17-920 Examination of teacher's contracts. The school intends to hire all teachers on an at-will basis.

6-17-1001 Minimum base salary – Master's degree. The proposed KIPP salary schedule will exceed the Arkansas minimum salary schedules for all classifications.

6-17-1002 Salary amount – Annual Review. The proposed KIPP salary schedule will continue to meet or exceed state salary schedules for like positions.

6-17-1501 through 6-17-1510 Teacher Fair Dismissal Act. As all school employees will be at -will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

6-17-1702 through 6-17-1705 Public School Employee Fair Hearing Act. As all school employees will be at-will, this law is not applicable. The school ensures that constitutional due process will be followed in all employee dismissal events.

EXHIBIT

A

6-18-508 Alternative learning environment. As the school will never exceed 360 students, its size will preclude it from being large enough to warrant an alternative learning environment.

State Board Rules and Regulations Waivers Requested

- Teacher Education and Licensure. The school requests to ability to employ teachers that do not have state licensure.
- Certified Staff Salary Schedules. The KIPP salary schedules exceed all state schedules for like positions.
- Waivers of Minimum Salaries for Certified Personnel. The KIPP salary schedules exceed all state schedules for like positions.
- Expenditure Requirements by Arkansas Schools. Categories and formulae will not be applicable to the school.
- Minimum Schoolhouse Construction. The school will be adapting an historic structure for school use.
- Gifted & Talented Program Approval Standards. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet each student's academic needs.
- Waivers of Earning Limitations under the Teacher Retirement System. The school could need to employ retired teachers in high need areas.

Standards of Accreditation Waivers Requested

- IV. C. Grades 5-8, #4. and #11 Social Studies. The school will integrate Arkansas History into social studies classes.
- V. A. 2. The school will not offer contracts to administrators or teachers.
- V. B. #4 and #5. While the school would like to maintain similar student/teacher ratios as listed, it requests the flexibility to exceed those limits if necessary.
- X. A. The school requests to not employ a full-time superintendent when enrollment exceeds three-hundred.
- X.B. The school will have a person fulfilling similar responsibilities but will fall under the title of director.
- X.C. The school requests to not be restricted in its hiring practices, but have maximum flexibility in employing and retaining the best staff available.
- XI.A.3. It is the intent of the school to provide appropriate counseling services regardless of staffing ratios.
- XI.B. As the school is starting as a very small school, library access will be through the local public library.
- XIII. The school will not offer a separate GT program, but will integrate appropriate services within its extended day and year to meet all individual academic needs.

Part B: New Waivers

In the space provided, list additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

At this point in time, KIPP Delta College Preparatory School is not requesting any additional waivers.

Part C: Waivers To Be Rescinded

In the space provided, list any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

At this point in time, KIPP Delta College Preparatory School does not wish to delete any of the current waivers.

Use additional space as needed

Section VIII – Requested Amendments
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.

KIPP Delta College Preparatory School would like to request the ability to expand its charter to include a high school serving grades 9-12. KIPP (Knowledge is Power Program) has earned a reputation of sending their students to some of the top high schools in the country with scholarships. There are now thirty-eight KIPP schools around the country and there is a dearth of quality high school programs. While KIPP students in both Houston and the Bronx have enough quality high school options that will continue to prepare students for college and a life of success, the options in Helena and the surrounding communities are limited to non-existent.

We have made a promise to our students that we will prepare them for top colleges in the country. In order to keep our promise to the children and to keep our children in the community, it is imperative that we build a high school. The first KIPP Academy High School opened its doors to students in Houston this academic school year. KIPP Delta College Preparatory School will work closely with KIPP National to develop a plan that will be consistent with the academic rigor and high expectations of the organization.

B) Changes to the educational program offered.

KIPP Delta College Preparatory School does not wish to make any major changes to the educational program offered at this time.

C) Other

Use additional space as needed

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 26, 2007

Dr. Mona Briggs
Academics Plus Charter School
900 Edgewood Dr.
Maumelle, AR 72113

Re: Notice of State Board Meeting

Dear Dr. Mona Briggs:

This letter is to inform you that your request for Renewal of your Open-Enrollment Charter School, Academics Plus Charter School, will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at #4 Capitol Mall in Little Rock.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your renewal application. The procedures for the hearing are contained in Section 16.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/ms

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

An Equal Opportunity Employer

THE ARKANSAS DEPARTMENT OF

Education

Open Enrollment Charter School Renewal Application

Deadline for Submission: December 29, 2006

Charter School: Academics Charter School

Date Submitted: December 28, 2006

Date Approved: _____

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201
501.683.5313

Application Instructions

In accordance with Arkansas Code Annotated § 6-23-101 et. seq., the State Board of Education is authorized to renew charters on a one-year or multiyear basis, not to exceed three (3) years. The State Board of Education may place a charter school on probation or may modify, revoke, or deny renewal of its charter if the state board determines that the persons operating the school: a) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter; b) failed to satisfy generally accepted accounting standards of fiscal management; or c) failed to comply with this chapter or other applicable law or regulation.

1. This application for renewal must be approved by the governing board of the sponsoring entity prior to being submitted to the State Board of Education for consideration.

2. Attachments should be labeled as indicated in the application and submitted in the prescribed order.

3. **Submit ten (10) stapled copies of the entire document (no notebooks or binders will be accepted). The original copy must include signatures in blue ink. One complete copy of application, including attachments must also be submitted in a CD. The CD should be in Microsoft Word Rich Text Format .rtf, or Adobe Acrobat .pdf file.**

4. List of attachments to be provided:

    a. Documentation that the governing board of the sponsoring entity has voted to approve this application for renewal
    b. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP);
    c. Copy of the school's most recent Special Education Monitoring Report;
    d. Copy of the 2004-2005 School Report Card;
    e. Copy of the 2006-2007 Equity Compliance Report.
    f. Copy of the most recent financial audit report.
    g. Detailed Statement of Changes in Fund Balances (Board Report)
    (Select: "Print Section 1 Only")
        i. Periods 1-13 of 2005 - 2006
        ii. Periods 1-5 for 2006-2007
    h. Summary Revenue Status Report ("Change Report Type" select Board format)
        i. For Year 2006, Period 13
        ii. For Year 2007, Period 5
    i. Summary Expenditure Status Report ("Change Report Type" select Board format)
        i. For Year 2006, Period 13
        ii. For Year 2007, Period 5
    j. Bank Reconciliation Report for Year 2007, Period 5
    k. Bank Account Statement (with Bank Balance used in the Bank Reconciliation Report)

5. Return completed application and all required copies no later than **Friday, December 29, 2006** to:

Arkansas Department of Education
Charter School Office
4 State Capitol Mall, Room 305-B
Little Rock, AR 72201

Open-Enrollment Charter School Renewal Application

Section I - Contact Information

Sponsoring Entity:	**Pulaski Charter School, Inc.**
Name of Charter School:	**Academics Plus Charter School**
School LEA #	**6040**
Name of Principal/Director: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Dr. Mona R. Briggs, Superintendent** **Dr. Buster Lackey, Principal** **900 Edgewood Drive** **Maumelle, AR 72113** **501 851 2599** **mona.briggs@academicsplus.org**
Name of Board Chairman: **Mailing Address:** **Phone Number:** **Fax Number:** **E-mail address:**	**Dean Elliott** **1 Randal Cove** **Maumelle, AR 73113** **501 851 0062** **Dean.elliott@dillards.com**

Board Chairman's Signature Dean Elliott

Date 12-28-06

Section II – Composition of Governing Board and Relationships to School Employees
In the space below, provide the name of each Board member and indicate if she or she is related to any school employees. Describe the relationship (e.g., spouse, parent, sibling) and employees' job titles, where applicable.

Board Member's Name and Contact Information	Related to Employee(s)? ("No" or describe.)	Employee Job Title
Blake Butler **18 Hickory Lane** **Maumelle, AR. 72113** **501 803 3263**	**NO**	
Stephen Bright **127 South Shore Drive** **Maumelle, AR 72113** **501 580 4227**	**NO**	
Jess Sweere **23 High Timber Drive** **Maumelle, AR 72113** **501 803 4591**	**NO**	
Steve Ibbotson **110 Edgewood** **Maumelle, AR 72113** **501 851 6990**	**NO**	
David Dowers **2 Dove Creek Circle** **North Little Rock, AR 72116** **501 834 7963**	**NO**	

Wayne Galli **164 Lily Drive** **Maumelle, AR 72113** **501 851 8302**	**NO**	
Doug Walker **7 Page Cove** **Maumelle, AR 72113** **501 851 0053**	**NO**	
Mary Peyton **155 Hibiscus** **Maumelle, AR 72113** **501 851 2000**	**NO**	

Section III – Enrollment and Student Demographics
In the spaces below, please list the enrollment of the charter school, grades served by the charter school, and the enrollment of students in the charter and in the surrounding district by classification requested.

Current Enrollment (2006-2007): 346 **Grades Served (2006-2007): 3-12**

Charter School Enrollment by Year: 2002-03 150 2003-04 203 2004-05 244 2005-06 172
Grades Served by Year: 2002-2003 6-8 2003-2004 6-9 2004-2005 6-10 2005-06 3-11

	Current Charter School Enrollment by Category	Current Percentage of Students Enrolled in Charter School	Enrollment for Local District by Category	Percentage of Students Enrolled in Local District
Special Education	**0**	**0**	**0**	**0**
Gifted & Talented	**0**	**0**	**0**	**0**
Migrant Students	**0**	**0**	**0**	**0**

LEP Students	**0**	**0**	**0**	**0**
African-American	**70**	**20**	**20**	**20**
Asian	**8**	**2**	**2**	**2**
Hispanic	**14**	**4**	**4**	**4**
Native American	**1**	**.003**	**.003**	**.003**
Caucasian	**253**	**73**	**73**	**73**
Free & Reduced Lunch	**0 (We have no lunch program)**	**0**	**0**	**0**

Section IV – Admissions Policy

In the space provided, describe the methods for applying for admission, enrollment criteria, and student recruitment and selection processes, including the process for the admission of students by a lottery (*A charter school that is over-enrolled must use a random, anonymous student selection process to be eligible to receive federal funds).*

In accordance with the charter school law and regulations of the State Board of Education, any child of proper age and grade level living in the state of Arkansas will be eligible to apply to Academics Plus Charter School. The Board of Trustees has adopted an official policy that states: *Resolved that, in accordance with Section 9 (6) of the Arkansas Charter School Act of 1999 (The "Act"), Pulaski Charter School, Inc. will, in its admissions policy, prohibit discrimination on the basis of sex, national origin, race, ethnicity, religion, disability, academic or athletic eligibility. Further, Resolved, that notwithstanding the nondiscrimination admission policy: PCS may provide the exclusion of a student who has been expelled from another public school district in accordance with the ACT.*

Admission of students previously expelled from any public or private school is only allowed in exceptional circumstances. Failure of parents to disclose this information; or the provision of false information can, and most likely will, result in immediate dismissal.

Up until now, it has not been necessary to provide a lottery due to the numbers applying, but the Academics Charter School District will admit students almost exclusively through a lottery

system weighted to maintain a racial balance that includes between 20 and 41% minority enrollment in line with Pulaski County School District's desegregation settlement terms when numbers increase to where such a lottery is needed. Unless the State Department of Education rules otherwise, grade level children of faculty and staff are given waivers from the lottery per Arkansas law, (A.C.A. § 6-18-203). Children of founding and currently serving Trustees are also exempted from the lottery. The intent of the original policy was to include children of individuals that are serving or have served as a Trustee. Parental involvement is much more likely when siblings attend the same school; therefore, siblings are given a preference in the admissions process. Academics Plus Charter School accepts applications all year round. In February of each year, families of currently enrolled students; their siblings, and Trustees are polled to determine how many slots will be available in each grade.

Before April 15, if necessary, a lottery is held for available slots. Students chosen are notified and provided a *Records Transfer Form*; slots are held open for ten days and are claimed by returning the *Records Transfer Form.* Applications are considered viable for immediate enrollment, in available slots, until the last day of the third quarter.

Available slots will increase as the school grows. There is increasing demand for Academics Plus to expand by adding a Kindergarten for 2007-2008. The *Core Knowledge* Curriculum which is used in grades 3-8 is actually designed for a K-8 curriculum. New students at entering grade 3 are often behind in literacy and mathematics, which can be eliminated, should we choose, for example, to begin the *Core Knowledge* Curriculum in kindergarten in 2007-2008, adding grade 1 in 2008-2009 and grade 2 in 2009-2010. Our goal is manage a seamless transition from Kindergarten through 12th grade with the intent of keeping students at above grade level in achievement throughout the process.

As an open-enrollment charter school, Academic Plus (A+) Charter School District draws students from, not only the Pulaski County Special School District, but other districts as well. The founders of Academics Plus envisioned a school that would serve a diverse student population that is reflective of this large geographic area from which students come. A+ is in compliance with the Pulaski County Special School District (PCSSD) desegregation order of 20-41% minority students for secondary schools and firmly believes the charter school district will not negatively impact the racial balance of PCSSD or the Little Rock and North Little Rock School Districts.

Equitable educational opportunity for minority students is a primary goal in the integration of public schools. Pulaski County Special School District and the Little Rock School District are having difficulty reducing the disparity between Caucasian and African American students. Academics Plus Charter School District has been able to positively impact students academically without negatively impacting federal racial balances.

In a report issued by the US Department of Education, Applying *Federal Civil Rights Guidelines for Charter Schools,* the U.S. Departments of Education reports, "In many cases, the limited number of students enrolled in a charter school does not have a significant impact on the attendance patterns and enrollment in the appropriate LEA's (local education agency) other schools, and does not adversely affect compliance with the desegregation order."

Additionally, A+ will meet all other obligations in hiring faculty and staff, maintaining diversity on the Board of Trustees of Pulaski Charter School, Inc. (PCS) and in any other areas of the desegregation order. This year, the school added two African American teachers, bringing the total African Americans employed to three. The administration will continue to actively recruit minority staff so as to ideally reflect the percentage of minority students enrolled. As a public charter school, all other federal and state civil rights laws are followed. The Board of Trustees has adopted official policies prohibiting discrimination in admission of students and hiring of employees.

Section V – Performance Goals

Part A: Original Performance Goals (taken from application of 2000)

In the space provided, list each of the school's student academic performance goals contained in the original charter and provide supporting data and narrative documentation of the school's progress in achieving each goal.

While academic excellence is the core mission of A+, it is our belief that the whole child needs to be educated, thus, the reason of the charter school's name: "Academics Plus". The "plus" incorporates knowledge, character, and integrity in a child's overall education. In other words, A+ goals during the initial three year charter period will center on three primary areas: (1) academics; (2) character development which incorporates discipline, attendance, and community service; and (3) health and fitness.

- ***Academic Goals***

Throughout their years at A+, students will undertake an ambitious academic and intellectual program grounded in a core of knowledge and skills that will help them to master complex ideas and thoughts. A+ will rely primarily on the Core Knowledge curriculum, supplemented with experiential learning. Students will be grounded in government, history, mathematics, oral and written communication, literature, science, geography, art, and music.

All students will complete their initial three year period at A+ with an excellent grasp of academic fundamentals: reading, writing, mathematics.

During the first year, A+ will provide extra time and resources for reading, writing and mathematics throughout the school day and year. A+ will build a strong tutoring program and extra classes into the school day for students needing additional help with any or all of these subjects. Since the daily instructional hours and length of the school year will be longer than most traditional public schools, students who are not at grade level will be allotted additional classroom or tutorial time allotted to them to help them achieve grade level status in reading, writing, and mathematics.

If needed, A+ will consider adding a summer school program at the end of the first year to further assist students who either are not at grade level or did not pass all their classes during the school year. This program will be held for a four to six week period during June and will continue each year thereafter as needed.

All students will master a broad range of challenging subjects.

The goal of A+ is to offer challenging courses in English, mathematics, sciences, history, geography, civics, art, music, foreign languages, and physical education. In addition to a demanding curriculum, the school will provide electronic learning centers in the form of small clusters that will rely heavily on the Internet. A+ also will engender literacy and pride in learning for all students in a multilingual society by incorporating internships to overcome the shortage of financial resources.

Parents will be involved as learning partners. Research shows that parental involvement is a key to learning. Thus, parents will be brought into the classroom on a daily basis to work with the children. Parents who want to spend more time with the children might become more permanent co-learners.

Then, too, corporations and governmental officials will participate in the school's curriculum, linking subject matter to the workaday environment and giving meaning to course requirements and demands. For instance, City Hall might furnish speakers and meeting rooms for a civics course as students follow city legislation and explore how government agencies work.

Every student's entry level performance will be determined and his/her progress will be carefully measured and analyzed.

At the beginning of each student's first year at A+, the school will administer the Stanford Achievement Test, 9th Edition (SAT-9) so that administrators, teachers, and parents will have accurate baseline data. This test will act as the primary benchmark for student progress. Teachers will develop prescriptive teaching methods to enhance a student's progress or remediate a student's shortcomings so that each student will improve academically every year. The test will continue to be given each year to every student in the school to measure progress. Additional performance tests will include the Core Knowledge Sequence assessment to diagnose deficiencies, the state-mandated ACTAAP tests (to be given in the 6th grade,) and any other assessments deemed appropriate.

A+ expects that each student will progress at least one grade level during his/her first year, and that each student will grow at least 1.5 grade levels during his/her second year at A+. By the end of a child's third year, A+ expects that each child be on grade level and continue to improve at least one grade level each year thereafter as long as he/she remains in the school.

With such an ambitious program, student's missteps must be diagnosed quickly and addressed conscientiously so that no student falls far behind. To that end, at least every other week teachers will report to the Director each student's academic and behavioral performance so teachers can develop strategies to make sure the student is reaching his or her full potential.

Parents will be notified as to his/her student's academic progress by signing graded homework assignments and progress reports sent home in the middle of each nine week grading cycle. The above procedure will be evaluated on a yearly basis and improved when necessary.

- ***A+ Character Development Goals***

From the very beginning, A+ will establish routines, traditions and high expectations that reinforce the commitment of exemplary academic standards. Students will be expected to adhere to a rigorous code of conduct once they enter the school. They must attend class, be respectfully on time and wear the prescribed uniform. They must come to school prepared as well as agree to help others at the school and in the community. Students and parents will be informed on what is expected of them prior to being accepted into the school. If parents and students do not agree with the school's policy and procedures, they should not apply to A+. If they do, they will earn a place in A+'s learning community.

From the first day of school and each year thereafter, A+ will strive for the following goals:

All students will understand and exhibit traits of good character– respect, self-discipline, compassion, responsibility, friendship, work, courage, perseverance, honesty, and loyalty– through A+'s traditions and structure.

A+ will provide opportunities for students to take responsibility for classroom order. Students, as well as teachers, will be held responsible for assuring a safe and orderly classroom environment. This environment includes treating teachers and classmates respectfully and keeping desks and classrooms neat, clean and organized. It means exhibiting courteous behavior to everyone on campus as well as visitors to the school. All students will understand what disrespectful behavior is, and that it will not be tolerated at A+.

The school will incorporate the school virtues (listed above) into every aspect of the school. Teachers will utilize individuals from history as models of good character and encourage students to elicit lessons from their mistakes and achievements. The "virtue of the month" will be taught in character education classes. These classes will provide an opportunity to explore each virtue through storytelling, biographies, personal experience, and current events.

All students will strive for a 95% attendance rate.

Regular attendance is a major component of academic success. Therefore, A+ will aspire to have at least a 90% attendance rate the first year, 92% during its second year, and 95% during the third year of its charter. Students that consistently attain a 95% attendance rate will be rewarded each semester. The director and teachers will decide on appropriate rewards.

All students will come to school ready to learn and make effective use of their time.

A+ will require students to have materials needed to participate effectively in class. Materials include all the tools necessary for learning, such as a three-ring binder, pencil or pen, paper and textbook(s). Students need to have required homework available at the beginning of the class

period and an assignment book with them to record the next day's homework. Students will be required to be on time to class and to be in uniform. Students will be directed to be prompt and courteous, with proper attention given to A+ instructors during the class period. In order to enhance learning, classroom disorder will not be tolerated.

All parents will understand and support the A+ code of conduct.

Since the school's high academic standards cannot be implemented in an environment of student disruption, our policy will be simple. If a student excessively disrupts the class, he or she will be removed from it. There will be no exceptions. Therefore, during the application process, students and parents will be informed of this zero-tolerance policy for student misbehavior. Support of the code of conduct is essential and everyone involved in the school will be informed of what is expected from each student and parent. Parental and student support will be indicated by having both sign a contract which includes a code of conduct.

All students will participate in community service activities each semester.

A main component of building character is participating in service to others in the community. Each semester students, with faculty and parental assistance, will select community service projects, both individually and as a group. Helping others is seen as a vital part of good citizenship.

- ***A+ Health and Fitness Goals***

All students will learn to lead healthy lives and participate in regular fitness activities.

A+ students will learn and practice health and fitness habits during the school day. Health and physical education will be built into the core curriculum. To the extent possible, each student will be required to participate in some form of physical activity, thus allowing them an outlet for their abundant energy. A variety of sports and recreational activities will be offered to all students at A+, and they will be taught the importance of regular fitness. Student fitness levels will be tracked and assessed periodically.

The following was taken from the Charter renewal application of 2004:

1. Each student's entry level performance will be determined and his/her progress will be carefully measured and analyzed. All students are screened for reading and math skills during orientation week, using Direct Instruction assessment instruments. The SAT-9 is given twice a yearly to measure not only achievement, but also regression/recoupment over summer vacation. All students take the ACT in either 7th or 8th grade.

2. All students will complete their initial three year period at Academics Plus Charter School with an excellent grasp of academic fundamentals: Reading, writing, and mathematics.

Analysis of Year 1

Academics Plus completed its first full year in 2002. Grade equivalent growth for students during the first year was collected and analyzed. The SAT-9 was given to all students in the fall of 2001 and again in the fall of 2002. The SAT-9 was given in the spring of 2002 and again in the spring of 2003, capturing one-year growth measurement for all students. From a student population of approximately 77 students (2001-2002), 53 students had complete sets of scores (fall 2001-Fall 2002). Thirty six students in this group were white or other races and 17 were African American.

Test results for the Complete Battery score on the SAT 9 from this group show that when the school opened in the fall of 2001, 15% of the students tested at the *ceiling* (post high school); 36% tested at or above grade level; and 49% of the students scored below grade level. One year later, 25% of the students tested at the *ceiling*; 43% scored at or above grade level (but below the *ceiling)*; and 32% tested below grade level.

The percentage of African American students scoring below grade level on the SAT 9 in 2001 was 59%, improving to 35% in 2002. The percentage of white or other students scoring below grade level on the SAT 9 in 2001 was 44%, improving to 30% in 2002.

The average one year grade equivalent growth on the SAT 9 for all African American students was 1.51 years. The average one year grade equivalent growth for white or other students was 1.49 years.

Year 2 Performance

Students at Academics Plus continue to show academic progress.

Year 2 Performance

Students at Academics Plus Charter School continue to show outstanding academic progress. See chart below.

Group 1	Fall 2001 (7th)	Spring 2002 (7th)		Fall 2002 (8th)	Spring 2003 (8th)
Total Reading	44	60		65	73
Total Math	43	57		58	66
Language	46	58		67	76
Spelling	47	61		54	69
Study Skills	48	63		66	68
Science	46	56		55	70
Soc Studies	41	58		59	71

Listening	62	61		65	72
Using Info	44	59		65	72
Thinking Skills	47	60		64	73
Basic Battery	49	59		62	69
Complete Battery	48	58		61	70
Group 2	**Fall 2001 (6th)**	**Spring 2002 (6th)**		**Fall 2002 (7th)**	**Spring 2003 (7th)**
Total Reading	49	56		68	77
Total Math	45	54		52	65
Language	52	54		62	71
Spelling	49	54		56	69
Study Skills	35	57		62	64
Science	42	51		61	77
Soc Studies	40	50		57	66
Listening	47	66		70	71
Using Info	41	59		62	71
Thinking Skills	47	58		62	75
Basic Battery	47	56		60	69
Complete Battery	46	55		60	70
Group 3				**Fall 2002 (6th)**	**Spring 2003 (6th)**
Total Reading				56	62
Total Math				49	62
Language				58	62
Spelling				57	50
Study Skills				57	54
Science				53	58
Soc Studies				51	52
Listening				58	61
Using Info				57	59
Thinking				56	62

Skills					
Basic Battery				55	59
Complete Battery				55	58

3. All students will master a broad range of challenging subjects.

In addition to core classes of science, math, English, Latin, social studies, geography, algebra, Latin, music and art history; middle school students choose from a variety of electives. Choices include drama, elements and principles of design, athletics, creative writing, financial planning, ecology, and journalism.

4. All students will understand and exhibit traits of good character—respect, self-discipline, compassion, responsibility, friendship, work, courage, perseverance, honesty, and loyalty—through the school's traditions and structure.

Students effectively manage their time and materials; we have won accolades on the athletic field and court for the behavior and good sportsmanship of our athletes. Our students contributed almost 400 hours to community service in 2002-2003.

5. All students will learn to lead healthy lives and participate in regular fitness activities.

All students have either 90 minutes of PE weekly or athletics four days a week; 20 minutes outside activity at lunch each day and 15 minutes of outside activity at the 3:15 break. We also offer full courses in Nutrition and CPR/first aid.

Part B: New Performance Goals

In the space provided, list student academic performance goals that the school would like to add to their charter for the next three years and provide data and narrative documentation on how the school will measure progress toward achieving each goal.

While the original charter included character education, student health, attendance, etc. as goals, the intent of this application is restricted to examination of academic achievement, not discounting the importance of good character, health, and attendance. Overall students who have attended A+ have made impressive gains and continue to do so. However, the data show areas where growth is needed.

- Students' academic growth will be measured by the State Benchmark tests and the Iowa Test of Basic Skills.
- The disparity between African American students and Caucasian will narrow in both literacy and math at all grade levels to 10% or less.
- As measured by the Arkansas Benchmark test, 90% of students in grades 3-8 will earn scores of proficient or above by 2010 in mathematics and literacy.
- Students in grade 3-6 will increase the percent of possible points earned on math open response items by 20 percent.
- Seventy five percent of all eighth graders will be eligible to take the end of algebra test and will score proficient or advanced.

- As measured by the Arkansas Benchmark, 10% of students taking the end of course literacy test will score advanced increasing from 0% that scored advanced in 2006.
- As measured by the Arkansas Benchmark, 22% of students taking the end of course algebra will score advanced, doubling the percent of students who scored advanced in 2006.
- Forty percent of students taking the end of course geometry test will score at advanced, doubling the percent who scored advanced in 2006.
-

How performance goals will be met:

Students in all eligible grades will continue to take both the Iowa and the Benchmark exams each year. Each year teachers and administrators will use the test results to inform their daily classroom practice to ensure healthy growth each year in each grade, focusing on the development of standards based lessons to equip students with the skills required to increase their performance. Taking advantage of the various data reports provided in both the norm referenced and the criterion referenced tests, teachers can identify both trends and more specifically content strands needed to remediate any student's area of weakness in any particular subject area. Teachers will utilize the released items to acquaint students with the types of questions and the format of test items. They will also reserve time prior to the test administration to review students on effective test taking strategies. Greater attention and time will be spent preparing students in grades 3-6 for open response test items, especially in math.

The *Core Knowledge* Curriculum, developed by E.D. Hirsch, Jr. has served the students well over the past six years and will continue to be used to supplement the curriculum to ensure higher order thinking and thematic instruction in grades 3-8. The *Core Knowledge* sequence is the result of the research done at the *Core Knowledge* Foundation, which is a nonprofit organization dedicated to excellence and fairness in early education.

It is designed to provide students will a central core of shared, sequenced, and specific curriculum. Elementary students will continue to experience music, art, computer, physical education, and foreign language as part of their daily schedule. The arts are not just add-ons, but an essential part of the students' curricula. Respect for diversity is also part of the curriculum, and the curriculum offers significant knowledge of diverse peoples and cultures.

Grade-by-grade sequencing of topics gives teachers some assurance that children will come prepared with a share core of knowledge and skills, and because children learn more effectively when instruction follows the basic psychological principle that we learn new knowledge by building on what we already know. The Curriculum provides a broad base of knowledge and a rich vocabulary that motivates students to learn and provides the knowledge necessary for higher levels of learning, which is essential in a college preparatory school.

In an effort to increase literacy in all content areas, but in mathematics, especially, staff will become acquainted with the principles of the disciplinary framework advanced at the Institute for Learning at the University of Pittsburg, which implements five principles for designing rigorous practice that integrates academic content with discipline appropriate strategies.

The concept is to build secondary students' knowledge of the core subjects while increasing their reading, writing and thinking skills as well. This approach encourages secondary teachers to develop a set of instructional approaches that they can use to immerse students in rigorous content and habits of thinking in language arts, history, mathematics and science. Teachers can then, plan, teach, and analyze sequences of subject-matter content lessons that enable high levels of literate thinking and reasoning.

An important component of disciplinary literacy is the establishment of a learning environment that promotes inquiry as a community learning process where students are encouraged to engage in talk, to share ideas, questions, data, arguments, and justifications that increase the likelihood that all students will participate in the learning process and reach the desired outcomes. Teachers aid the process by assisting students with ongoing formative assessment designed to give students a clear sense of what they are attempting to achieve and where they are in the process of reaching the goals. Continuous assessment and feedback on how to proceed will support students in being able to reflect on their own work and progress toward the ability to self assess and self manage their own learning.

Disciplinary literacy in mathematics takes as its premise that students learn mathematics by actually doing mathematics. That is, students regularly engage in solving cognitively challenging mathematical tasks that require them to think and reason in the same way as mathematicians. The nature of the mathematical activity in which students engage requires them to: explore concepts, make and test conjectures; verify outcomes, predict results, and generalize beyond a given mathematical task.

Through work on such activities, students have opportunities to make sense of mathematics by applying and adapting a range of problem solving strategies (e.g., looking for patterns, working backwards, guessing and checking, creating a simpler problem, trying a special case). Students will be able to develop a toolkit of mathematical concepts and strategies that they can draw on when solving problems. Mathematical activities utilizing these processes are characterized by lots of talk. Students' learning is enriched as they share their methods for solving problems, respond to questions posed by their peers, make sense of other student's solutions, and ask questions of others to ensure their own understanding. Teachers will be required to include opportunities for students to reflect on their own work and how to self assess and better manage their own learning.

The administration will encourage teachers to make connections between various content areas through interdisciplinary approaches to learning, particularly at the middle level. Teachers and students will be encouraged to examine concepts, themes, problems, and experiences from multiple perspectives. Through thematic instruction students will be able to learn more holistically and much of the fragmentation that occurs between content areas can be reduced. Thematic orientations can also offer ways to show how different subject areas are related and the influence they have on the lives of students. To further the performance of students with differing abilities, curricular adaptations and modifications will be made in the environment, instruction, or materials that are used in the learning process.

The administration, working with its partners and parents, will seek out grant opportunities and other funding possibilities to enhance the technology provided to the students. There is currently only one computer lab, but the administration is in the process of securing the means to add computers and instructional software in each classroom for student use, particularly in grades 3-8.

Utilizing specialists from the State Department of Education, the work of Heidi Hayes Jacobs, and other educational consultants math and literacy teachers are aligning the curriculum with the Arkansas Frameworks in the core subject areas. This emphasis on curriculum alignment will result in result in a seamless transition between grades and in even higher student test scores over the next three years. Appropriate instructional programs will provide the additional literacy and math practices that some of our students need to reach proficient.

The parents of Academic Plus Charter School are deeply committed to the success of the school and to the success of their own children. They have recently re-organized and have a thriving parent group, the A+ TEAM, whose members have joined hands with administrators and teachers to support the learning process through multiple means of support from participating on various taskforces, work teams, school improvement committees, substituting in classrooms, grant writing, and volunteering to assist on numerous school activities and projects. Highly involved parents who understand and actively support A+ goals are an added asset in helping students perform at their maximum potential.

The students experience an extended school year that exceeds the regular school term by ten days allowing teachers additional time to engage and prepare students for the increased expectations students' academic performance which is shared between school staff and families of the students. Together with the extended school year, is the shared expectation of regular student attendance, which is vital to student progress and performance. Parents and students alike are required to sign the *A+ Commitment to Excellence* that promotes school attendance.

Due to administrative changes, fiscal challenges, and teacher turn-over, the school has not developed as a professional learning community. The research is clear that the most powerful component in significant school improvement are the teachers. In order to sustain the hard work over time, it is imperative to create a strong professional learning community among the staff. While Academics Plus has a clear mission, work needs to be done around acknowledgement of common beliefs and shared vision. Through the visioning process staff will be better able to create a clear plan of action and become more proactive, rather than reactive, to problem solving, and pushing forward an agenda of excellence for all students. Currently there are barriers to sustaining a change effort, but with a focus on communication, collaboration, and collegiality, a community can develop that will support a renewed commitment to authentic improvement in teaching and learning. Administrators will use the work of Dufour *(Professional Learning Communities at Work, 1998)* as a model for changing the culture of the school community.

At its inception in 2001, the founders of A+ intended that the school attract a diverse student population while furnishing students with the strict academic and intellectual stimulation and the self-discipline needed to be successful in high school and college. It is the intent of the current administration and staff to work deliberately and intentionally to do just that. Through the efforts of parents, teachers, administrators, and other stakeholders, each child at the school acquires a love for learning, a desire to work and grow with integrity, and to have respect for themselves and others. The academic program is geared to challenging students academically and personally, so as to equip them with the skills to pursue a future with an emphasis on a college education or other post secondary training. By preparing students for their future, benchmark scores will quite naturally continue to increase.

To accomplish this vision, A+ will keep its mission in mind while keeping the needs of each individual student in focus. Coupled with this firm academic foundation, life experiences also will be used to broaden students' knowledge and skills beyond the classroom. Students will improve their academic proficiency and develop their cognitive skills to at least grade level (as measured by approved testing instruments) by the end of their third year at the school, depending upon their level of performance upon enter the district. A+ will document and keep appropriate records that will facilitate ensuring progress of the students throughout their years in the district.

By being a smaller school than most traditional public schools in the area, the faculty and staff of Academics Plus has been able to provide more individual attention. This, along with authentic parental involvement, enhanced communication between home and school, and utilizing other partnerships within the community, the individual needs of our students are met.

In the past, there has been little professional development opportunities for teachers to grow professionally due mainly to fiscal matters and administrative turn-over. There is now a new focus from the leadership of A+ for professional development. Faculty professional growth opportunities will grow out of the data and from the school improvement plans, and will be geared to those areas where teachers may need additional technical assistance in order to best support excellence in teaching and learning. Since there is evidence of achievement gaps in the school test data, the staff will have training in cultural diversity, in learning styles, and in multiple intelligences, as well as other teaching and learning strategies that are particularly effective with minority students. The school will also begin to develop a professional library of materials for teachers to expand their knowledge base.

Finally, the fact that A+ will continue to provide a longer day, an extended year, and continue to operate as a school without walls—taking advantage of partnerships with the Maumelle City Library, the Maumelle Community Center, the Maumelle Arts Council, the Maumelle Monitor, and St. Vincent's Hospital. These partnerships make the experience that students have during their tenure unique to other conventional schools. The coalition of parents, community, and others is dedicated to the success of each student, as well as the district as a whole, and this support is visible to all involved. The school day will be a minimum of 7 hours for all students, exceeding the current ADE Standards, which will allow for time to develop mastery in math and literacy.

The school year will be ten days longer (188) than is required by the Standards. Having a longer day, a longer year, and dual enrollment (an arrangement where the students can meet their graduation requirements as well as earn college credits) opportunities students in grades 9-12, sets A+ apart from the conventional public schools in the state. The collegiate program encourages students to have a decided advantage in getting a college degree, as well as save on college costs in the process. Parents and students find this program extremely attractive as it keeps students academically challenged throughout their high school career. In addition, this arrangement supports the *No Child Left Behind Act's* goal of encouraging greater academic rigor during the high school experience. At its core, the A+ collegiate program allows students to progress to their next academic challenge without having to wait to high school graduation.

In an issue paper produced in conjunction with the US Secretary of Educations' *High School Leadership Summit,* the following were listed from proponents of dual enrollment programs:

- Prepare students for the academic rigors of college
- Lower the cost of postsecondary education
- Provide students with more realistic information about the academic and social skills needed to succeed
- Provide curricular options for students

Section VI – Test Data

On the following pages, provide test data on the students' academic performance on the Benchmark exams, the IOWA Test of Basic Skills, and any other assessment instruments utilized by the charter

school. Provide narrative documentation to explain each year's performance and how this supports the charter school's academic goals.

Narrative on Academic Performance Test Data

Academics Plus Charter School completed its 5th year in May 2006. At its inception, the school officials chose the Stanford 9 exam as the primary measure of academic progress, and as long as there were sufficient funds, the students were given the test in both the fall and spring beginning in 2001 through spring of 2003. Students were tested only once in 2004 and that was a fall administration.

During the first year of operation, 49% of students scored below grade level and one year later that number had been reduced to 32% below grade level. In 2001-2002, 6th grade students were tested on the Arkansas Benchmark, with 34% of 6th graders scoring below basic in literacy and 41% of 6th graders scoring basic or below basic in math.

In 2003, the combined population of students taking the literacy portion of the benchmark in grade 8 scored at 80% proficient or above with African American students scoring at 73% proficient or above. Caucasian students taking the literacy test scored at 82% proficient or above. No students scored below basic.

In 2003, the combined population of students taking the math portion of the benchmark in grade 8 scored only at 17% proficient, with 88% of African American students scoring at Basic or below basic and 82% of Caucasian students scoring at basic or below basic.

In 2003, the combined population of students taking the literacy portion of the benchmark in grade 6 scored at 27% proficient or advanced. 89% of African American students scored at basic or below basic, while Caucasian students scored at 65% scored at basic or below basic.

In 2004, the combined population of students taking the literacy portion of the benchmark in grade 6 scored at 51% proficient or advanced. Twenty seven percent of African American students scored at proficient while Caucasian students scored at 77% proficient or above in literacy.

In 2004, the combined population of students taking the mathematics portion of the benchmark in grade 6 scored at 51% proficient or advanced, slightly more than the state averages of 47% at proficient or advance. Twenty seven percent of African American students scored proficient, and 62% of the Caucasian students scored at proficient or advanced.

In 2004, 73% the combined population of students taking the literacy portion of the benchmark in grade 8 proficient or advanced as compared to the state's average of 51%. Test results show that 77% of both African American and Caucasian students scored proficient or advanced, 22% more than the state's averages of 51%

In 2005, there is evidence of growth in student performance as 50% of the combined population scored at proficient or advanced on the literacy portion of the Benchmark; the next year (2006), as 4th graders, 84% of these students scored at proficient or advanced an increase of 34%. In 2005, 67% of the combined population of 3rd graders scored at proficient or advanced on the math portion of the Benchmark. The next year (2006), as 4th graders, 84% these students scored at proficient or advanced, an increase of 17%. Thus, both math and literacy performance improved from 3rd to 4th grade.

The Iowa Test of Basic Skills (ITBS) for these students show that in 2005 the 3rd graders scored at the 73 percentile in reading, and as 4th graders in 2006, they scored at the 83 percentile in reading, an increase of

10 points. In 2005, the 3rd graders taking the ITBS scored at the 64 percentile in Math Concepts and at the 74 percentile in Problem Solving and Data Interpretation. In 2006, 4th graders scored at the 83 percentile.

In 2005, 4th graders taking the ITBS scored at 79 percentile in reading. In 2006, 4th graders scored at the 83 percentile, an increase of 4 points. In 2005, 4th graders taking the ITBS in Math Concepts scored at the 72 percentile and at the 73 percentile in Math Problem Solving. In 2006, 4th graders scored at the 83 percentile in Math.

There was a reduction of 3% in the below basic/basic scores of 4th graders taking the literacy Benchmark in 2006 as compared to the literacy scores of 4th graders taking the test in 2006. In addition there was an increase in the proficient/advanced scores of 4th graders taking the math test in 2005 for an increase of 41%. Eighty-four percent of students taking the math test. Sixth grade literacy scores in 2005 show that 37% of students scored at basic or below, but in 2006 only 15% scored at basic and none scored at below basic.

In 2005, 63% of the combined population of 6th graders taking the literacy benchmark scored at proficient or advanced. In 2006, 85 % of he combined population of 6th graders scored proficient or advanced, an increase of 22%. In 2005, 37% of 6th graders were scoring at basic or below basic, but those percentages were reduced in 2006 to 15% of 6th graders scoring at basic or below basic.

In 2005, 57% of the combined population of 8th graders taking the literacy test scored at proficient or advanced, and in 2006, 77% of the 8th grades taking the literacy test scored at proficient or advanced, an increase of 20%. No students took the End of Course Literacy test in 2005.

The ITBS scores of 6th graders in 2005 in reading were at the 58 percentile and increased in 2006 by 10 points with students scoring at the 68 percentile in reading. Those 6th graders who scored at the 58 percentile in reading in 2005 increase their performance at 7th graders in 2006 by 13 points, scoring at the 71 percentile. In 2005 the 6th graders scored at the 55 percentile in math, and the next year (2006) they increased their performance by 16 points, scoring at the 71 percentile. There is a disparity in achievement of Caucasian students and African American students 6th graders who took the ITBS in 2006, with African American students scoring at 27 percentile in reading, while the Caucasian students scoring at 72 percentile for a gap of 45 points. The core battery scores for African American students in 2006 was at the 25 percentile, 48 points less than the Caucasian students.

When the 2006 ITBS scores of 3rd graders are disaggregated by race, there is a disparity in all areas. In reading, 3rd grade African Americans students scored at the 58 percentile, while their Caucasian counterparts scored at the 76 percentile. In language, 3rd grade African American students scored at the 70 percentile, while the Caucasian students scored at the 76 percentile. In math, 3rd grade African American students scored at the 58 percentile while Caucasian students scored at the 73 percentile. In social studies, the students scored at the 58 percentile while Caucasian students scored at the 71 percentile. Core battery percentile scores for African American students were 63 and Caucasian students were 76. These differences range from 6 points in language to 18 points in reading.

In 2004-2005, middle level math is an area of weakness; in 6th grade 50% of the students scored at basic or below and in 8th grade, 66% scored at basic or below basic. Benchmark math scores in 2005-2006, show a slight decrease, but with 45% of the 6th graders scoring at basic or below basic, it is still an area of concern. In 2006, 8th grade 47% of students taking the math portion of the test scored at basic or below basic and only 54% scoring at proficient or above. This a stark difference from the 4th grade math scores where only 16% of the students scored at basic or below basic and a strong 84% scored at proficient or advance. Of those, 37% scored at advanced.

Students did not take End of Course Geometry, Algebra, or Literacy exams in 2004-2005. In 2005-2006, 62% of students tested scored at proficient or advanced in End of Course Algebra. While no students scored below basic in 2006, there 38% of students taking the test scored basic. In 2005-2006, 68% of students taking the End of Course Geometry exam scored at proficient or above, but 12% scored below basic and 20% scored at the basic level. In 2005-2006, 67% of students taking the End of Literacy exam scored at proficient. None scored advanced and none scored below basic.

Students are not performing as well on the open response items as they are the multiple choice. The following chart provides information for grades 3-8 in mathematics. Except for data analysis and probability, the students in grades 3-6 are scoring less than the state average. That trend changes in grades 7 and 8 where the students score as well or better than the state scores.

While more students are scoring at proficient than below in the End of Course tests in math and literacy, there are no students scoring at advanced in the 2006 End of Course Literacy test, and 33% of students scored at basic of below in the end of course geometry test; there were no students scoring below basic on the algebra test, but there were 38% scoring at basic.

Whether analyzing the SAT 9, the ITBS, or the Benchmark, overall the students grade 3-12 at A+ are outperforming their peers in surrounding schools, and while there are disparities between minority and majority students, there do exist areas where there is no or little gap between racial groups.

Item Analysis of 2006 Data for Academics Plus:
Mathematics Open Response Strand Analysis

Grade 3: Numbers and Operations

School Average	District Average	State Average
4.2	4.2	4.9

Grade 3: Algebra

School Average	District Average	State Average
2.5	2.5	3.1

Grade 3: Measurement

School Average	District Average	State Average
6.8	6.8	7.1

Grade 3: Data Analysis

School Average	District Average	State Average
3.9	3.9	2.9

Grade 4: Numbers and Operations

School Average	District Average	State Average
3.4	3.4	3.7

Grade 4: Algebra

School Average	District Average	State Average
6.4	6.4	4.5

Grade 4: Geometry

School Average	District Average	State Average
4	4	3.6

Grade 4: Data Analysis

School Average	District Average	State Average
5.6	5.6	5

Grade 6: Numbers and Operations

School Average	District Average	State Average
3.6	3.4	2.8

Grade 6: Algebra

School Average	District Average	State Average
4.1	4	3.4

Grade 6: Measurement

School Average	District Average	State Average
4.1	3.9	4.5

Grade 6: Data Analysis

School Average	District Average	State Average
5.2	4.9	4.5

Grade 7: Numbers and Operations

School Average	District Average	State Average
2	2	1.4

Grade 7: Algebra

School Average	District Average	State Average
4.4	4.4	3.2

Grade 7: Geometry

School Average	District Average	State Average
3	3	2

Grade 7: Measurement

School Average	District Average	State Average
2.8	2.8	2.2

Grade 8: Numbers and Operations

School Average	District Average	State Average
0	0	0

Grade 8: Algebra

School Average	District Average	State Average
3.4	3.4	2.8

Grade 8: Geometry

School Average	District Average	State Average
1	1	1.3

Grade 8: Measurement

School Average	District Average	State Average
3.4	3.4	3

Grade 8: Data Analysis

School Average	District Average	State Average
7.6	7.6	6.8

Benchmark Exams – ***(Use Combined Population)***

2004-2005 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy	24	21	29	21	29

3rd Grade Mathematics	24	25	8	42	25
4th Grade Literacy	21	0	19	52	29
4th Grade Mathematics	22	18	41	36	5
6th Grade Literacy	30	7	30	50	13
6th Grade Mathematics	30	20	30	43	7
8th Grade Literacy	53	8	36	53	4
8th Grade Mathematics	53	49	17	32	2
End of Course Exam – Alg. 1		n/a			
End of Course Exam – Geometry		n/a			
Grade 11 – Literacy Exam					

Benchmark Exams – ***(Use Combined Population)***

2004-2005 – Local District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy	24	21	29	21	29
3rd Grade Mathematics	24	25	8	42	25
4th Grade Literacy	21	0	19	52	29

To replace charts on pages 27/28

4th Grade Mathematics	22	18	41	36	5
6th Grade Literacy	30	7	30	50	13
6th Grade Mathematics	30	20	30	43	7
8th Grade Literacy	53	8	36	53	4
8th Grade Mathematics	53	49	17	32	2
End of Course Exam – Alg. 1		n/a			
End of Course Exam – Geometry		n/a			
Grade 11 – Literacy Exam		n/a			

Arkansas Benchmark: Comparison of 2004-2005 and 2005-2006 Student Performance

Grade	Total/Tested 04/05-05/06	% Below Basic 04/05-05/06	% Basic 04/05-05/06	% Proficient 04/05-05/06	% Advanced 04/05-05/06
3rd Lit Math	24/17 24/17	21/7 (-10) 25/6 (-19)	29/33 (+4) 8/22 (+14)	21/28 (+7) 42/39 (-3)	29/28 (-1) 25/33 (+8)
4th Lit Math	21/18 22/18	0/5 (+5) 18/5 (-13)	19/11 (-8) 41/11 (-30)	52/47 (-5) 36/47 (+11)	29/37 (+8) 5/37 (+32)
6th Lit Math	30/18 30/18	7/0 (-7) 20/5 (-15)	30/15 (-15) 30/40 (+10)	50/50 (0) 43/25 (-18)	13/35 (+22) 7/30 (+23)
8th Lit Mat	53/30 53/30	8/0 (-8) 49/27 (-22)	36/23 (-13) 17/20 (+3)	53/57 (+4) 32/47 (+15)	4/29 (+16) 2/7 (+5)

	Total Tested	% Below Basic 04/05-05/06	% Basic 04/05-05/06	% Proficient 04/05-05/06	% Advanced 04/05-05/06
11th Lit	**NA/21**	**NA/0**	**NA/33**	**NA/67**	**NA/0**
Geo.	**NA/29**	**NA/12**	**NA/20**	**NA/48**	**NA/20**
Alg.	**NA/45**	**NA/0**	**NA/38**	**NA/51**	**NA/11**

Upon examination of the student achievement data in the chart above, it is clear that the numbers of students scoring at basic and below basic are decreasing the numbers of students scoring at proficient and advanced are increasing. For example, in 4th grade math, there was a decrease of 43 % in basic and below basic scores between 2005 and 2006, while there was a gain of 43% in the proficient and advanced. In 8th grade math there was a decrease of 22% in below basic and an increase of 20% in proficient and advanced. In 6th grade literacy, there was a reduction of 22% in basic and below basic scores while increasing the advanced scores by 22%. In 8th grade literacy, there was a reduction of 21% in basic and below basic, and an increase in proficient and advanced by 20%.

Benchmark Exams – ***(Use Combined Population)***

2005-2006 – Charter School

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy	17	11	33	28	28
3rd Grade Mathematics	17	6	22	39	33
4th Grade Literacy	18	5	11	47	37
4th Grade Mathematics	18	5	11	47	37
6th Grade Literacy	18	0	15	50	35
6th Grade Mathematics	18	5	40	25	30
8th Grade Literacy	30	0	23	57	20

8th Grade Mathematics	30	27	20	47	7
End of Course Exam – Alg. 1	45	0	38	51	11
End of Course Exam – Geometry	25	12	20	48	20
Grade 11 – Literacy Exam	21	0	33	67	0

Benchmark Exams – ***(Use Combined Population)***

2005-2006 – Local District

	Total # Tested	% Below Basic	% Basic	% Proficient	% Advanced
3rd Grade Literacy	17	11	33	28	28
3rd Grade Mathematics	17	6	22	39	33
4th Grade Literacy	18	5	11	47	37
4th Grade Mathematics	18	5	11	47	37
6th Grade Literacy	18	0	15	50	35
6th Grade Mathematics	18	5	40	25	30
8th Grade Literacy	30	0	23	57	20
8th Grade Mathematics	30	27	20	47	7
End of Course Exam – Alg. 1	45	0	38	51	11
End of Course Exam – Geometry	25	12	20	48	20

Grade 11 – Literacy Exam	21	0	33	67	0

Stanford 9: Fall 2004

Content	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Total Reading	50	42	48	68	64
Total Math	59	45	41	65	64
Language	49	46	45	63	59
Spelling	55	48	50	69	54
Science	47	40	49	62	65
Listening	57	35	35	72	70
Using Information	N/A	N/A	48	67	64
Social Studies	N/A	44	49	61	55
Thinking Skills	N/A	N/A	N/A	67	64
Basic Battery	55	43	46	67	62
Com. Battery	54	43	47	65	62

Content	Grade 8	Grade 9	Grade 10
Total Reading	65	73	77
Total Math	63	63	72
Language	65	62	61
Spelling	59	61	51
Science	58	66	56
Listening	64	69	N/A
Using Information	61	69	66
Social Studies	54	64	72
Thinking Skills	63	70	75
Basic Battery	63	65	66
Com. Battery	62	65	66

Iowa Test of Basic Skills – 2004

5th Grade	Charter School	Local District	State
	2004 Percentile Rank		2004 Percentile Rank
	N/A		Not Tested
	N/A		
	N/A		

5th Grade – Iowa Test of Basic Skills 2004 Percentile Rank by Race

	African American	Hispanic	White
	N/A	N/A	N/A
	N/A	N/A	N/A
	N/A	N/A	N/A

9th Grade	Charter School	Local District	State
	2004 Percentile Rank		2004 Percentile Rank
	N/A		
	N/A		
	N/A		

9th Grade – Iowa Test of Basic Skills 2004 Percentile Rank by Race

	African American	Hispanic	White
	N/A	N/A	N/A
	N/A	N/A	N/A
	N/A	N/A	N/A

Iowa Test of Basic Skills 2005

(Academics Plus does not have K-2 classes).

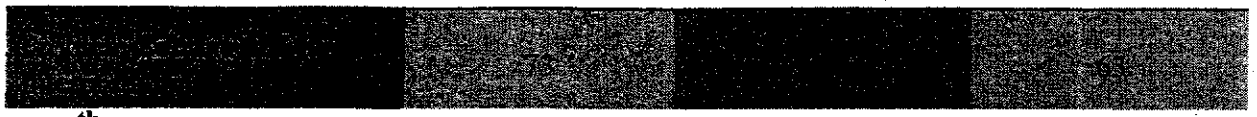
3rd Grade	Charter School 2005 Percentile Rank	Local District	State 2005 Percentile Rank
	73		62
	64		60
	74		63

3rd Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

African American	Hispanic	White
Not Available		
Not Available		
Not Available		

Iowa Test of Basic Skills – 2005

4th Grade	Charter School 2005 Percentile Rank	Local District	State 2005 Percentile Rank
	79		62
	72		68



4th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

	African American	Hispanic	White
	Not Available		
	Not Available		
	Not Available		

5th Grade	Charter School	Local District	State
	2005 Percentile Rank		2005 Percentile Rank
	60		
	60		
	62		

5th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

	African American	Hispanic	White
	Not Available		
	Not Available		

Iowa Test of Basic Skills – 2005

6th Grade	Charter School	Local District	State
	2005 Percentile Rank		2005 Percentile Rank
	55		54
	55		54

	35		55

6th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

	African American	Hispanic	White

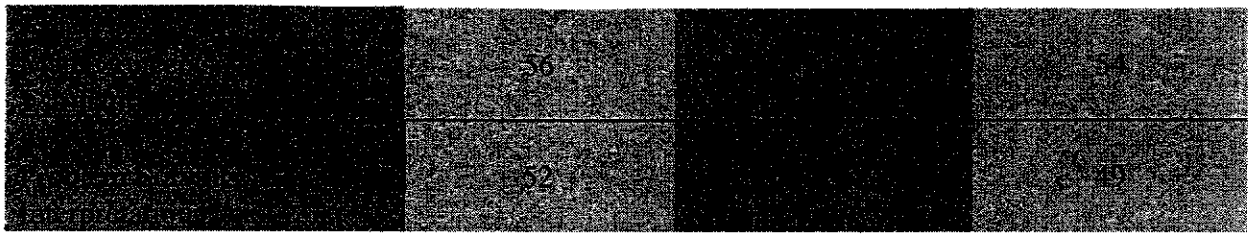
7th Grade	School	District	State
	2005 Percentile Rank		2005 Percentile Rank
	60		55
	60		55

7th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race

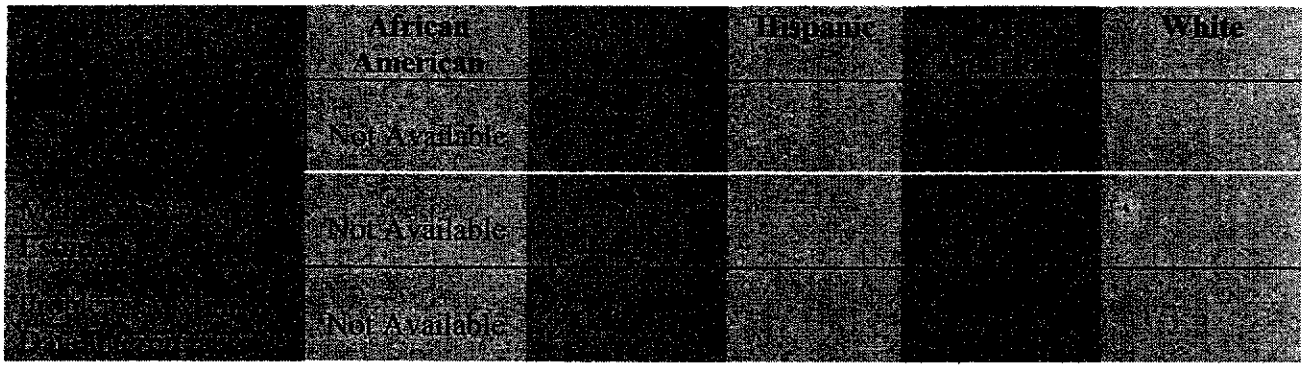
	African American	Hispanic	White
	Not Available		
	Not Available		

Iowa Test of Basic Skills – 2005

8th Grade	Charter School	Local District	State
	2005 Percentile Rank		2005 Percentile Rank
	62		53



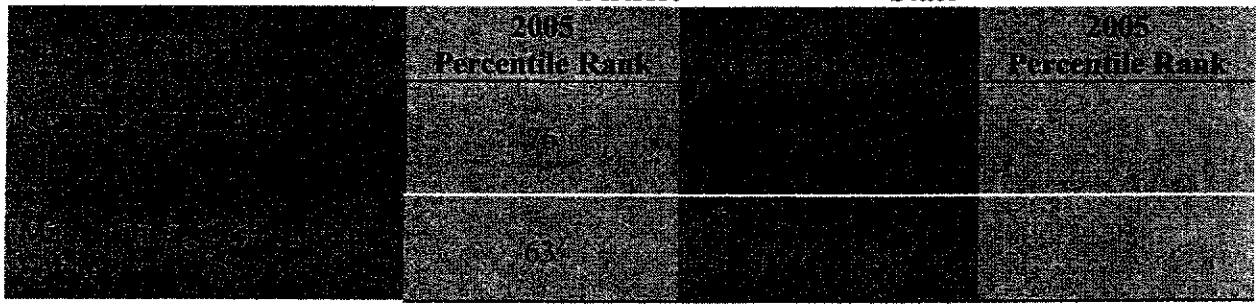
8th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race



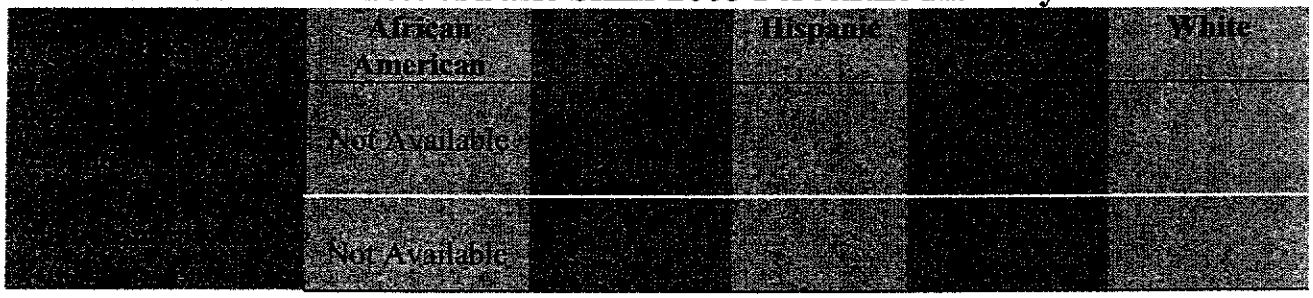
Charter **Local**

9th Grade – Iowa Test of Basic Skills 2005

School **District** **State**



9th Grade – Iowa Test of Basic Skills 2005 Percentile Rank by Race



Iowa Test of Basic Skills – 2006

3rd Grade

	Charter School	Local District	State
	2006 Percentile Rank		2006 Percentile Rank
	69		
	73		60
	68		65
	74		63
	63		59
	70		61
	69		60
	69		62

3rd Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

	African American	Hispanic	White
	58		76
	70		73
	58		76
	63		71
	58		75
	62		73
	67		

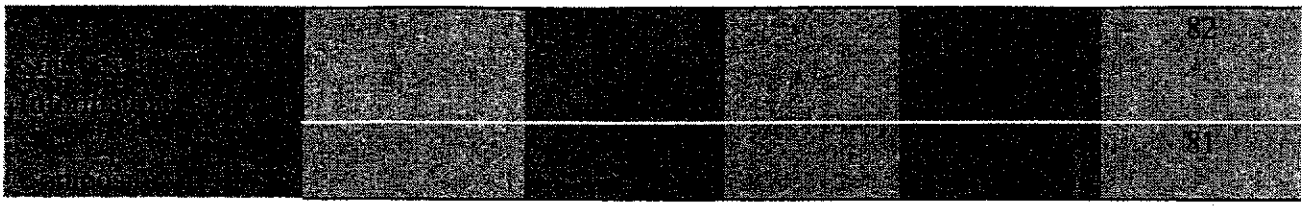
	62		75

Iowa Test of Basic Skills – 2006

4th Grade	Charter School	Local District	State
	2006 Percentile Rank		2006 Percentile Rank
	83		
	70		
	83		
	83		
	77		
	80		
	81		65
	82		61

4th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

	African American	Hispanic	White
			83
			79
			83
			82
			77
			78



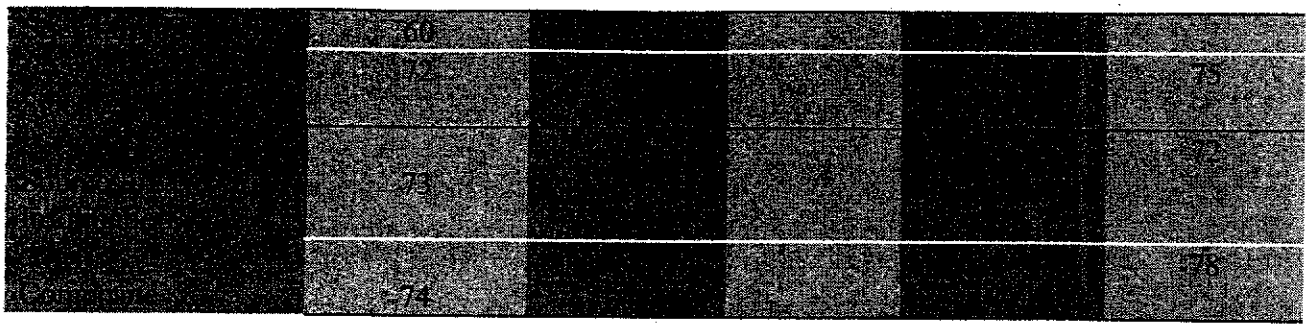
Iowa Test of Basic Skills – 2006

5th Grade

	Charter School 2006 Percentile Rank	Local District	State 2006 Percentile Rank
	82		57
	86		58
	83		64
	80		59
	65		54
	94		61
	90		60
	77		58

5th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

	African American	Hispanic	White
	70		87
	86		77
	80		85
	81		84
			67

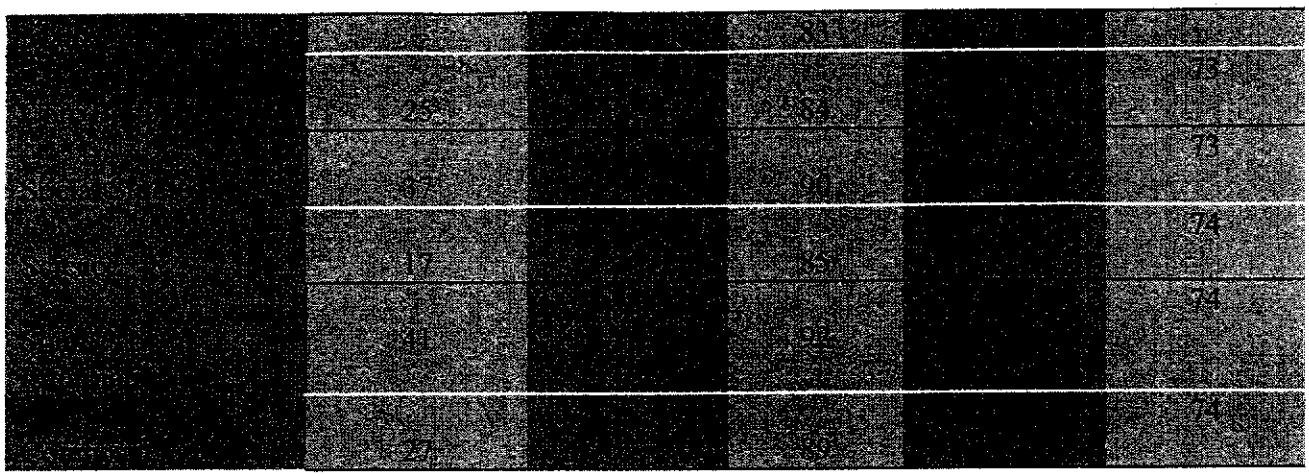


Iowa Test of Basic Skills – 2006

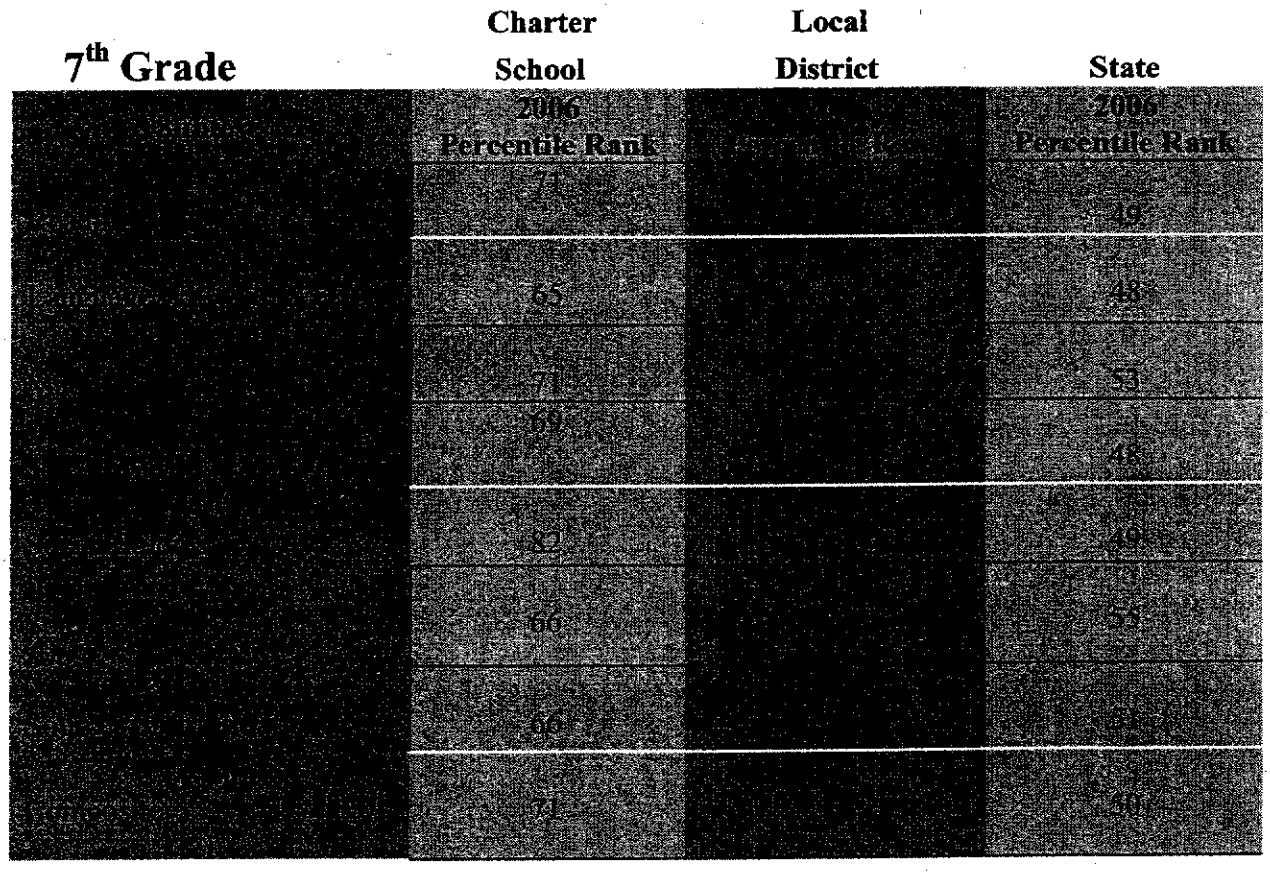
6th Grade	Charter School 2006 Percentile Rank	Local District	State 2006 Percentile Rank
	68		49
	68		49
	72		56
	68		51
	71		50
	69		55
	74		54
	70		52

6th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

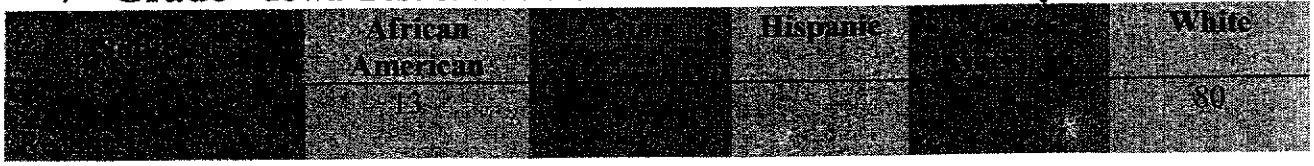
	African American	Hispanic	White
	27	87	72
	28	78	69
	27		77

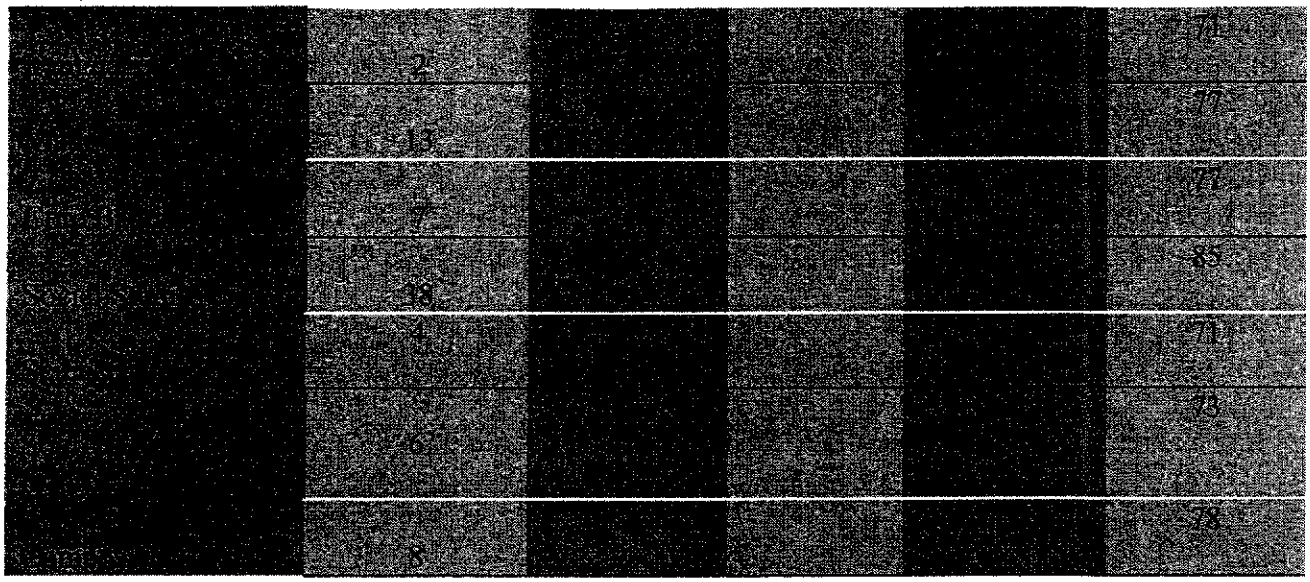


Iowa Test of Basic Skills – 2006



7th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

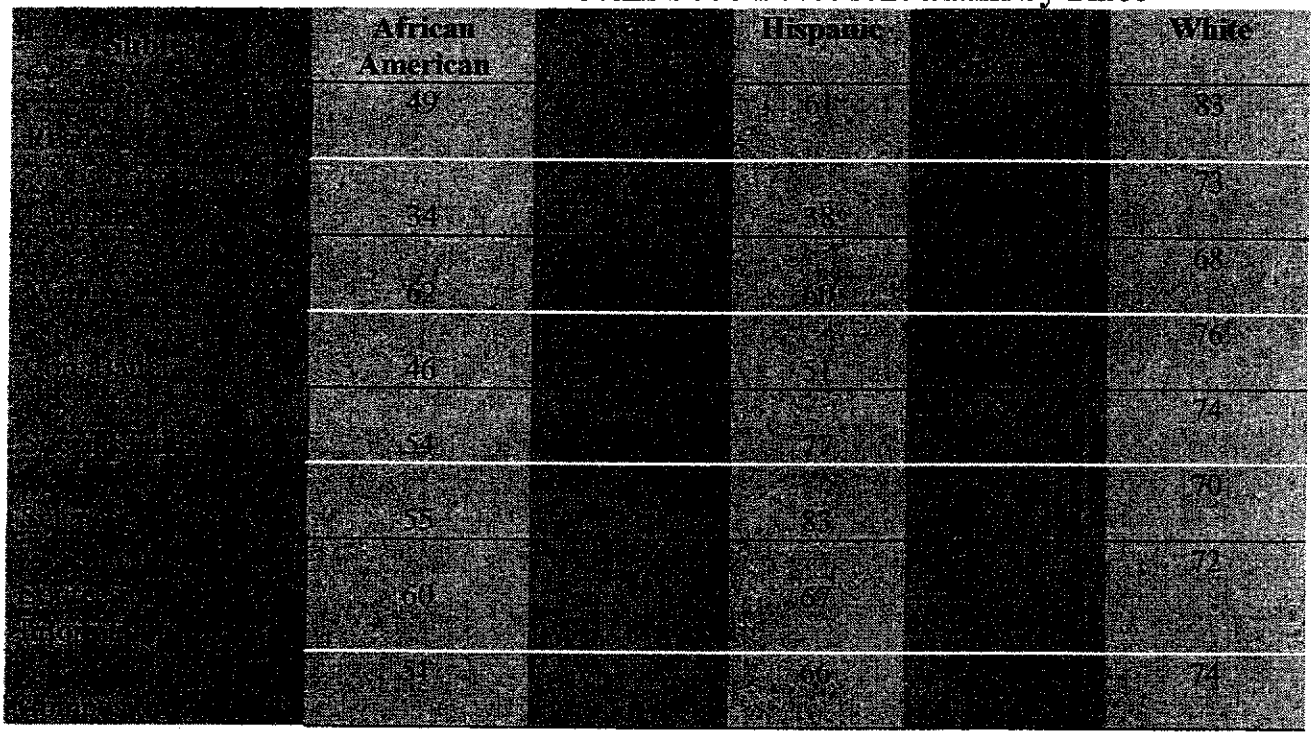




Iowa Test of Basic Skills – 2006

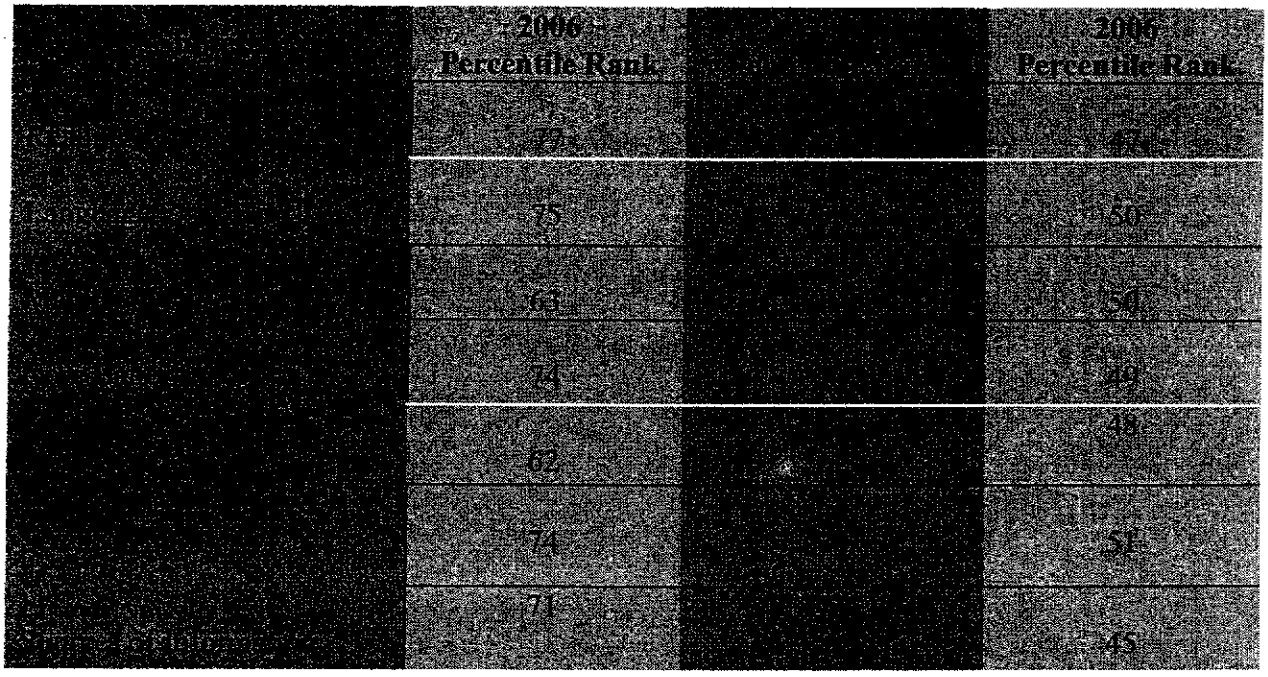
8th Grade	Charter School 2006 Percentile Rank	Local District	State 2006 Percentile Rank
	72		40
	59		45
	67		50
	66		42
	71		48
	69		54
	69		50
	68		49

8th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race



Iowa Test of Basic Skills – 2006

9th Grade



	72		49

9th Grade – Iowa Test of Basic Skills 2006 Percentile Rank by Race

	African American	Hispanic	White
	N/A	N/A	77
	N/A	N/A	75
	N/A	N/A	68
	N/A	N/A	74
	N/A	N/A	62
	N/A	N/A	74
	N/A	N/A	71
	N/A	N/A	72

Other Assessments Used:

Provide data and supportive narrative on other assessments, if any, used to measure student academic performance at the charter school.

For the first time, this year, the 9th and 9th graders were given the EXPLORE test, which is designed to prepare the students for taking the ACT and for future academic success. The 10th graders participate in the PLAN test, which is a pre-ACT test that is a powerful predictor of success on the ACT; it also focuses on both career preparation and improving academics achievement. In order to qualify for participation in the collegiate program students must take the COMPASS series of tests which helps place the students as well as provide diagnostic testing in mathematics, reading, and writing.

At this time no other assessment are in place other than teacher generated tests. However, the administration is planning to begin the development of chunk tests in literacy, math, and science to assist teachers in gauging student understanding and progress each 9 weeks. There is also discussion around a school wide pre-test in math and literacy at the start of the school year in grades 3-8.

Part A: Original Waiver

INDEX OF WAIVER REQUESTS

A.C.A. § 6-13-608 Length of Directors' Terms. Pulaski Charter School, Inc. Trustees serve three year terms.

A.C.A. § 6-13-611 Vacancies generally. Pulaski Charter School, Inc. Trustees operate under the Arkansas Code for non-profit organizations.

A.C.A. § 6-13-616 Meetings. The Pulaski Charter School, Inc. Board will meet at least quarterly.

A.C.A. § Election by Zone and at Large. Trustees will be elected per the Bylaws of the non-profit organization.

A.C.A. § School District Board of Directors – Size.
A.C.A. § 6-14-101 et seq. Applicability of General Election Laws. Pulaski Charter School, Inc. will follow the Bylaws of the incorporation.

A.C.A. § 6-10-106. Uniform dates for beginning and end of school year.
The school year will be 188 days long, which adds 10 days to the school year.

A.C.A. § 6-15-902 Uniform Grading Scale
Grades 3-8 will have a more stringent grading scale than is required by the standards.

Standard XIV: Gifted and Talented Education, 19.03.
Since the curriculum is accelerated, there is no GT program per se as all students are exposed to content rich curriculum and instruction.

Standard XIV: Supplemental Educational Opportunities

19.03 Alternative Education programs – We are an alternative education program.

19.04 Adult Education programs required. – We wish to narrow our range of programs, and do those programs very well.

Many of the requests for exemption pertain to the hiring of "qualified", not necessarily "certified", teachers and administrators:

A.C.A. § 6-15-1004 Qualified Teachers in Every Public School Classroom
A.C.A. § 6-17-302 Public School Principals – Qualifications and Responsibilities
A.C.A. § 6-17-309 Certification – Waiver
A.C.A. § 6-17-401 Teacher's License Requirement

A.C.A. § 6-17-902 Definition of a Teacher
A.C.A. § 6-17-908 Teacher's Salary Fund
A.C.A. § 6-17-920 Examination of Teacher's Contracts
A.C.A. § 6-17-919 Warrants Void Without Certificate and Contract

Standard X: Personnel
15.03 Licensure and Renewal
15.03.1
15.03.2
15.03.3

A.C.A. § 6-17-1001 Minimum Base Salary
Academics Plus Charter School will meet or exceed the state minimum base salary, but uses a performance based salary schedule and differentiated staffing structure.

A.C.A. § 6-17-203 Committee for Each School District
The school will not have a formalized Personnel Policies Committee until the it is larger.

A.C.A. § 6-17-1501 Teacher Fair Dismissal Act
A.C.A. § 6-17-1701 et seq. Public School Fair Hearing Act
Employees will be afforded constitutional due process in all dismissals.

Standard XI – Health and Safety Services, 16.03.1
School nurse requirements.

A.C. §20-7-135 Nutrition and Physical Activity Standards – Implementation and Act 29 of the Second Extraordinary Session, 2003 (School based measurement and reporting requirements for body mass index).

A.C.A. § 6-20-1402-1407, Minimum School House Construction Standards.

Part B: New Waivers
In the space provided, list additional waivers from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the *Standards for Accreditation* that the school would like to add to their charter for the next three years. Please provide rationale supporting the need for the additional waivers.

None

Part C: Waivers To Be Rescinded
In the space provided, list any waivers from the original charter that the school would like to have deleted. If no waivers are listed, the school will be required to follow all waivers listed on both the original and renewal charter documentation.

Standard XI: Support Services
16.01 Guidance and Counseling

This year the school has a full time guidance counselor serving grades 3-12.

Section VIII – Requested Amendments
Identify any requested amendments to the original charter including, but not limited to, the following:

A) Grade levels to be served and/or enrollment. Provide rationale.
We are requesting the option of adding Kindergarten through grades 2 over the course of the next five years, as facilities permit. Students who come to us in third grade often come below grade level, making the acceleration of our curriculum more difficult. If we were able to begin students with our Core Knowledge at kindergarten and add grades up rather than down, it would prevent this from being an issue.

B) Changes to the educational program offered.

We request that we have the flexibility to offer a minimum of a 7 hour day; at the present time our students are under two different daily schedules, one for elementary and one for grades 6-12. The elementary schedule is from 8-3:30 and the secondary schedule is from 8-5. This poses a hardship for parents who have more than one child at our school since we do not offer transportation. In some families that requires parents to arrange for two different pickup times for their children. In addition, we are investigating providing an after care program for those parents who need to have care for their students until 5:00 or for any student who requires additional academic support. The program will likely be a blend of curricular and extracurricular opportunities.

We also intend to develop a student support program for those students who have emotional, behavioral, or cognitive needs that are not currently being met within the classroom. We have students who require more time and/or targeted assistance, and we want to provide the flexibility to provide for those unique needs during the school day.

C) Other

The district plans to begin development of a staff pay schedule. The original intent was to pay based on performance, but there are no rules, regulations, or policy regarding about how that would be implemented and appears not to have been consistently followed in the past.

The district has been provided with a part-time police resource officer, who has been and will continue to be a tremendous asset to our learning community. He has a curriculum that he has been sharing upon in visitation in various grade levels and classes. He has been provided an on-site office to further facilitate his work here.

In keeping with the state's goal for 100% of its teachers to be highly qualified, we encourage all faculty without licensure to pursue certification through the alternative certification program. Having the waiver has enabled us, however, to secure teachers with a great deal of expertise in a particular subject area.

A+ students have long had a basketball team for both males and female students, but this year, we have started a track program and a wrestling team. For the first time, the basketball teams have had the opportunity to host a number of home games, as the result of cooperation with Maumelle Middle School.

Section IX – Attachments

a. Documentation that the governing board of the sponsoring entity has voted to approve this application for renewal
b. Copy of the school's 2006-2007 Arkansas Consolidated School Improvement Plan (ACSIP);
c. Copy of the school's most recent Special Education Monitoring Report;
d. Copy of the 2004-2005 School Report Card;
e. Copy of the 2006-2007 Equity Compliance Report.
f. Copy of the most recent financial audit report.
g. Detailed Statement of Changes in Fund Balances (Board Report)
   (Select: "Print Section 1 Only")
   i. Periods 1-13 of 2005 - 2006
   ii. Periods 1-5 for 2006-2007
h. Summary Revenue Status Report ("Change Report Type" select Board format)
   i. For Year 2006, Period 13
   ii. For Year 2007, Period 5
i. Summary Expenditure Status Report ("Change Report Type" select Board format)
   i. For Year 2006, Period 13
   ii. For Year 2007, Period 5
j. Bank Reconciliation Report for Year 2007, Period 5
k. Bank Account Statement (with Bank Balance used in the Bank Reconciliation Report)

Attachment A: Board Approval

On December 11, 2006, the Board of Trustees unanimously agreed to approve the Academics Plus Charter application for renewal.

Attachment B: Arkansas Consolidated School Improvement Plan (ACSIP)

Main Menu 2003 2004 2005 Data Definition

School Report Card 2005

ACADEMICS PLUS (6040702)

Indicator 1 Achievement

Criterion Referenced Achievement by Grade and Subgroup

NA:Data Not Obtainable, RV = Restricted Value (Value not published due to fewer than 10 students in the group.)

	Percent Tested Overall	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Proficient and Above
Grade Three Literacy						
Grade Three Mathematics						
Grade Four Literacy						
Combined Population	95% or Greater	0	19	52	29	81
African-American	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	0	13	60	27	87
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	0	27	45	27	73
Female	95% or Greater	0	10	60	30	90
Grade Four Mathematics						
Combined Population	95% or Greater	19	38	38	4.8	43
African-American	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	13	33	53	0	53
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	18	45	27	9.1	36
Female	95% or Greater	20	30	50	0	50
Grade Five Literacy						
Combined Population	95% or Greater	4.3	30	43	22	65
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	5.3	26	47	21	68
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	6.7	27	33	33	67
Grade Five Mathematics						
Combined Population	95% or Greater	30	26	35	8.7	43
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	26	26	42	5.3	47
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	RV	RV	RV	RV	RV
Female	95% or Greater	40	20	27	13	40
Grade Six Literacy						
Combined Population	95% or Greater	7.1	32	46	14	61
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater					
Caucasian	95% or Greater	0	36	50	14	64
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV

Male	95% or Greater	6.7	40	40	13	53
Female	95% or Greater	7.7	23	54	15	69
Grade Six Mathematics						
Combined Population	95% or Greater	21	29	43	7.1	50
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater					
Caucasian	95% or Greater	18	32	45	4.5	50
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	27	27	33	13	47
Female	95% or Greater	15	31	54	0	54
Grade Seven Literacy						
Combined Population	95% or Greater	8.3	39	31	22	53
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	3.8	38	31	27	58
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	9.1	45	32	14	45
Female	95% or Greater	7.1	29	29	36	64
Grade Seven Mathematics						
Combined Population	95% or Greater	33	17	33	17	50
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	27	15	42	15	58
Economic Disadvantaged	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	23	23	36	18	55
Female	95% or Greater	50	7.1	29	14	43
Grade Eight Literacy						
Combined Population	95% or Greater	7.7	37	52	3.8	56
African-American	95% or Greater	27	36	36	0	36
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	2.7	35	57	5.4	62
Economic Disadvantaged	95% or Greater	14	43	43	0	43
Male	95% or Greater	13	40	40	6.7	47
Female	95% or Greater	0	32	68	0	68
Grade Eight Mathematics						
Combined Population	95% or Greater	48	17	33	1.9	35
African-American	95% or Greater	82	0	18	0	18
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	38	22	38	2.7	41
Economic Disadvantaged	95% or Greater	62	9.5	29	0	29
Male	95% or Greater	50	20	27	3.3	30
Female	95% or Greater	45	14	41	0	41
EOC Algebra 1						
Combined Population	95% or Greater					
African-American	95% or Greater					
Hispanic	95% or Greater					
Caucasian	95% or Greater					
Economic Disadvantaged	95% or Greater					
Male	95% or Greater					
Female	95% or Greater					
EOC Geometry						
Combined Population	95% or Greater					
African-American	95% or Greater					

Caucasian	95% or Greater
Male	95% or Greater
Female	95% or Greater

Grade 11 Literacy

Norm Referenced Test (ITBS) (National Percentile Rank)	
Grade Three Reading Comprehension	
Grade Three Math Concepts and Estimation	
Grade Three Math Problem Solving and Data Interpretation	
Grade Four Reading Comprehension	79
Grade Four Math Concepts and Estimation	72
Grade Four Math Problem Solving and Data Interpretation	73
Grade Five Reading Comprehension	66
Grade Five Math Concepts and Estimation	69
Grade Five Math Problem Solving and Data Interpretation	62
Grade SixReading Comprehension	58
Grade Six Math Concepts and Estimation	60
Grade Six Math Problem Solving and Data Interpretation	59
Grade Seven Reading Comprehension	60
Grade Seven Math Concepts and Estimation	60
Grade Seven Math Problem Solving and Data Interpretation	60
Grade Eight Reading Comprehension	62
Grade Eight Math Concepts and Estimation	56
Grade Eight Math Problem Solving and Data Interpretation	52
Grade Nine Reading Comprehension	
Grade Nine Math Concepts and Problem Solving	
ACT	
Mathematics	0
English	0
Composite	0
Advanced Placement Courses (AP)	
Number of Students Taking AP Courses	0
Number of Students Taking AP Exams	0
Number of Students Scoring 3,4,or 5	0
No Child Left Behind Adequate Yearly Progress (AYP)	
This School was on Year One of School Improvement	N
This School was on Year Two of School Improvement	N
This School was on Year Three of School Improvement	N
This School was on Year Four of School Improvement	N
Indicator 2 Access	
Annual Accreditation Status	
Accredited	Y
Accredited-Cited	
Accredited-Probationary	
Attendance Rate	92.3
Dropout Rate	7.2
Graduation Rate	0
Grade Inflation Rate	0
College Remediation Rate	0
October 1 Enrollment	249
Indicator 3 Retention	
Number of Students Retained at Grade 1	0
Percent of Students Retained at Grade 1	0
Number of Students Retained at Grade 2	0
Percent of Students Retained at Grade 2	0

Number of Students Retained at Grade 3	0
Percent of Students Retained at Grade 3	0
Number of Students Retained at Grade 4	0
Percent of Students Retained at Grade 4	0
Number of Students Retained at Grade 5	0
Percent of Students Retained at Grade 5	0
Number of Students Retained at Grade 6	3
Percent of Students Retained at Grade 6	9
Number of Students Retained at Grade 7	4
Percent of Students Retained at Grade 7	7
Number of Students Retained at Grade 8	4
Percent of Students Retained at Grade 8	6
Indicator 4 Discipline	
Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0.4
Weapons Incidents	0.4
Staff Assaults	0
Student Assaults	0
Indicator 5 Demographics	
Percent Completely Certified	100
Percent Requesting Certification Waivers	
Percent with Bachelor's Degree	41
Percent with Master's Degree	14
Percent with Advanced Degree	5
Percent of Students Eligible for Free and Reduced Meals	53
Indicator 6 Choice	
Percent of Students Obtained Through School Choice	0
Indicator 7 Economic	
District Total Mills Voted	0
District Expenditure Per Student	0
District Average Teacher Salary	0

School Report Card 2005

ACADEMICS PLUS (6040703)

Indicator 1 Achievement

Criterion Referenced Achievement by Grade and Subgroup

NA:Data Not Obtainable, RV = Restricted Value (Value not published due to fewer than 10 students in the group.)

	Percent Tested Overall	Percent Below Basic	Percent Basic	Percent Proficient	Percent Advanced	Percent Proficient and Above
Grade Three Literacy						
Grade Three Mathematics						
Grade Four Literacy						
Grade Four Mathematics						
Grade Five Literacy						
Grade Five Mathematics						
Grade Six Literacy						
Grade Six Mathematics						
Grade Seven Literacy						
Grade Seven Mathematics						
Grade Eight Literacy						
Grade Eight Mathematics						
EOC Algebra 1						
Combined Population	95% or Greater	15	30	45	10	55
African-American	95% or Greater	RV	RV	RV	RV	RV
Hispanic	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	13	27	47	13	60
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	23	36	27	14	41
Female	95% or Greater	5.6	22	67	5.6	72
EOC Geometry						
Combined Population	95% or Greater	4.3	26	57	13	70
African-American	95% or Greater	RV	RV	RV	RV	RV
Caucasian	95% or Greater	0	30	55	15	70
Students with Disabilities	95% or Greater	RV	RV	RV	RV	RV
Male	95% or Greater	0	25	58	17	75
Female	95% or Greater	9.1	27	55	9.1	64
Grade 11 Literacy						

Norm Referenced Test (ITBS) (National Percentile Rank)

Grade Three Reading Comprehension

Grade Three Math Concepts and Estimation

Grade Three Math Problem Solving and Data Interpretation

Grade Four Reading Comprehension

Grade Four Math Concepts and Estimation

Grade Four Math Problem Solving and Data Interpretation

Grade Five Reading Comprehension

Grade Five Math Concepts and Estimation	
Grade Five Math Problem Solving and Data Interpretation	
Grade SixReading Comprehension	
Grade Six Math Concepts and Estimation	
Grade Six Math Problem Solving and Data Interpretation	
Grade Seven Reading Comprehension	
Grade Seven Math Concepts and Estimation	
Grade Seven Math Problem Solving and Data Interpretation	
Grade Eight Reading Comprehension	
Grade Eight Math Concepts and Estimation	
Grade Eight Math Problem Solving and Data Interpretation	
Grade Nine Reading Comprehension	76
Grade Nine Math Concepts and Problem Solving	63
ACT	
Mathematics	0
English	0
Composite	0
Advanced Placement Courses (AP)	
Number of Students Taking AP Courses	7
Number of Students Taking AP Exams	0
Number of Students Scoring 3,4,or 5	0
No Child Left Behind Adequate Yearly Progress (AYP)	
This School was on Year One of School Improvement	N
This School was on Year Two of School Improvement	N
This School was on Year Three of School Improvement	N
This School was on Year Four of School Improvement	N
Indicator 2 Access	
Annual Accreditation Status	
Accredited	Y
Accredited-Cited	
Accredited-Probationary	
Attendance Rate	92.2
Dropout Rate	12.9
Graduation Rate	0
Grade Inflation Rate	0
College Remediation Rate	0
October 1 Enrollment	62
Indicator 3 Retention	
Number of Students Retained at Grade 1	0
Percent of Students Retained at Grade 1	0
Number of Students Retained at Grade 2	0
Percent of Students Retained at Grade 2	0
Number of Students Retained at Grade 3	0
Percent of Students Retained at Grade 3	0
Number of Students Retained at Grade 4	0
Percent of Students Retained at Grade 4	0
Number of Students Retained at Grade 5	0
Percent of Students Retained at Grade 5	0
Number of Students Retained at Grade 6	0
Percent of Students Retained at Grade 6	0
Number of Students Retained at Grade 7	0
Percent of Students Retained at Grade 7	0
Number of Students Retained at Grade 8	0
Percent of Students Retained at Grade 8	0

Indicator 4	
Discipline	
Discipline Policies Distributed to Parents	Y
Discipline Training Provided to Staff	Y
Parental Involvement Plan Adopted	Y
Expulsions	0
Weapons Incidents	0
Staff Assaults	0
Student Assaults	0
Indicator 5	
Demographics	
Percent Completely Certified	100
Percent Requesting Certification Waivers	
Percent with Bachelor's Degree	33
Percent with Master's Degree	6
Percent with Advanced Degree	6
Percent of Students Eligible for Free and Reduced Meals	29
Indicator 6 Choice	
Percent of Students Obtained Through School Choice	0
Indicator 7	
Economic	
District Total Mills Voted	0
District Expenditure Per Student	0
District Average Teacher Salary	0

Attachment B: Arkansas Consolidated School Improvement Plan (ACSIP)

School Plan

ACADEMICS PLUS
900 Edgewood Drive, Maumelle, AR 72113

Arkansas Comprehensive School Improvement Plan

2006-2007

The mission of Academics Plus Charter School is to provide an academically rigorous, technology rich college preparatory program for all students, regardless of race, ethnic origin, national background, or socioeconomic level. It is the philosophy of the school that all children can learn when challenged by high expectations. Attitude, behavior, effort and attendance, as well as ability, determine academic success.

Grade Span: 3-8 Title I: Title I Targeted Assistance School Improvement:

Table of Contents

Priority 1: Improve Literacy Skills
Goal: To improve students' reading comprehension and written communication skills in all core content areas.
Priority 2: Improve Math Skills
Goal: To reduce the achievement gap among sub groups in comprehension of math in three areas: multi-step word problems; probability and statistics, and estimation.
Priority 3: Enhance Student Achievement Through Core Knowledege
Goal: Students will be exposed to a rigorous curriculum requiring higher order thinking.

Priority 1: To improve literacy skills for all students.

Supporting Data:

Goal To improve students' reading comprehension and written communication skills in all core content areas.

Benchmark To reduce the disparity in achievement between subgroups so that it will meet or exceed the state's growth rate annually.

Intervention: Teachers will employ teaching strategies that reflect best practice and are in alignment with the Arkansas Literacy Frameworks				
Scientific Based Research: Carr, J. F. & Harris, D. (2001). Succeeding with Standards Linking Curriculum, Assessment, and action Planning. Qualities of Effective Writing Process (ERIC Digest). Smith, A. (2002). Accelerated Learning in Practice.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Vertical teaming will be implemented to encourage alignement of instruction between grade levels. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Buster Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $

Action Type: Professional Development				
Teachers will begin the process of curriculum mapping to ensure that curriculum and instruction are aligned with the AR Frameworks Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Administrators	Start: 10/01/2006 End: 06/01/2007	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
Parents will be invited to a family literacy evening conducted by 3rd - 5th grade teachers to share the writing process and techniques parents can use at home with theiir children to support literacy performance. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education	3rd-5th Teachers	Start: 03/05/2007 End: 05/29/2007	• Administrative Staff • Teachers • Teaching Aids	ACTION BUDGET: $
Teachers will continue to grow professionally by particpating in workshops, training, and conferences at the local and state level focusing on teaching strategies, instructional technology, research, classroom management, and authentic assessment practices to support literacy in the classroom. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Mona Briggs	Start: 09/05/2006 End: 06/01/2007	• Administrative Staff • Community Leaders • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers	Title I SIP06 - Materials & Supplies: $1625.00 ACTION BUDGET: $1625
Beginning with grades 5 and 6, Teachers will collaborate with students to collect writing samples to include in a student portfolio which will be passed to the teachers at the next grade level. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Mona Briggs	Start: 10/01/2006 End: 06/01/2007	• Administrative Staff • Teachers	Title I SIP06 - Materials & Supplies: $100.00 ACTION BUDGET: $100
Teachers will analyze test data and create AIP's for identified students based upon the most recent benchmark scores. Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Buster Lackey	Start: 09/05/2006 End: 10/30/2007	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
The administrators, selected teachers and the counselor will create an	Mona Briggs	Start:	• Administrative	

intervention team to examine individual student data to determine appropriate interventions to increase student learning. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Plan Evaluation Action Type: Special Education		08/21/2006 End: 06/01/2006	Staff • District Staff • Teachers	ACTION BUDGET: $
Teachers will be provided with research and journal articles on reducing the achievement gap among racial groups. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education	Mona Briggs	Start: 08/21/2006 End: 05/30/2007	• Administrative Staff • Public Library • Teachers	ACTION BUDGET: $
Teachers will emphasize writing in all curricular areas as reflected in lesson plans from social studies, math, science, and literacy. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Buster Lackey	Start: 09/25/2006 End: 06/01/2007	• Administrative Staff • District Staff	Title I SIP06 - Materials & Supplies: $600.00 ACTION BUDGET: $600
Supplementary materials will be purchased to enhance the development of comprehensive reading skills. Action Type: Alignment Action Type: Equity	Buster Lackey	Start: 10/01/2006 End: 03/01/2007	• Administrative Staff • District Staff • Teachers	Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Purchase age appropriate novels and trade books for literacy classes. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Buster Lackey	Start: 09/25/2006 End: 00/01/2007	• Administrative Staff • Community Leaders • Teachers	Title I SIP05 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Purchase classroom sets of dictionaries, thesauruses, etc. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Buster Lackey	Start: 10/30/2006 End: 05/01/2007	• None	Title I SIP06 - Materials & Supplies: $400.00 ACTION BUDGET: $400
Total Budget:				$3725

Intervention: Teachers will actively engage parents & community as partner is the successful achievement of their children.				
Scientific Based Research: Tangri, S. & Moles, O. (1987). Parents and the Community. Educator's Handbook: A Research Perspective; Sergiovanni, T. J. (2004) Building a Community of Hope. Educationial Leadership, 61 (8), 33-38.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will provide progress reports as requested and provide an interim reports or all parents to increase communication concerning student performance in class. Action Type: Collaboration Action Type: Parental Engagement Action Type: Technology Inclusion	Lori Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • District Staff	Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Teachers will use web pages to communicate classroom activities and projects to parents and community. Action Type: Collaboration Action Type: Parental Engagement Action Type: Schoolwide Action Type: Technology Inclusion	Nicole Drake/Cheryl Qualls	Start: 10/15/2006 End: 06/02/2007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Teachers will utilize parent volunteers to assist in the classroom, field trips, and special projects. Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	D. Kahler	Start: 08/21/2006 End: 06/02/2007	• Administrative Staff • Community Leaders • Computers • District Staff	ACTION BUDGET: $
School will communicate regularly with parents on activities and student performance through a monthly newsletter which will be delivered via email and through hard copy as well. Newsletter content and delivery will be the responsible of parents. Action Type: Collaboration Action Type: Parental Engagement	Parent Leaders	Start: 09/15/2006 End: 06/01/2006	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
The school will provide space for a Parent Center where parents may collect information of interest to them. Action Type: Collaboration Action Type: Parental Engagement Action Type: Schoolwide	Administrators	Start: 09/05/2006 End: 06/01/2007	• Administrative Staff • Community Leaders • District Staff	ACTION BUDGET: $
Parent Meetings and Parent Forums will be held regularly to pass on information and report needs to the parents. Action Type: Collaboration Action Type: Parental Engagement	R. Hollaway	Start: 08/29/2006 End: 06/02/2007	• Administrative Staff • Community Leaders • Teachers	ACTION BUDGET: $
Parents will be invited to serve on school committees and planning groups. Action Type: Collaboration	Buster Lackey	Start: 08/21/2006 End:	• Administrative Staff • Community	ACTION BUDGET: $

Action Type: Equity Action Type: Parental Engagement		06/01/2007	Leaders • District Staff	
Grade Quick will be utilized so that parents can access student grades online. Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Cheryl Qualls	Start: 10/01/2006 End: 06/01/2007	• Computers	ACTION BUDGET: $
Provide parent kits each year to provide timely information to families. Action Type: Parental Engagement Action Type: Schoolwide	Dianna Neal	Start: 08/21/2006 End: 06/01/2007		Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Total Budget:				$1000

Intervention: Provide grade appropriate literacy through strong focus on reading.

Scientific Based Research: MacIver, M., Stringfield, S., McHugh, B. (2000). Core Knowedlge Curriculum for Research on the Education of STudents Placed at Risk, John Hopkins University

Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote cultural awareness through selection of multicultural literacture. Action Type: Collaboration Action Type: Equity Action Type: Schoolwide Action Type: Special Education	Patrice Brown	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Outside Consultants • Public Library	Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Target students who need additional support through use of supplemental materials. Action Type: AIP Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Technology Inclusion	Lori Hayes	Start: 08/21/2006 End: 06/01/2007		ACTION BUDGET: $
Review student work and progress after unit of instruction. Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Special Education	Lead Teachers	Start: 08/21/2006 End: 06/01/2007		ACTION BUDGET: $

Total Budget:				$500

Intervention: Integrate technology into student electives.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Offer classes in creative writing and journalism. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Mona Briggs	Start: 08/21/2006 End: 06/01/2007		Title I SIP06 - Materials & Supplies: $600.00 ACTION BUDGET: $600
Purchase computers/printer for student use in creative writing and journalism. Action Type: Technology Inclusion	Mona Briggs	Start: 10/20/2006 End: 06/01/2007		Title I SIP06 - Capital Outlay: $2200.00 ACTION BUDGET: $2200
Purchase LCD equipment for use with students. Action Type: Alignment Action Type: Technology Inclusion	Mona Briggs	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Teachers	Title V - Capital Outlay: $800.00 ACTION BUDGET: $800
Total Budget:				$3600

Priority 2: All students will increase math skills.

Supporting Data:

Goal: To reduce the achievement gap among sub groups in comprehension of math in three areas: multi-step word problems; probability and statistics, and estimation.

Benchmark: The number of students scoring below proficient in the math portion of the Benchmark will meet the state's growth rate annually.

Intervention: Utilize how the brain makes meaning to inform teaching and learning in the classroom.				
Scientific Based Research: Jensen, E.(2000). Brain Based Learning; Kotulak, R.(1996); Inside the Brain; Black, I. (1991). Information in the Brain.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement instructional stratgies that are supportive of student learning styles and intelligences. Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Trisha Vickrey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Title Teachers	ACTION BUDGET: $
Integrate music, art, and physical education into math curriculum to reinforce math skills.	Blair Ray	Start: 08/21/2006	• Administrative Staff	Title I SIP06 -

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Wellness		End: 06/01/2007	• District Staff	Materials & Supplies: $1000.00 ACTION BUDGET: $1000
Utilize the services of the Maumelle Art Center to bring resource people into the classroom to support teaching and learning and the connection of the arts with math achievement. Action Type: Collaboration Action Type: Parental Engagement	Buster Lackey	Start: 09/15/2006 End: 06/01/2007	• Administrative Staff • Community Leaders	ACTION BUDGET: $
Academic Improvment Plans wil be developed for those students needing remediation in math. Action Type: AIP Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Lori Lackey	Start: 10/15/2006 End: 06/01/2007	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: $
Math remediation and enrichment activities for students will grow out of an analysis of the student data. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Special Education	Sean Barron	Start: 08/21/2006 End: 06/02/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Offer a two week math camp for students identified students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Schoolwide Action Type: Technology Inclusion	Buster Lackey	Start: 11/01/2006 End: 06/01/2007	• Administrative Staff • Teachers	Title I SIP05 - Materials & Supplies: $1000.00 ACTION BUDGET: $1000
Math teachers will be instructed to engage students in more hands-on tactile experiences to demonstrate mastery. Action Type: Collaboration Action Type: Professional Development Action Type: Technology Inclusion	Mona Briggs	Start: 09/15/2006 End: 06/01/2007	• Community Leaders • District Staff • Public Library • Teaching Aids	Title I SIP06 - Materials & Supplies: $800.00 ACTION BUDGET: $800
Teachers will be encouraged to participate in professional development programs that are mathematics focused. Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 08/29/2006 End: 06/01/2007	• Computers • District Staff • Teachers • Teaching Aids	Title II-A - Purchased Services: $1717.00

				ACTION BUDGET: $1717
Teachers will engage in professional development activities centering on research based practices that will increase student understanding and retention of information into long term memory. Action Type: Collaboration Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 10/01/2006 End: 06/01/2007	• District Staff • Outside Consultants	Title I SIP06 - Purchased Services: $617.00 Title I SIP06 - Employee Salaries: $00.00 Title I SIP06 - Employee Benefits: $00.00 ACTION BUDGET: $617
Seek out grants and other funding sources dedicated to increasing the student access to technology. Action Type: Technology Inclusion	Cheryl Qualls	Start: 08/21/2006 End: 06/01/2007		ACTION BUDGET: $
Total Budget:				$5134

Intervention: Teachers will align the mathematics curriculum with the Arkansas Frameworks.

Scientific Based Research: Komoski, P. (1990). Needed a Whole Curriculum Approach, Educational Leadership, February; Jacobs, H. H. (2000). Mapping the Big Picture.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will begin the mapping process using the Heidi Hayes Jacobs Model. Action Type: Alignment	Buster Lackey	Start: 11/01/2006 End: 06/01/2007	• Administrative Staff • Computers • Outside Consultants	Title I SIP06 - Materials & Supplies: $100.00 ACTION BUDGET: $100
Vertical teams will begin to collaborate to ensure that their are no gaps in instruction between grade levels. Action Type: Alignment Action Type: Collaboration	Lead Teachers	Start: 11/05/2006 End: 06/01/2007	• Administrative Staff • District Staff • Outside Consultants	ACTION BUDGET: $
The school will investigate software programs that will support and simplify the mapping process. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Mona Briggs	Start: 10/15/2006 End: 06/01/2007	• Administrative Staff • Computers • District Staff • Teachers	ACTION BUDGET: $
Schedule math department meetings to support on the alignment process. Action Type: Alignment Action Type: Plan Evaluation	Buster Lackey	Start: 09/05/2006 End: 06/01/2007	• District Staff • Outside Consultants • Performance	ACTION BUDGET: $

Action Type: Professional Development			• Assessments • Teachers	
Schedule math department meetings to support on the alignment process. Action Type: Alignment Action Type: Plan Evaluation Action Type: Professional Development	Administrators	Start: 09/05/2006 End: 06/01/2007		ACTION BUDGET: $
Total Budget:				$100

Priority 3: Teachers will implement the Core Knowledge Curriculum

Supporting Data:
1. In grade 6, 39% of the students scored at basic and below on the 2006 Benchmark Exam in math. 66% of African Americans scored at basic or below.
2. In grade 3, 28% of the students scored at basic or below on the 2006 Benchmark in math. 2& of African American students scored basic, and none scored below basic.
3. Students met the attendance goal, as 91.13 percent of students were present for 2006.

Goal: Students will be exposed to a rigorous curriculum requiring higher order thinking.

Benchmark: Increase the percentage of students scoring at proficient to meet or exceed the state's growth rate annually.

Intervention: Students in grades 3-6 will be offered an elective wheel consisting of technology, foreign language, physcial education, music and art.

Scientific Based Research: http://www.coreknowledge.org; Carr, J. F., Harris, D. E., (2001). Succeeding with Standards. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will receive at least 30 Minutes of instruction daily in one of the courses provided in the elective wheel. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	D.Kahler; L. Hayes, N. Drake, P. Brown	Start: 08/21/2006 End: 06/01/2007	• Computers • Public Library • Teachers	Title I SIP06 - Employee Benefits: $0.00 Title I SIP06 - Employee Salaries: $0.00 Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Students will benefit from thematic instuction and team teaching that provides the framework for the entire learning experience including the pullouts (electives). Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Plan Evaluation Action Type: Professional Development Action Type: Special Education	Mona Briggs	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Computers • District Staff • Outside Consultants • Public Library • Teachers	Title I SIP06 - Materials & Supplies: $200.00 Title I SIP06 - Employee Salaries: $0.00 Title I SIP06 - Employee Benefits: $0.00

Action Type: Technology Inclusion				ACTION BUDGET: $200
Teachers will integrate character education into their daily practice so that students stay focused on not only academic acheivement but also good citizenship and service. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Lead Teachers	Start: 10/15/2006 End: 06/01/2007	• Administrative Staff • District Staff • Public Library • Teachers • Teaching Aids	Title IV-A - Employee Benefits: $0.00 Title IV-A - Materials & Supplies: $406.00 Title IV-A - Employee Salaries: $0.00 ACTION BUDGET: $406
Teachers will particpate in a book study of The Knowledge Deficit by E. D. Hirsch. Jr. Action Type: Collaboration Action Type: Professional Development	Mona Briggs	Start: 12/10/2006 End: 04/01/2007	• District Staff • Teaching Aids	Title I SIP06 - Materials & Supplies: $283.00 ACTION BUDGET: $283
Purchase Latin, art, music materials, sotware, and/or supplies for students' use. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Schoolwide	Lani Stine	Start: 09/28/2006 End: 05/30/2007	• Administrative Staff • District Staff	Title I SIP06 - Materials & Supplies: $2500.00 ACTION BUDGET: $2500
Total Budget:				$3889

Intervention: Increase student performance in mathematics by utilizing computer based instruction.

Scientific Based Research: Goinzales, P. (2000). Pursuing excellence: Cpmparisons of international eighth grade mathematics and science achievement from a US perspective. US Department of Education. Washington DC.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Investigate software to supplement math instuction. Action Type: Alignment Action Type: Technology Inclusion	Sean Barron	Start: 10/01/2006 End: 11/30/2006	• Administrative Staff • District Staff • Teaching Aids	ACTION BUDGET: $
Purchase math software for computer lab. Action Type: Alignment Action Type: Schoolwide Action Type: Technology Inclusion	Buster Lackey	Start: 12/01/2006 End: 01/30/2007	• Administrative Staff • Computers • District Staff	Title I SIP06 - Employee Benefits: $0.00 Title I SIP06 -

				Materials & Supplies: $1000.00 Title I SIP06 - Employee Salaries: $0.00 ACTION BUDGET: $1000
Identify student areas of weakness through assessments and provide appropriate computer based instruction as needed. Action Type: Equity Action Type: Schoolwide Action Type: Special Education	Lead Teachers	Start: 09/01/2006 End: 04/01/2007	• Administrative Staff • District Staff • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: $
Purchase a computer for each 6th grade classroom. Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Buster Lackey	Start: 11/01/2006 End: 02/01/2007	• Administrative Staff • District Staff	Title I SIP06 - Capital Outlay: $1200.00 ACTION BUDGET: $1200
Total Budget:				$2200

Intervention: Provide a class for students in college reading.

Scientific Based Research: Paul, R., Blinker, A.J., A. Martin, D., Vetrano, C., & Kreklau, H. (1989). Critical Thinking Handbook: 6th-9th Grades. Beane, J. A. (1993). A Middle School Curriculum: From Rhetoric to Reality.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase materials, books, supplies for students enrolled in College Reading. Action Type: Alignment Action Type: Equity	L. Lewis	Start: 08/23/2006 End: 10/30/2006	• Administrative Staff • District Staff • Teaching Aids	Title I SIP04 - Materials & Supplies: $600.00 ACTION BUDGET: $600
Utilize strategies that increase student performance based upon Arkansas literacy frameworks. Action Type: Alignment Action Type: Equity	L. Lewis	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • District Staff • Performance Assessments • Teaching Aids	ACTION BUDGET: $
Teacher will employ strategies on self-directed reading, reflective thinking and writing in reading journals, vocabulary instruction, and other best practices. Action Type: Alignment Action Type: Equity Action Type: Professional Development	Buster Lackey	Start: 08/21/2006 End: 06/01/2007		ACTION BUDGET: $

Total Budget:				$600
Intervention: Provide professional development for teachers in the Core Knowledge curriculum				
Scientific Based Research: Haley, D., & Capraro, R. M. (2001). Strategies for Teaching in Heterogeneous Environments While Building a Classroom Community.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Purchase Core Knowledge training materials. Action Type: Professional Development	D.Kahler; L. Hayes, N. Drake, P. Brown	Start: 10/15/2006 End: 06/01/2007	• Administrative Staff • Outside Consultants	Title I SIP06 - Materials & Supplies: $500.00 ACTION BUDGET: $500
Allow identified staff to attend Core Knowledge Conference. Action Type: Collaboration Action Type: Professional Development	Mona Briggs	Start: 11/01/2006 End: 06/30/2007	• Administrative Staff • Outside Consultants	Title I SIP05 - Purchased Services: $2400.00 ACTION BUDGET: $2400
Purchase Core Knowledge workbooks and supplmental materials for students Action Type: Alignment Action Type: Equity Action Type: Special Education	D. Kahler	Start: 08/21/2006 End: 06/01/2006		Title I SIP06 - Materials & Supplies: $700.00 ACTION BUDGET: $700
Total Budget:				$3600

- Planning Team

Classification	Name	Position	Committee
Business Representative	Mary Peyton	Board of Trustees / Business Owner	Steering
Classroom Teacher	Bethany Allison	Teacher	Literacy/Math
Classroom Teacher	Cheri Porier	Teacher	Steering
Classroom Teacher	Deborah Kahler	Teacher	Literacy/Math
Classroom Teacher	Nicole Drake	Teacher	Literacy/Math
Classroom Teacher	Patrice Brown	6th grade teacher	Steering
Classroom Teacher	Suellen Hill	Teacher	Literacy/Math
District-Level Professional	Dr. Mona Briggs	Superintendent	Steering
Non-Classroom Professional Staff	Diana Neal	Support Services	Steering
Non-Classroom Professional Staff	Lori Lackey	Guidance Counselor	Steering
Parent	Judith Millard	Parent Leader	Steering
Parent	Rebekah Hollaway	Parent Leader	Parent Involvement
Principal	Dr. Buster Lackey	Principal	Steering

School Plan

ACADEMICS PLUS
900 Edgewood Drive, Maumelle, AR 72113

Arkansas Comprehensive School Improvement Plan

2006-2007

The mission of Academics Plus Charter School is to provide an academically rigorous, technology rich college preparatory program for all students, regardless of race, ethnic origin, national background, or socioeconomic level. It is the philosophy of the school that all children can learn when challenged by high expectations. Attitude, behavior, effort and attendance, as well as abilitiy, determine academic success.

Grade Span: 9-12 Title I: Not Applicable School Improvement:

Table of Contents

Priority 1: To Improve Geometry and Algebra Achievement
Goal: To improve math skills for all students and to decrease the disparity in achievement between majority and minority students who take the end of course geometry test
Priority 2: Early College High School Initiative
Goal: To seek funding sources and to improve quality of the collegiate program.
Priority 3: Improve literacy skills
Goal: To increase reading comprehension and writing skills across the curriculum for all students.

Priority 1:	To improve student performance in higher level math courses.
Supporting Data:	1. End of Course Geometry Test: In 2006, 32% the combined population scored below proficient. When disaggregated by race, 50% of the African American students scored below proficient while 0% of the White students below proficient.
Goal	To improve math skills for all students and to decrease the disparity in achievement between majority and minority students who take the end of course geometry test
Benchmark	To meet AYP standards set by ADE
Benchmark	Increase the perceptage of African American students who score proficient on the end of course Geometry test by 25%

Intervention: Engage students in hands on activities aimed at improving students' ability to understand and comprehend the domain and range of a function, improve graphing skills using statistical data, and improve comprehension of multi-step word problems.				
Scientific Based Research: Collison, G, Collison, J. & Harik, F. (March 2006). On-Math, Linking Symbols, Forms, & Graphs, vol#4,issue 1.; Manchester, A. (1999), Math Education Dialogues, vol#92, Issue 2.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
To work with students using various media, computers, calculators,	Trisha Vickrey	Start:	• Computers	

and visuals to increase learning opportunities. Action Type: Equity Action Type: Technology Inclusion		09/11/2006 End: 06/01/2006	• Teachers • Teaching Aids	ACTION BUDGET: $
Integrate Benchmark released items for use with students Action Type: Professional Development Action Type: Technology Inclusion	Buster Lackey	Start: 09/11/2006 End: 06/01/2007	• Central Office • Teachers • Teaching Aids	ACTION BUDGET: $
Incorporate teaching strategies that support visual and kinesthetic learning styles Action Type: Equity Action Type: Professional Development	Trisha Vickrey	Start: 09/11/2006 End: 06/01/0007	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Provide added attention and support for students identified as in need of assistance Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Buster Lackey	Start: 09/11/2006 End: 06/01/2007	• Central Office • Performance Assessments	ACTION BUDGET: $
Total Budget:				$0

Intervention: Align curriculum and instruction with the Arkansas mathematics standards				
Scientific Based Research: Hayes-Jacobs, H.(1997) Mapping the Big Picture. ASCD				
Actions	**Person Responsible**	**Timeline**	**Resources**	**Source of Funds**
Review the mapping process with math teachers Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Buster Lackey	Start: 09/11/2006 End: 06/01/2007	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: $
Provide resources for math department regarding the mapping process Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 09/11/2006 End: 06/01/2007	• Administrative Staff • Teaching Aids	ACTION BUDGET: $
Schedule meetings for the math department for mapping purposes Action Type: Alignment Action Type: Collaboration Action Type: Equity	Buster Lackey	Start: 09/11/2006 End: 06/01/2007	• Administrative Staff • Computers • Performance Assessments	ACTION BUDGET: $
Ensure that instruction is at the appropriate level of difficulty through use of pre and post assessments Action Type: Alignment Action Type: Collaboration Action Type: Equity	Buster Lackey	Start: 09/11/2006 End: 06/01/2006	• Administrative Staff	ACTION BUDGET: $
Regular review of lesson plans to ensure that the content supports	Buster Lackey	Start:	• Administrative Staff	

the state standards Action Type: Alignment Action Type: Collaboration Action Type: Equity		09/11/2006 End: 06/01/2007	• District Staff	ACTION BUDGET: $
Total Budget:				$0

Priority 2: Increase the number of students taking advantage of the Pulaski Tech Collegiate Program

Supporting Data:
1. In 2005-2006 75 students enrolled in high schools (gr. 9-11). 65 of the students are enrolled in the collegiate program, taking a total of 177 college hours from Pulaski Technical College. Eight courses are being offered on site to these students.
2.

Goal: To seek funding sources and to improve quality of the collegiate program.

Benchmark: The costs of the program will be lowered by 10% for the 2007-2008 school term.

Intervention: Administrators will begin to network with other charter leaders to locate possible revenue streams for the collegiate program and will investigate other colleges who may offer a more cost effective program.

Scientific Based Research: http://www.earlycolleges.org/Downloads/calsechs.pdf

Actions	Person Responsible	Timeline	Resources	Source of Funds
Grant writing, Researching methods of private funding, Actively seeking donations, grants, etc., soliciting professional advice and assistance in seeking funding. Action Type: Collaboration Action Type: Parental Engagement	Mona Briggs	Start: 08/21/2006 End: 06/30/2007	• Administrative Staff • Community Leaders • District Staff • Outside Consultants • Teachers	ACTION BUDGET: $
School leaders and staff from Pulaski Tech will meet to plan a better transition into the program. Action Type: Collaboration	Buster Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Collaborate with PT to develop a written set of operating procedures. Action Type: Collaboration Action Type: Parental Engagement	Buster Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Community Leaders • District Staff	ACTION BUDGET: $
Total Budget:				$0

Priority 3: To improve literacy skills for all students.

Supporting Data:

Goal: To increase reading comprehension and writing skills across the curriculum for all students.

Benchmark: All students will reach AYP Benchmark scores in the Literacy portion of the 2007 Benchmark.

Intervention: Provide students individualized support in identified areas of weakness.

Scientific Based Research: Carr, J. F/ & Harris, D. E. (2001). Succeeding with Standards. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide extra time for students on skill development in areas of weakness and incorporate cooperative learning strategies as appropriate. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Schoolwide Action Type: Special Education	Buster Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • Teachers	ACTION BUDGET: $
Note student learning styles and develop activities that permit students to demonstrate learning in their individual style. Action Type: AIP Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education	Deb Rouch	Start: 08/21/2006 End: 06/01/2007	• District Staff • Outside Consultants • Public Library • Teachers • Teaching Aids	ACTION BUDGET: $
Emphasize reading and writing activities in all areas of the curriculum. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 08/21/2006 End: 06/01/2007	• District Staff	ACTION BUDGET: $
Provide classroom enhancement activities for advanced students. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Bill Jones	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff • District Staff	ACTION BUDGET: $
Provide practice with open ended response items from 11th grade end of course literacy exam. Action Type: Alignment Action Type: Equity	Bill Jones	Start: 11/05/2006 End: 04/15/2007	• Teachers	ACTION BUDGET: $
Parents will have opportunity to meet with teachers a designated parent-teacher conferences during the year. Action Type: Collaboration Action Type: Parental Engagement Action Type: Schoolwide	Teachers	Start: 08/21/2006 End: 06/01/2006		ACTION BUDGET: $
Total Budget:				$0

Intervention: Provide training for teachers from literacy speicalist at regional educational cooperative and enlist the assistance of literacy specialists from ADE

Scientific Based Research: Teaching Children to REad: An evidence-based assessment of the scientific research literature on reading and its implications

of reading Instruction (1999). REport on the National Reading Plaen. WAshington DC.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Utilize the services of the literacy coach from our assigned Co-op. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Buster Lackey	Start: 10/20/2006 End: 05/30/2007	• Administrative Staff	ACTION BUDGET: $
Attend ADE workshops and meetings that support literacy achievement for students. Action Type: Collaboration Action Type: Professional Development	Buster Lackey	Start: 11/01/2006 End: 06/30/2007	• Outside Consultants	ACTION BUDGET: $
Offer research and journal articles to all staff materials. Action Type: Professional Development	Mona Briggs	Start: 09/25/2006 End: 06/01/2006	• District Staff	ACTION BUDGET: $
Provide teaching materials for staff to assist them in development of a positive learning environment and management system that supports the needs of adolescents. Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 08/21/2006 End: 06/01/2007	• District Staff	ACTION BUDGET: $
Start a professional library of materials for teachers to use to increase classroom effectiveness. Action Type: Collaboration Action Type: Professional Development Action Type: Schoolwide	Mona Briggs	Start: 09/30/2006 End: 06/01/2007	• District Staff	ACTION BUDGET: $
Total Budget:				$0

Intervention: Utilize computer assisted instruction to enhance literacy skills of all students.

Scientific Based Research: Joyce, B., Wolf, J. and Calhourn, E.(1993). The Renewing School. ASCD.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Use technology to support a holistic, writing as a process approach to supplement classroom instruction. Action Type: Collaboration Action Type: Schoolwide Action Type: Technology Inclusion	Cheryl Qualls	Start: 09/25/2006 End: 06/01/2006	• Administrative Staff • District Staff • Teachers	ACTION BUDGET: $
Utilize r eading and writing enhancement through use of Plato Software. Action Type: Alignment Action Type: Equity Action Type: Schoolwide Action Type: Technology Inclusion	Cheryl Qualls	Start: 09/25/2006 End: 06/01/2007	• District Staff • Teachers	ACTION BUDGET: $

Total Budget:	$0

Intervention: Provide instruction that is developmentally appropraite for young adolescents.				
Scientific Based Research: National Middle School Association (1995). This We Believe: Developmentally Responsive Middle Schools.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Identified staff will attend the AAMLE meeting in the spring. Action Type: Collaboration Action Type: Professional Development	Mona Briggs	Start: 02/15/2007 End: 05/01/2007	• District Staff • Outside Consultants	General Revenue: $800.00 ACTION BUDGET: $800
Incorporate research based strategies into daily lesson planning. Action Type: Alignment Action Type: Schoolwide	Buster Lackey	Start: 08/21/2006 End: 06/01/2007	• Administrative Staff	ACTION BUDGET: $
Total Budget:				$800

- Planning Team

Classification	Name	Position	Committee
Business Representative	Dean Elliott	Board of Trustees / Business Owner	Steering
Classroom Teacher	Blair Ray	Art Teacher	Steering
Classroom Teacher	Deb Rousch	Teacher	Literacy
Classroom Teacher	Roy Millard	Teacher	Math
Classroom Teacher	Trisha Vickrey	Teacher	Steering
Community Representative	Mary Peyton	Board of Trustees / Business Owner	Steering
District-Level Professional	Dr. Mona R. Briggs	Superintendent	Steering
Principal	Dr. Buster Lackey	Principal	Steering

Attachment E. 2006-2007 Equity Compliance Report

TITLE IX: GENDER EQUITY

Identify the designated Gender Equity Coordinator(34C.F.R.106.8).

2006/2007

DISTRICT: ACADEMICS PLUS SCHOOL DISTRICT COUNTY: PULASKI

EDUCATION COOPERATIVE: Dawson Education Service Cooperative

DISTRICT'S EQUITY COORDINATOR: [redacted] BRIGGS [redacted] MONA

COORDINATOR'S POSITION/TITLE: SUPERINTENDENT

ADDRESS: 900 EDGEWOOD DRIVE NAUNELLE AR721136275

TELEPHONE NUMBER: 5018513333 FAX: 5018512599

COORDINATOR'S SIGNATURE: Mona Briggs DATE: 12-15-06

Title IX of the Education Amendments of 1972 states: No person... shall, on the basis of sex, be excluded from participation in be denied the benefit of or be subject to discrimination under any education program or activity receiving Federal Financial Assistance. The Civil Rights Act of 1964, prohibits discrimination on the basis of sex in education programs and activities receiving federal assistance.

Please indicate the district's status relative to the following requirements of Title IX of the Education Amendments Acts of 1974, Title VI and Title VII of the Civil Rights Act of 1964.

1. Does the district have a specific policy to protect students and staff from harassment?

Yes X No

2. Does the district's policy contain the minimum elements of a definition and prescribed methods of notifying people?

Yes X No

3. Are there references to harassment in the district's student handbook and the employee's handbook?

Yes X No

4. Does the district have a grievance procedure to handle complaints about harassment and to monitor its effectiveness?

Yes X No

5. Has information about the grievance procedure been distributed to students and employees?

Yes X No

6. Is the name and location of your Equity Coordinator posted in each building?

Yes X No

DISTRICT: ACADEMICS PLUS SCHOOL DISTRICT COUNTY: PULASKI

EDUCATION COOPERATIVE: Dawson Education Service Cooperative

DISTRICT'S EQUITY COORDINATOR: [redacted] Beiggs [redacted] Mona

COORDINATOR'S POSITION/TITLE: SUPERINTENDENT

ADDRESS: 900 EDGEWOOD DRIVE MAUMELLE AR721136275

TELEPHONE NUMBER: 5018513333 FAX: 5018512599

COORDINATOR'S SIGNATURE: Mona Briggs DATE: 12-15-06

Title IX of the Education Amendments of 1972 states: No person... shall, on the basis of sex, be excluded from participation in be denied the benefit of or be subject to discrimination under any education program or activity receiving Federal Financial Assistance. The Civil Rights Act of 1964, prohibits discrimination on the basis of sex in education programs and activities receiving federal assistance.

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. Does the district have a grievance procedure to handle complaints about harassment and to monitor its effectiveness?

Yes X No

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Yes X No

. Is the name and location of your Equity Coordinator posted in ach building?

Yes X No

TITLE IX: GENDER EQUITY
Identify the designated Gender Equity Coordinator(34C.F.R.106.8).
2006/2007

DISTRICT: ACADEMICS PLUS SCHOOL DISTRICT COUNTY: PULASKI

EDUCATION COOPERATIVE: Dawson Education Service Cooperative

DISTRICT'S EQUITY COORDINATOR: [redacted] BRIGGS [redacted] MONA

COORDINATOR'S POSITION/TITLE: SUPERINTENDENT

ADDRESS: 900 EDGEWOOD DRIVE MAUMELLE AR721136275

TELEPHONE NUMBER: 5018513333 FAX: 5018512599

COORDINATOR'S SIGNATURE: Mona Briggs DATE: 12/15/06

Title IX of the Education Amendments of 1972 states: No person... shall, on the basis of sex, be excluded from participation in be denied the benefit of or be subject to discrimination under any education program or activity receiving Federal Financial Assistance. The Civil Rights Act of 1964, prohibits discrimination on the basis of sex in education programs and activities receiving federal assistance.
Please indicate the district's status relative to the following requirements of Title IX of the Education Amendments Acts of 1974, Title VI and Title VII of the Civil Rights Act of 1964.

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2. Does the district's policy contain the minimum elements of a definition and prescribed methods of notifying people?

Yes X No

3. Are there references to harassment in the district's student handbook and the employee's handbook?

Yes X No

4. Does the district have a grievance procedure to handle complaints about harassment and to monitor its effectiveness?

Yes X No

5. Has information about the grievance procedure been distributed to students and employees?

Yes X No

6. Is the name and location of your Equity Coordinator posted in each building?

Yes X No

F. Most Recent Audit Report

Craft, Veach, and Co. have determined that there is not enough documentation from 2004-2005 to have either a qualified or unqualified; therefore, a disclaimer report will be issued in January. At that time, we will start the audit process for 2005-2005.

ACADEMICS PLUS CHARTER SCHOOL

REGULATORY BASIS FINANCIAL STATEMENTS AND OTHER REPORTS

JUNE 30, 2005

ACADEMICS PLUS CHARTER SCHOOL
JUNE 30, 2005

TABLE OF CONTENTS

INDEPENDENT AUDITOR'S REPORT

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

REGULATORY BASIS FINANCIAL STATEMENTS

	EXHIBIT
BALANCE SHEET – REGULATORY BASIS	A
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES – GOVERNMENTAL FUNDS – REGULATORY BASIS	B
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES – BUDGET AND ACTUAL – GENERAL AND SPECIAL REVENUE FUNDS – REGULATORY BASIS	C

NOTES TO FINANCIAL STATEMENTS

SUPPLEMENTARY INFORMATION

	SCHEDULE
SCHEDULE OF CAPITAL ASSETS	1

Craft, Veach & Company, PLC
CERTIFIED PUBLIC ACCOUNTANTS

P.O. Box 13986 • 102 Country Club Pkwy, Ste A
Maumelle, AR 72113
Phone (501) 851-1435 Fax (501) 851-1386

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Academics Plus Charter School
Maumelle, Arkansas

We were engaged to audit the accompanying financial statements of each major governmental fund and the aggregate remaining fund information of the Academics Plus Charter School (the "School"), as of and for the year ended June 30, 2005, as listed in the table of contents. These financial statements are the responsibility of the School's management.

Evidence supporting the cost of property and equipment acquired during the year ended June 30, 2005, is no longer available. Further, evidence supporting accounts payable of $104,871 and payroll expenses of $1,049,534 is no longer available. The School's records do not permit the application of other auditing procedures to property and equipment, accounts payable or payroll expenses.

Since the School does not have adequate records, and we were not able to apply other auditing procedures to satisfy ourselves as to the cost of property and equipment or the amount of accounts payable or payroll expenses, the scope of our work was not sufficient to enable us to express, and we do not express, an opinion on these financial statements.

As described more fully in Note 1, the School has prepared the financial statements using accounting practices prescribed or permitted by Arkansas Code, which differ from accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determined, are presumed to be material.

In accordance with *Government Auditing Standards,* we have also issued our report dated December 19, 2006 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the result of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

The Schedule of Capital Assets (Schedule 1) is presented for purposes of additional analysis and is not a required part of the regulatory basis financial statements. The Schedule of Capital Assets (Schedule 1) has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we express no opinion on it.

Craft, Veach & Company

Craft, Veach & Company, PLC
December 19, 2006

Craft, Veach & Company, PLC
CERTIFIED PUBLIC ACCOUNTANTS

P.O. Box 13986 • 102 Country Club Pkwy, Ste A
Maumelle, AR 72113
Phone (501) 851-1435 Fax (501) 851-1386

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS.*

Board of Trustees
Academics Plus Charter School
Maumelle, Arkansas

We were engaged to audit the financial statements of each major governmental fund and the aggregate remaining fund information of the Academics Plus Charter School (the "School"), as of and for the year ended June 30, 2005, which collectively comprise the School's regulatory basis financial statements, and have issued our report thereon dated December 19, 2006. We issued a disclaimer of an opinion because the School does not have adequate financial records for that period, and we were not able to apply other auditing procedures to satisfy ourselves as to the cost of property and equipment or the amount of accounts payable or payroll expenses. In addition, the School prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Code, which differ from accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determined, are presumed to be material.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the regulatory basis financial statements and not to provide an opinion on the internal control over financial reporting. As noted above, we could not provide an opinion on the financial statements due to a lack of supporting records. This limitation also affected our ability to test internal control and compliance. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect the School's ability to initiate, record, process, and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described below in the Audit Findings section of this letter.

A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements caused by error or fraud in amounts that would be material in relation to the regulatory basis financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, of the reportable conditions described above, we consider the findings below to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's regulatory basis financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of the state constitution, laws, regulations, contracts, and grant agreements, with whinoncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. Again, due to the limitation noted above, adequate records on which to perform tests were not available. However, the results of the testing we performed disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

AUDIT FINDINGS

Reportable Conditions

1. Record-keeping and documentation should be improved. Numerous records supporting financial information could not be provided by the School's management. These records included third-party documentation (vendor invoices, bid packages, etc.) as well as internally generated reports (accounts payable ledgers and federal forms 941). Improved procedures for record-keeping should be implemented and followed in order to provide adequate documentation for financial and compliance information.
2. Purchasing procedures should be consistently followed. A review of cash disbursements revealed instances in which the School's internal purchasing procedures were not followed. In particular, we found numerous instances where vendor invoices did not have adequate documentation of approval for payment.
3. Financial accounting duties should be distributed among appropriate employees. The School, because of limited financial resources, does not have adequate staff to segregate these duties to sufficiently reduce the risks of fraud or error and properly safeguard the School's assets. To ensure the proper safeguarding of the School's assets, management should distribute financial accounting duties among appropriate employees, to the extent possible.

Management personnel concur with these recommendation and will implement corrective procedures to the extent possible.

This report is intended solely for the information and use of the audit committee, management, others within the organization, Board of Trustees, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Craft, Veach & Company

Craft, Veach & Company, PLC
December 19, 2006

ACADEMICS PLUS CHARTER SCHOOL
BALANCE SHEET - REGULATORY BASIS
JUNE 30, 2005

EXHIBIT A

	Governmental Funds	
	Major	
	General	Special Revenue
ASSETS		
Cash	$ 9,928	$ 2,411
TOTAL ASSETS	9,928	2,411
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accounts Payable	104,726	-
Total Liabilities	104,726	-
Fund Balances:		
Unreserved:		
Undesignated	(94,798)	2,411
Total Fund Balances	(94,798)	2,411
TOTAL LIABILITIES AND FUND BALANCES	$ 9,928	$ 2,411

The accompanying notes are an integral part of these financial statements.

ACADEMICS PLUS CHARTER SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS - REGULATORY BASIS
FOR THE YEAR ENDED JUNE 30, 2005

EXHIBIT B

	Major	
	General	Special Revenue
REVENUES		
Federal and state assistance	$ 1,549,704	$ 31,891
Meal sales	17,766	-
Investment income	48	-
Other revenues	50,090	-
TOTAL REVENUES	1,617,608	31,891
EXPENDITURES		
Regular programs	1,151,539	29,480
Other instructional programs	76,117	-
Student support services	36,038	-
Instructional staff support services	17,006	-
General administrative support services	155,531	-
School administration support services	74,682	-
Business support services	44,510	-
Operation and maintenance of plant services	309,039	-
Land acquisition services	45,924	-
Food services operations	44,945	-
Non-programmed costs	25,302	-
Activity expenditures	938	-
TOTAL EXPENDITURES	1,981,571	29,480
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	(363,963)	2,411
OTHER FINANCING SOURCES		
Transfers in	1,021,055	
Transfers out	(1,021,055)	
Sale of building and grounds	197,272	
TOTAL OTHER FINANCING SOURCES	197,272	
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(166,691)	2,411
FUND BALANCES - JULY 1, 2004	71,893	-
FUND BALANCES - JUNE 30, 2005	$ (94,798)	$ 2,411

The accompanying notes are an integral part of these financial statements.

ACADEMICS PLUS CHARTER SCHOOL

EXHIBIT C

STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES - BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS

FOR THE YEAR ENDED JUNE 30, 2005

	Major					
	General			Special Revenue		
	Budget	Actual	Variance Favorable (Unfavorable)	Budget	Actual	Variance Favorable (Unfavorable)
REVENUES						
Federal and State assistance	$1,993,800	$1,549,704	$ (444,096)	$38,342	$ 31,891	$ (6,451)
Meal sales	18,000	17,766	(234)	-	-	-
Investment income	150	48	(102)	-	-	-
Other revenues	143,200	50,090	(93,110)	-	-	-
TOTAL REVENUES	2,155,150	1,617,608	(537,542)	38,342	31,891	(6,451)
EXPENDITURES						
Regular programs	1,333,583	1,151,539	182,044	3,477	29,480	(26,003)
Other instructional programs	-	76,117	(76,117)	-	-	-
Student support services	55,098	36,038	19,060	-	-	-
Instructional staff support services	8,320	17,006	(8,686)	-	-	-
General admin support services	124,204	155,531	(31,327)	-	-	-
School admin support services	93,671	74,682	18,989	-	-	-
Business support services	120,104	44,510	75,594	-	-	-
Oper and maint of plant services	273,276	309,039	(35,763)	-	-	-
Land acquisition services	21,000	45,924	(24,924)	-	-	-
Food services operations	16,000	44,945	(28,945)	-	-	-
Non-programmed costs	25,000	25,302	(302)	-	-	-
Activity expenditures	-	938	(938)	-	-	-
TOTAL EXPENDITURES	2,070,256	1,981,571	88,685	3,477	29,480	(26,003)
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	84,894	(363,963)	(448,857)	34,865	2,411	(32,454)
OTHER FINANCING SOURCES						
Transfers in	981,919	1,021,055	39,136			
Transfers out	(981,919)	(1,021,055)	(39,136)			
Sale of building and grounds	-	197,272	197,272			
TOTAL OTHER FINANCING SOURCES	-	197,272	197,272			
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	84,894	(166,691)	(251,585)	34,865	2,411	(32,454)
FUND BALANCES - JULY 1	71,891	71,893	2	-	-	-
FUND BALANCES - JUNE 30	$ 156,785	$ (94,798)	$ (251,583)	$34,865	$ 2,411	$ (32,454)

The accompanying notes are an integral part of these financial statements.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

Academics Plus Charter School (LEA #60-40) (the "School") is an open-enrollment Charter School located in Pulaski County, Arkansas. The School is sponsored by Pulaski Charter School, Inc. and is governed by a nine-member Board of Trustees and Officers. The School was chartered on February 12, 2001. The statements reflect all funds and accounts directly under the control of the School. Using the criteria of financial accountability, there are no component units that are or should be included in the School's reporting entity.

B. Description of Funds

Major governmental funds (per the regulatory basis of accounting) are defined as General and Special Revenue.

General Fund - The General Fund is the general operating fund and is used to account for all financial resources, except those required to be reported in another fund.

Special Revenue Fund – The Special Revenue Fund is used to account for the proceeds of specific revenue sources (other than trusts for individuals, private organizations, or other governments or for major capital projects) that are legally restricted to expenditures for specified purposes.

C. Measurement Focus and Basis of Accounting

The financial statements are prepared in accordance with a regulatory basis of accounting (RBA). This basis of accounting is prescribed by Arkansas Code Annotated §10-4-413(c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, as a minimum, the general fund and special revenue fund presented separately and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

The RBA is not in accordance with generally accepted accounting principles (GAAP). GAAP require that basic financial statements present government-wide financial statements. Additionally, GAAP require the following major concepts: Management's Discussion and Analysis, accrual basis of accounting for government-wide financial statements, including depreciation expense, modified accrual basis of accounting for fund financial statements, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, inclusion of capital assets and debt in the financial statements, specific procedures for the identification of major governmental funds and applicable note disclosures. The RBA does not require government-wide financial statements or the previously identified concepts.

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources, and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financing sources and uses. Transactions related to the recording of installment contracts and capital leases are reported as other financing sources. Changes in private-purpose trust funds will be reflected in the notes to the financial statements.

D. Revenue Recognition Policies

Revenues are recognized when they become susceptible to accrual in accordance with the RBA.

NOTE 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

E. Interfund Receivables and Payables

Transactions between funds that are representative of lending/borrowing arrangements outstanding at the end of the fiscal year are referred to as either "due to/from other funds" (i.e. the current portion of interfund loans) or "advances to/from other funds" (i.e. the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds." Advances between funds are offset by a fund balance reserve account in applicable governmental funds to indicate they are not available for appropriation and are not expendable, available financial resources.

F. Compensated Absences

The School provides substantially all teachers and other salaried employees one day of paid sick leave for each month contracted or employed. The School's faculty is also provided two days personal business leave per contract period. Unused sick leave is carried over to the next school year and is cumulative. Personal business leave is not carried over. The School's administrator earns eighteen days of vacation and sick leave per year. Since the employees' accumulating rights to receive compensation for future absences are contingent upon the absences being caused by future illnesses and such amounts cannot be reasonably estimated, a liability for sick leave is not recorded in the financial statements.

G. Capital Assets

Information on capital assets and related depreciation is reported at Schedule 1. Capital assets are capitalized at historical cost or estimated historical cost, if actual data is not available. Capital assets purchased are recorded as expenditures in the applicable fund at the time of purchase. Donated capital assets are reported at fair value when received. The School maintains a threshold level of $1,000 for capitalizing equipment. Library holdings are not capitalized.

No salvage value is taken into consideration for depreciation purposes. All capital assets, other than land and construction in progress, are depreciated using the straight-line method over the following useful lives:

Asset Class	Estimated Useful Life in Years
Improvements/infrastructure	20
Buildings	25-50
Equipment	5-20

H. Fund Balance Designations

Reserved fund balance - represents that portion of the fund balance which is not appropriable for expenditure or is legally segregated for a specific future use.

Unreserved, undesignated fund balance - indicates that portion of the fund balance not reserved or designated.

I. Budget and Budgetary Accounting

The School is required by state law to prepare an annual budget. The annual budget is prepared on a fiscal year basis. The School does not prepare and submit amended budgets during the fiscal year. The State Department of Education's regulations allow for the cash basis or the modified accrual basis.

NOTE 2: CASH DEPOSITS WITH FINANCIAL INSTITUTIONS

Cash deposits are carried at cost (carrying value). A comparison of the bank balance and carrying value is as follows:

	Carrying Amount	Bank Balance
Insured (FDIC)	$12,138	$100,000
Collateralized: Collateral held by the pledging bank not in the School's name	-	25,210
Total Deposits	$12,138	$125,210

The above total deposits do not include cash on hand in the amount of $200.

NOTE 3: LEASES

A portion of the land and buildings used by the School are leased from the Maumelle Public Facilities Board under a non-cancelable operating lease, which expires in October 2010. Lease expense amounted to $102,327 for the period July 1, 2004 to June 30, 2005. Future minimum lease payments are as follows:

7/1/2005 – 6/30/2006	$ 127,680
7/1/2006 – 6/30/2007	127,680
7/1/2007 – 6/30/2008	127,680
7/1/2008 – 6/30/2009	127,680
7/1/2009 – 6/30/2010	42,560
Total	$ 553,280

NOTE 4: RETIREMENT PLANS

Arkansas Teacher Retirement System

Plan Description. The School contributes to the Arkansas Teacher Retirement System (ATRS), a costsharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired prior to July 1, 1989. ATRS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit and contribution provisions are established by state law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for ATRS. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

Funding Policy. ATRS has contributory and non-contributory plans. Contributory members are required by law to contribute 6% of their salary. Each participating employer is required by law to contribute at a rate established by the Arkansas General Assembly. The current employer rate is 14%. The School's contributions to ATRS for the years ended June 30, 2005, 2004 and 2003 were equal to the required contributions for each year.

Arkansas Public Employees Retirement System

Plan Description. The School contributes to the Arkansas Public Employees Retirement System (PERS), a cost-sharing multiple-employer defined benefit pension plan that covers certain nonteaching Arkansas public school employees hired before July 1, 1989. PERS provides retirement and disability benefits, annual cost of- living adjustments, and death

NOTE 4: RETIREMENT PLANS (CONTINUED)

benefits to plan members and beneficiaries. Benefit and contribution provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Public Employees Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for PERS. That report may be obtained by writing to Arkansas Public Employees Retirement System, One Union National Plaza, 124 W. Capitol, Little Rock, Arkansas 72201 or by calling 1-800-682-7377.

Funding Policy. PERS has contributory and non-contributory plans. Contributory members are required by law to contribute 6% of their salary. Each participating employer is required by law to contribute at a rate established by the Arkansas General Assembly. The current statutory employer rate is 4% of annual covered payroll. The School's contributions to PERS for the years ended June 30, 2005, 2004 and 2003 were equal to the required contributions for each year.

NOTE 5: LITIGATION

As of June 30, 2005, the School was involved in one pending lawsuit, involving the former school president. This case is pending with a jury trial scheduled for May of 2007. Management is unable to determine what effects a negative judgment will have on the School. Therefore, no liability has been accrued.

NOTE 6: SUBSEQUENT EVENTS

During the fiscal year 2005, the school president's contract was not renewed. An interim president was hired who guided the school until June 2006. The current president was hired in June of 2006 and is currently functioning in that role. There has also been turnover in the key accounting position.

Current administrative personnel have determined there to have been several breakdowns in the school's systems dating back to the year ended June 30, 2005. The breakdowns included missing financial records, missing support documentation and errors in reported data to governmental agencies which resulted in required repayment of receipts under the National School Lunch Program.

SUPPLEMENTARY INFORMATION

ACADEMICS PLUS CHARTER SCHOOL
SCHEDULE OF CAPITAL ASSETS
FOR THE YEAR ENEDED JUNE 30, 2005

SCHEDULE 1

	Balance July 1, 2004	Additions	Deletions	Balance June 30, 2005
Nondepreciable capital assets:				
Land	$ 90,000	$ -	$ 90,000	$ -
Depreciable capital assets:				
Site improvements	30,579	-	-	30,579
Building and building improvements	-	120,000	-	120,000
Furniture and equipment	143,529	-	-	143,529
Total depreciable capital assets	174,108	120,000	-	294,108
Less accumulated depreciation for:				
Site improvements	4,124	1,884	-	6,008
Building and building improvements	-	2,400	-	2,400
Furniture and equipment	45,826	26,102	-	71,928
Total accumulated depreciation	49,950	30,386	-	80,336
Total depreciable capital assets, net	124,158	89,614	-	213,772
Capital assets, net	$ 214,158	$ 89,614	$ 90,000	$ 213,772

Attachments G-K. Fund Balances, Revenue, and Expenditures

LECTION CRITERIA: ALL

UND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
002	MISC FUND-SALARY	.00	.00	.00	.00	.00	.00
200	CHARTER SCHOOL	.00	.00	638,858.23	.00	638,858.23	.00
223	PROFESSIONAL DEVEL	.00	.00	1,500.00	.00	1,500.00	.00
246	MENTORING GRANT	.00	.00	3,000.00	.00	3,000.00	.00
281	MSLA SAL TECH	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	643,358.23	.00	643,358.23	.00
001	WALTON GRANT	.00	.00	.00	.00	.00	.00
002	MISCELLANEOUS FUND	-10,561.94	2,713.00	.00	17,931.32	-25,780.26	.00
003	AFTER SCH	.00	.00	.00	.00	.00	.00
004	BUILDING AND DONATIONS	.00	243,437.66	.00	175,317.17	64,268.70	3,851.79
200	CHARTER SCHOOL	-90,132.68	1,193,345.00	198,248.49	644,493.55	641,238.84	15,728.42
223	PROFESSIONAL DEVEL	.00	11,283.00	.00	1,500.00	324.78	9,458.22
246	MENTORING GRANT	1,436.01	3,000.00	.00	3,000.00	649.49	786.52
281	NATIONAL SCHOOL LUNCH ACT	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	-99,258.61	1,453,778.66	198,248.49	842,242.04	680,701.55	29,824.95
466	IMPACT AID REV	.00	5,475.00	.00	5,000.00	.00	475.00
501	CHAPTER I	.00	.00	.00	.00	.00	.00
520	CHAPTER II	125.84	.00	.00	.00	65.00	60.84
535	CHARTER SCHOOL FED GRANT	.00	.00	.00	.00	.00	.00
595	TECH ED	54.00	.00	.00	.00	.00	54.00
700	VI-B	.00	.00	.00	.00	.00	.00
756	IMPROVING TEACHER QUALITY	1,187.79	.00	.00	.00	826.05	361.74
781	DRUG FREE	1,043.00	.00	.00	.00	.00	1,043.00
OTAL NO	FUND GROUP TITLE	2,410.63	5,475.00	.00	5,000.00	891.05	1,994.58
001	STUDENT ACT	.00	2,037.76	.00	.00	915.59	1,122.17
002	STUDENT COUNCIL	3,651.60	1,100.64	.00	.00	732.60	4,019.64
003	BETA CLUB	.00	1,166.41	.00	.00	559.00	607.41
004	VENDORS CONTRACTS	808.21	.00	.00	.00	808.21	.00
OTAL NO	FUND GROUP TITLE	4,459.81	4,304.81	.00	.00	3,015.40	5,749.22
200	FOOD SVC	.00	.00	5,635.32	.00	5,635.32	.00
OTAL NO	FUND GROUP TITLE	.00	.00	5,635.32	.00	5,635.32	.00
001	FIXED ASSETS / DEBT	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
OTAL		-92,388.17	1,463,558.47	847,242.04	847,242.04	1,333,601.55	37,568.75

LECTION CRITERIA: ALL

UND/SF	FUND TITLE	BEG BALANCE	REVENUE	NON-REVENUE	NON-EXPEND	EXPENDITURES	END BALANCE
001	DISBURSEMENT FUND	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
.002	MISC FUND-SALARY	.00	.00	.00	.00	.00	.00
.200	CHARTER SCHOOL	.00	.00	296,711.56	.00	296,711.56	.00
.223	PROFESSIONAL DEVEL	.00	.00	.00	.00	.00	.00
.246	MENTORING GRANT	.00	.00	.00	.00	.00	.00
.281	MSLA SAL TECH	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	296,711.56	.00	296,711.56	.00
001	WALTON GRANT	.00	.00	.00	.00	.00	.00
002	MISCELLANEOUS FUND	.00	9,954.90	.00	.00	.00	9,954.90
003	AFTER SCH	.00	.00	.00	.00	.00	.00
004	BUILDING AND DONATIONS	3,851.79	33,588.32	.00	.00	35,295.46	2,144.65
200	CHARTER SCHOOL	15,728.42	776,267.09	.00	296,711.56	378,268.03	117,015.92
223	PROFESSIONAL DEVEL	9,458.22	8,378.00	.00	.00	.00	17,836.22
246	MENTORING GRANT	786.52	.00	.00	.00	.00	786.52
281	NATIONAL SCHOOL LUNCH ACT	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	29,824.95	828,188.31	.00	296,711.56	413,563.49	147,738.21
466	IMPACT AID REV	475.00	.00	.00	.00	.00	475.00
501	CHAPTER I	.00	.00	.00	.00	.00	.00
520	CHAPTER II	60.84	.00	.00	.00	.00	60.84
535	CHARTER SCHOOL FED GRANT	.00	.00	.00	.00	.00	.00
595	TECH ED	54.00	.00	.00	.00	.00	54.00
700	VI-B	.00	.00	.00	.00	.00	.00
756	IMPROVING TEACHER QUALITY	361.74	.00	.00	.00	.00	361.74
781	DRUG FREE	1,043.00	.00	.00	.00	.00	1,043.00
OTAL NO	FUND GROUP TITLE	1,994.58	.00	.00	.00	.00	1,994.58
001	STUDENT ACT	1,122.17	4,077.12	.00	729.35	4,469.94	.00
002	STUDENT COUNCIL	4,019.64	1,231.05	.00	51.14	65.00	5,134.55
003	BETA CLUB	607.41	.00	.00	.00	.00	607.41
004	VENDORS CONTRACTS	.00	.00	.00	.00	.00	.00
005	CHEER ACT	.00	3,532.00	.00	.00	2,186.15	1,345.85
006	MISC FACULITY	.00	177.00	.00	.00	.00	177.00
007	ATHLETIC BOOSTER	.00	82.94	780.49	.00	.00	863.43
008	ATHLETIC GATE	.00	170.00	.00	.00	330.00	-160.00
OTAL NO	FUND GROUP TITLE	5,749.22	9,270.11	780.49	780.49	7,051.09	7,968.24
200	FOOD SVC	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
001	FIXED ASSETS / DEBT	.00	.00	.00	.00	.00	.00
OTAL NO	FUND GROUP TITLE	.00	.00	.00	.00	.00	.00
OTAL		37,568.75	837,458.42	297,492.05	297,492.05	717,326.14	157,701.03

ELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

:COUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
5100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
7300	ORG MEMBERSHIP DUES/FEES	.00	.00	.00	.00	.00	.00
7310	STNDT ORG MEMBERSHIP DUES	.00	.00	.00	1,016.41	-1,016.41	.00
7500	CONTRACTED SERVICES	.00	.00	.00	.00	.00	.00
9100	RENTALS	3,200.00	.00	.00	2,352.00	848.00	73.50
9200	PRIVATE CONTRIBUTIONS	.00	.00	.00	288,487.66	-288,487.66	.00
9300	SALES OF SUPPLIES & MATER	10,000.00	.00	.00	55.00	9,945.00	.55
9800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	.00	.00	.00
9900	MISC REV FR LOCAL SOURCES	.00	.00	.00	28,544.40	-28,544.40	.00
1101	FOUNDATION FUNDING	.00	.00	.00	.00	.00	.00
1700	CONTINGENCY AID	1,540,620.00	.00	.00	1,123,345.00	417,275.00	72.92
2250	PROF QUALITY ENHANCE	.00	.00	.00	3,000.00	-3,000.00	.00
2256	PROFESS DEVEL	16,000.00	.00	.00	11,283.00	4,717.00	70.52
2381	NATIONAL SCHOOL LUNCH ACT	.00	.00	.00	.00	.00	.00
3921	IMPACT REV	.00	.00	.00	5,475.00	-5,475.00	.00
5110	ESEA CH1 COMP(R) 100-297	30,000.00	.00	.00	.00	30,000.00	.00
5130	ESEA CH2 ELEM/SEC ED ACT	.00	.00	.00	.00	.00	.00
5145	FED CHARGTER SCH GRANTS	.00	.00	.00	.00	.00	.00
5325	TECH	.00	.00	.00	.00	.00	.00
5510	SL 4 LUNCHES-TYPE A	.00	.00	.00	.00	.00	.00
5520	SL 11 LUNCH-FREE/REDUCED	.00	.00	.00	.00	.00	.00
5610	ESEA TITLE VIB-HAND EDUCA	.00	.00	.00	.00	.00	.00
5925	IMPROVING TEACHER QUAL	.00	.00	.00	.00	.00	.00
5971	DRUG FREE	.00	.00	.00	.00	.00	.00
2100	TRANS FROM SALARY FUND	.00	.00	.00	.00	.00	.00
2200	TRANS FROM OPERATING FUND	706,070.00	.00	.00	842,242.04	-136,172.04	119.29
2600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	5,000.00	-5,000.00	.00
2800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
3200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
TAL REPORT		2,305,890.00	.00	.00	2,310,800.51	-4,910.51	100.21

ELECTION CRITERIA: 1=1 AND orgn.key_orgn = revledgr.key_orgn AND account.acct = revledgr.account

CCOUNT	- - - - TITLE - - - - -	BUDGET	PERIOD RECEIPTS	RECEIVABLES	YEAR TO DATE REVENUE	AVAILABLE BALANCE	YTD/ BUD
5100	INTEREST ON INVESTMENTS	.00	.00	.00	.00	.00	.00
7210	SCH SPNSRD-PICTURES,ETC	.00	.00	.00	177.00	-177.00	.00
7300	ORG MEMBERSHIP DUES/FEES	.00	.00	.00	.00	.00	.00
7310	STNDT ORG MEMBERSHIP DUES	.00	.00	.00	.00	.00	.00
7400	PUPIL FEES-LOCKERS/FINES	.00	.00	.00	.00	.00	.00
7500	CONTRACTED SERVICES	.00	.00	.00	.00	.00	.00
7900	OTHER STDNT ACTIVITY REV	.00	3,446.06	.00	6,915.06	-6,915.06	.00
9100	RENTALS	.00	.00	.00	.00	.00	.00
9130	LEA BUILDGS & FACILITIES	8,000.00	.00	.00	14,343.00	-6,343.00	179.29
9200	PRIVATE CONTRIBUTIONS	.00	366.30	.00	34,173.77	-34,173.77	.00
9300	SALES OF SUPPLIES & MATER	.00	50.00	.00	5,250.90	-5,250.90	.00
9800	REFUNDS OF PRIOR YR EXPEN	.00	.00	.00	1,605.35	-1,605.35	.00
9900	MISC REV FR LOCAL SOURCES	.00	462.37	.00	2,580.34	-2,580.34	.00
1101	FOUNDATION FUNDING	1,933,380.00	.00	.00	457,206.00	1,476,174.00	23.65
1700	CONTINGENCY AID	.00	152,402.00	.00	304,804.00	-304,804.00	.00
2250	PROF QUALITY ENHANCE	.00	.00	.00	.00	.00	.00
2256	PROFESS DEVEL	.00	.00	.00	8,378.00	-8,378.00	.00
2381	NATIONAL SCHOOL LUNCH ACT	.00	.00	.00	.00	.00	.00
2900	OTHER	.00	.00	.00	2,025.00	-2,025.00	.00
3921	IMPACT REV	.00	.00	.00	.00	.00	.00
5110	ESEA CH1 COMP(R) 100-297	15,625.00	.00	.00	.00	15,625.00	.00
5130	ESEA CH2 ELEM/SEC ED ACT	283.00	.00	.00	.00	283.00	.00
5145	FED CHARGTER SCH GRANTS	.00	.00	.00	.00	.00	.00
5325	TECH	.00	.00	.00	.00	.00	.00
5510	SL 4 LUNCHES-TYPE A	.00	.00	.00	.00	.00	.00
5520	SL 11 LUNCH-FREE/REDUCED	.00	.00	.00	.00	.00	.00
5610	ESEA TITLE VIB-HAND EDUCA	.00	.00	.00	.00	.00	.00
5925	IMPROVING TEACHER QUAL	1,717.00	.00	.00	.00	1,717.00	.00
5971	DRUG FREE	406.00	.00	.00	.00	406.00	.00
2100	TRANS FROM SALARY FUND	.00	.00	.00	.00	.00	.00
2200	TRANS FROM OPERATING FUND	842,182.89	.00	.00	224,316.49	617,866.40	26.64
2600	TRANS FROM FEDERAL GRANTS	.00	.00	.00	.00	.00	.00
2700	TRANS FROM STUDENT ACTVTY	.00	780.49	.00	780.49	-780.49	.00
2800	TRANS FROM FOOD SERVICE	.00	.00	.00	.00	.00	.00
1200	SALE OF BUILD & GROUNDS	.00	.00	.00	.00	.00	.00
OTAL REPORT		2,801,593.89	157,507.22	.00	1,062,555.40	1,739,038.49	37.93

:LECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

:COUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
1110	CERT SALARY	706,070.00	.00	.00	642,547.68	63,522.32	91.00
1120	CLS SALARY	40,333.00	.00	.00	40,762.18	-429.18	101.06
1710	CERT SUBSTITUTES	.00	.00	.00	810.55	-810.55	.00
1720	CLS SUBSTITUTES	.00	.00	.00	.00	.00	.00
2210	CERT SOC SEC	41,420.34	.00	.00	38,444.25	2,976.09	92.81
2220	CLS SOC SEC	4,856.65	.00	.00	3,971.11	885.54	81.77
2260	CERT MEDICARE	9,687.02	.00	.00	8,991.07	695.95	92.82
2270	CLS MEDICARE	1,135.83	.00	.00	928.72	207.11	81.77
2300	TEACH RET.CONTRIBUTORY	.00	.00	.00	.00	.00	.00
2310	CERT TCH RET-CONT	98,849.80	.00	.00	79,715.81	19,133.99	80.64
2320	CLS TCH RET - CONT	5,646.62	.00	.00	5,963.46	-316.84	105.61
2510	CERT UNEMPLOY COMP	26,362.00	.00	.00	5,921.99	20,440.01	22.46
2520	CLS UNEMPLOY COMP	1,388.00	.00	.00	307.05	1,080.95	22.12
2600	WK COMPENSATION	.00	.00	.00	.00	.00	.00
2610	CERT WKR'S COMP	4,490.95	.00	.00	10,890.80	-6,399.85	242.51
2620	CLS WKR'S COMP	414.00	.00	.00	573.20	-159.20	138.45
2710	CERT HEALTH BENEFITS	15,844.00	.00	.00	19,995.44	-4,151.44	126.20
2900	OTHER BENEFITS	.00	.00	.00	.00	.00	.00
2910	OTHER BENEFITS-CERTIFIED	.00	.00	.00	.00	.00	.00
2920	OTHER BENEFITS-CLASSIFIED	.00	.00	.00	.00	.00	.00
3000	PURC SVS-PROF & TECHNICAL	8,000.00	.00	.00	13,016.49	-5,016.49	162.71
3200	PROFESSIONAL-EDUCATIONAL	16,000.00	.00	.00	2,726.75	13,273.25	17.04
3210	INSTRUCTIONAL	.00	.00	.00	.00	.00	.00
3220	INST PGRM-IMPROVEMENT SVS	.00	.00	.00	.00	.00	.00
3330	ACCOUNTING	40,000.00	.00	.00	23,020.00	16,980.00	57.55
3340	LEGAL FEES	12,000.00	.00	.00	57,836.36	-45,836.36	481.97
3900	OTHER PURC PROF/TECH SVS	.00	.00	.00	.00	.00	.00
4110	WATER/SEWER	6,000.00	18.76	.00	7,059.65	-1,059.65	117.66
4210	DISPOSAL/SANATATION	5,000.00	.00	.00	4,563.58	436.42	91.27
4230	CUSTODIAL	25,000.00	.00	.00	16,300.00	8,700.00	65.20
4240	LAWN CARE	2,000.00	.00	.00	2,850.00	-850.00	142.50
4310	REPAIR NTCE BLDGS/GROUNDS	55,000.00	.00	.00	4,455.84	50,544.16	8.10
4320	REPAIR EQUIP/VEHICLES	.00	.00	.00	.00	.00	.00
4410	RENTAL LAND/BLDGS	178,821.00	.00	.00	137,534.63	41,286.37	76.91
4420	RENTAL-EQUIP/VEHICLES	8,000.00	.00	.00	7,247.88	752.12	90.60
5210	PROPERTY INSURANCE	10,545.00	.00	.00	17,827.52	-7,282.52	169.06
5220	LIABILITY INSURANCE	1,887.00	.00	.00	2,973.51	-1,086.51	157.58
5290	OTHER INSURANCE	.00	.00	.00	.00	.00	.00
5310	TELEPHONE	6,000.00	.00	.00	5,002.76	997.24	83.38
5320	POSTAGE	2,200.00	.00	.00	1,279.06	920.94	58.14
5400	ADVERTISING	5,000.00	.00	.00	25,935.20	-20,935.20	518.70
5600	TUITION	.00	.00	.00	.00	.00	.00
5690	OTHER TUITION	25,000.00	.00	.00	68,385.00	-43,385.00	273.54
5800	TRAVEL	.00	.00	.00	.00	.00	.00
5810	TRVL-CERT-IN DISTRICT	800.00	.00	.00	394.04	405.96	49.26
5820	TRVL-CLS IN DISTRICT	.00	.00	.00	.00	.00	.00
5910	SVS PURCHASED LOCALLY	11,850.00	.00	.00	1,462.80	10,387.20	12.34
6100	GEN SUPPLIES	72,000.00	-1,340.81	.00	57,844.99	14,155.01	80.34
6210	NAT.GAS	8,000.00	.00	.00	4,826.06	3,173.94	60.33
6220	ELECTRICITY	32,000.00	.00	.00	30,134.85	1,865.15	94.17
6260	GASOLINE/DIESEL	.00	.00	.00	.00	.00	.00
6300	FOOD	25,000.00	.00	.00	5,635.32	19,364.68	22.54

ELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

COUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
5410	TEXTBOOKS	20,000.00	.00	.00	29,990.59	-9,990.59	149.95
5510	SOFTWARE	16,500.00	.00	.00	.00	16,500.00	.00
5520	OTHER	.00	.00	.00	.00	.00	.00
5900	OTHER SUPPLIES & MATERIAL	.00	.00	.00	-26,030.26	26,030.26	.00
7100	LAND & IMPROVEMENTS	.00	.00	.00	-30,467.00	30,467.00	.00
7200	BUILDINGS	.00	.00	.00	.00	.00	.00
7300	EQUIPMENT	.00	.00	.00	.00	.00	.00
7330	FURNITURE & FIXTURES	.00	.00	.00	.00	.00	.00
7390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
7500	TECHN EQUIP	5,000.00	.00	.00	.00	5,000.00	.00
8100	DUES AND FEES	2,000.00	41.62	.00	1,972.62	27.38	98.63
8300	INTEREST	.00	.00	.00	.00	.00	.00
8830	PROPERTY TAX	.00	.00	.00	.00	.00	.00
8900	MISC EXPENDITURES	.00	.00	.00	.00	.00	.00
9100	REDEMPTION OF PRINCIPAL	.00	.00	.00	.00	.00	.00
9310	TO SALARY FUND	706,070.00	.00	.00	643,358.23	62,711.77	91.12
9320	TO OPERATING FUND	.00	.00	.00	198,248.49	-198,248.49	.00
9380	TO FOOD SERVICE FUND	.00	.00	.00	5,635.32	-5,635.32	.00
TAL REPORT		2,262,171.21	-1,280.43	.00	2,180,843.59	81,327.62	96.40

CCOUNTING PERIOD: 5/07 SUMMARY EXPENDITURE STATUS REPORT (BOARD FORMAT)

ELECTION CRITERIA: 1=1 AND orgn.key_orgn = expledgr.key_orgn AND orgn.yr = expledgr.yr

CCOUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
1110	CERT SALARY	840,982.89	71,295.57	.00	293,387.06	547,595.83	34.89
1120	CLS SALARY	87,000.00	5,416.66	.00	33,683.42	53,316.58	38.72
1710	CERT SUBSTITUTES	1,200.00	1,099.50	.00	3,324.50	-2,124.50	277.04
1720	CLS SUBSTITUTES	.00	.00	.00	.00	.00	.00
2210	CERT SOC SEC	52,774.32	4,363.94	.00	18,505.53	34,268.79	35.07
2220	CLS SOC SEC	4,836.00	460.36	.00	1,978.82	2,857.18	40.92
2260	CERT MEDICARE	12,342.16	1,020.60	.00	4,327.91	8,014.25	35.07
2270	CLS MEDICARE	1,131.00	107.66	.00	462.79	668.21	40.92
2300	TEACH RET.CONTRIBUTORY	.00	.00	.00	.00	.00	.00
2310	CERT TCH RET-CONT	103,966.80	9,883.44	.00	40,682.42	63,284.38	39.13
2320	CLS TCH RET - CONT	12,180.00	912.27	.00	5,181.14	6,998.86	42.54
2510	CERT UNEMPLOY COMP	2,500.00	.00	.00	823.63	1,676.37	32.95
2520	CLS UNEMPLOY COMP	2,500.00	.00	.00	92.63	2,407.37	3.71
2600	WK COMPENSATION	.00	.00	.00	.00	.00	.00
2610	CERT WKR'S COMP	2,400.00	.00	.00	5,854.00	-3,454.00	243.92
2620	CLS WKR'S COMP	2,400.00	.00	.00	.00	2,400.00	.00
2710	CERT HEALTH BENEFITS	23,580.00	1,965.00	.00	6,812.00	16,768.00	28.89
2720	CLS HEALTH BENEFITS	1,572.00	131.00	.00	393.00	1,179.00	25.00
2900	OTHER BENEFITS	.00	.00	.00	.00	.00	.00
2910	OTHER BENEFITS-CERTIFIED	.00	.00	.00	.00	.00	.00
2920	OTHER BENEFITS-CLASSIFIED	.00	.00	.00	.00	.00	.00
3000	PURC SVS-PROF & TECHNICAL	.00	.00	.00	.00	.00	.00
3120	MANAGEMENT SERVICES	.00	.00	.00	3,800.00	-3,800.00	.00
3200	PROFESSIONAL-EDUCATIONAL	.00	.00	.00	.00	.00	.00
3210	INSTRUCTIONAL	.00	.00	.00	.00	.00	.00
3220	INST PGRM-IMPROVEMENT SVS	.00	.00	.00	.00	.00	.00
3310	PUPIL SERVICES	2,000.00	.00	.00	.00	2,000.00	.00
3320	ENGINEERING	2,000.00	.00	.00	.00	2,000.00	.00
3330	ACCOUNTING	.00	.00	.00	.00	.00	.00
3340	LEGAL FEES	.00	.00	.00	.00	.00	.00
3430	ACCOUNTING	15,000.00	.00	.00	300.00	14,700.00	2.00
3440	LEGAL FEES	25,000.00	.00	.00	4,961.65	20,038.35	19.85
3460	INFO TECH	.00	.00	.00	3,275.00	-3,275.00	.00
3490		.00	.00	.00	.00	.00	.00
3900	OTHER PURC PROF/TECH SVS	.00	1,725.00	.00	7,095.80	-7,095.80	.00
4110	WATER/SEWER	6,000.00	626.86	.00	2,186.39	3,813.61	36.44
4210	DISPOSAL/SANATATION	5,000.00	449.81	.00	2,123.09	2,876.91	42.46
4230	CUSTODIAL	22,000.00	1,872.96	.00	9,081.54	12,918.46	41.28
4240	LAWN CARE	2,500.00	.00	.00	2,170.00	330.00	86.80
4310	REPAIR NTCE BLDGS/GROUNDS	55,650.00	6,241.41	.00	12,857.49	42,792.51	23.10
4320	REPAIR EQUIP/VEHICLES	15,000.00	2,530.95	.00	7,924.70	7,075.30	52.83
4410	RENTAL LAND/BLDGS	188,421.00	14,941.75	.00	74,820.91	113,600.09	39.71
4420	RENTAL-EQUIP/VEHICLES	7,000.00	804.88	.00	3,293.85	3,706.15	47.06
5210	PROPERTY INSURANCE	10,545.00	.00	.00	8,389.50	2,155.50	79.56
5220	LIABILITY INSURANCE	1,887.00	.00	.00	.00	1,887.00	.00
5290	OTHER INSURANCE	.00	.00	.00	.00	.00	.00
5310	TELEPHONE	6,000.00	458.68	.00	2,006.77	3,993.23	33.45
5320	POSTAGE	2,200.00	375.78	.00	1,294.15	905.85	58.83
5400	ADVERTISING	5,000.00	.00	.00	930.37	4,069.63	18.61
5600	TUITION	.00	.00	.00	.00	.00	.00
5690	OTHER TUITION	109,950.00	20,038.33	.00	40,076.67	69,873.33	36.45
5800	TRAVEL	.00	.00	.00	.00	.00	.00

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:COUNT	- - - - - TITLE - - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE ENC + EXP	AVAILABLE BALANCE	YTD/ BUD
5810	TRVL-CERT-IN DISTRICT	2,050.00	184.08	.00	282.44	1,767.56	13.78
5820	TRVL-CLS IN DISTRICT	.00	.00	.00	.00	.00	.00
5910	SVS PURCHASED LOCALLY	.00	.00	.00	2,069.55	-2,069.55	.00
6100	GEN SUPPLIES	66,078.00	8,820.18	.00	59,702.01	6,375.99	90.35
6210	NAT.GAS	8,000.00	.00	.00	691.72	7,308.28	8.65
6220	ELECTRICITY	32,000.00	2,738.01	.00	12,555.56	19,444.44	39.24
6260	GASOLINE/DIESEL	.00	.00	.00	.00	.00	.00
6300	FOOD	.00	.00	.00	.00	.00	.00
6410	TEXTBOOKS	45,000.00	22,839.60	.00	36,291.68	8,708.32	80.65
6430	PERIODICALS	.00	.00	.00	20.00	-20.00	.00
6510	SOFTWARE	3,000.00	.00	.00	.00	3,000.00	.00
6520	OTHER	.00	.00	.00	.00	.00	.00
6900	OTHER SUPPLIES & MATERIAL	.00	.00	.00	1,563.13	-1,563.13	.00
7100	LAND & IMPROVEMENTS	.00	.00	.00	.00	.00	.00
7200	BUILDINGS	.00	.00	.00	.00	.00	.00
7300	EQUIPMENT	.00	.00	.00	.00	.00	.00
7330	FURNITURE & FIXTURES	.00	.00	.00	175.00	-175.00	.00
7340	TECHNOLOGY/EQUIP	5,000.00	.00	.00	.00	5,000.00	.00
7390	OTHER EQUIPMENT	.00	.00	.00	.00	.00	.00
7500	TECHN EQUIP	.00	.00	.00	.00	.00	.00
8100	DUES AND FEES	.00	.00	.00	1,549.82	-1,549.82	.00
8300	INTEREST	.00	.00	.00	.00	.00	.00
8830	PROPERTY TAX	.00	.00	.00	.00	.00	.00
8900	MISC EXPENDITURES	.00	.00	.00	328.50	-328.50	.00
9100	REDEMPTION OF PRINCIPAL	.00	.00	.00	.00	.00	.00
9310	TO SALARY FUND	842,182.89	.00	.00	224,316.49	617,866.40	26.64
9320	TO OPERATING FUND	.00	.00	.00	.00	.00	.00
9370	TO STUDENT ACTIVITY FUND	.00	780.49	.00	780.49	-780.49	.00
9380	TO FOOD SERVICE FUND	.00	.00	.00	.00	.00	.00
)TAL REPORT		2,635,829.06	182,084.77	.00	942,423.12	1,693,405.94	35.75

LECTION CRITERIA: genledgr.fund='0001' and genledgr.account='01010'

YEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
SON BRIDGES	11/14/06	11/30/06	520	.00	70.00
NNY FULNER	11/14/06	11/30/06	521	.00	70.00
TT BRADFORD	11/14/06	11/30/06	522	.00	70.00
NCE MAYFIELD	11/16/06	11/30/06	523	.00	70.00
EVEA WILLIAMS	11/28/06	11/30/06	526	.00	148.60
SHINGTON MUTUAL	11/29/06		527	2,037.55	.00
LLIAM J ADNEY	10/27/06	11/30/06	11485	.00	89.58
EVEN R GOLNIK	10/27/06	11/30/06	11492	.00	369.64
HN HARRISON	10/27/06	11/30/06	11493	.00	1,795.25
DITH LYNN MILLARD	10/27/06	11/30/06	11502	.00	161.99
Y LEIGHTON MILLARD	10/27/06	11/30/06	11503	.00	1,300.13
STI GAY SWEERE	10/27/06	11/30/06	11515	.00	1,209.52
ISHA L VICKREY	10/27/06	11/30/06	11516	.00	1,646.73
ARON C ACORD	11/21/06	11/30/06	11519	.00	1,424.06
THANY G ALLISON	11/21/06	11/30/06	11520	.00	1,738.68
OTT ALLISON	11/21/06	11/30/06	11521	.00	1,738.68
AN T BARRON	11/21/06	11/30/06	11522	.00	2,351.74
NA R BRIGGS	11/21/06	11/30/06	11523	.00	4,169.80
NA NICOLE BRAKE	11/21/06	11/30/06	11524	.00	1,795.25
CHARD WAYNE ESTES	11/21/06	11/30/06	11525	.00	132.06
EVEN R GOLNIK	11/21/06	11/30/06	11526	.00	369.64
HN HARRISON	11/21/06	11/30/06	11527	.00	1,795.25
RI PAIGE HAYES	11/21/06	11/30/06	11528	.00	1,804.25
ELLEN WATSON HILL	11/21/06	11/30/06	11529	.00	1,938.59
LLIAM BRYAN JONES	11/21/06	11/30/06	11530	.00	1,731.73
BORAH D KAHLER	11/21/06	11/30/06	11531	.00	1,829.39
RI LYNN LACKEY	11/21/06	11/30/06	11532	.00	1,660.91
LILAN D LACKEY	11/21/06	11/30/06	11533	.00	3,073.55
NNIECE L LEWIS	11/21/06	11/30/06	11534	.00	1,953.43
NONICA L MCGHEE	11/21/06	11/30/06	11535	.00	1,442.63
DITH LYNN MILLARD	11/21/06	11/30/06	11536	.00	389.32
CHAEL S MILLARD	11/21/06		11537	112.67	.00
Y LEIGHTON MILLARD	11/21/06	11/30/06	11538	.00	1,300.13
ARLES W MONTGOMERY	11/21/06	11/30/06	11539	.00	2,065.36
TRICE ANNE MURRAY-BROW	11/21/06	11/30/06	11540	.00	2,273.00
ANA J NEAL	11/21/06	11/30/06	11541	.00	1,046.91
VERNE B OWENS	11/21/06	11/30/06	11542	.00	323.67
LINDA SUE PENNEY	11/21/06	11/30/06	11543	.00	1,559.21
NNER RENEE POOL	11/21/06	11/30/06	11544	.00	1,513.24
ERI JANE PORIER	11/21/06	11/30/06	11545	.00	1,967.76
ERYL ANN QUALLS	11/21/06	11/30/06	11546	.00	1,492.18
NIE B RAY	11/21/06	11/30/06	11547	.00	1,842.03
BORAH RENE ROUSH	11/21/06	11/30/06	11548	.00	1,795.25
RI L. STINE	11/21/06	11/30/06	11549	.00	2,369.33
STI GAY SWEERE	11/21/06		11550	638.20	.00
ISHA L VICKREY	11/21/06		11551	1,646.73	.00
YNE JOSEPH WERNER	11/21/06		11552	53.10	.00
SAN M. WHITE	11/21/06	11/30/06	11553	.00	2,084.19
ELLAR REAL ESTATE HOLI	07/27/06		22824	97.20	.00
XTBOOK BROKERS	10/05/06		22913	5,837.88	.00
TER SALMON	10/12/06	11/30/06	22928	.00	150.00
ROWYRE	10/23/06	11/30/06	22938	.00	750.00
STO & BUCHAN, P.L.L.C.	10/23/06	11/30/06	22939	.00	750.00

LECTION CRITERIA: genledgr.fund='0001' and genledgr.account='01010'

YEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
SA DROGO	10/23/06	11/30/06	22941	.00	16.24
NPOWER	10/23/06	11/30/06	22943	.00	448.34
UNELLE PUBLIC FACILITI	10/23/06	11/30/06	22944	.00	10,640.00
TEACHER RETIREMENT	10/27/06	11/30/06	22952	.00	14,875.01
A	10/27/06	11/30/06	22953	.00	2,949.95
ABLE	10/27/06	11/30/06	22956	.00	6.72
NTERPOINT ENERGY ARKLA	10/27/06	11/30/06	22957	.00	54.23
NTRAL ARKANSAS RISK MA	10/27/06	11/30/06	22958	.00	8,389.50
PLOYEE BENEFITS DIVISI	10/27/06	11/30/06	22959	.00	5,566.82
ABLE	10/27/06	11/30/06	22960	.00	.56
NGULAR WIRELESS	11/01/06	11/30/06	22961	.00	96.96
ATON HEAT N' AIR	11/01/06	11/30/06	22962	.00	152.60
LIED WASTE SERVICES #8	11/01/06	11/30/06	22963	.00	407.69
PITOL PLUMBING	11/01/06	11/30/06	22964	.00	255.00
NDY MCGEAR	11/01/06	11/30/06	22965	.00	360.00
NWAY MAIL SERVICE	11/01/06	11/30/06	22966	.00	192.89
LLETT EDUCATIONAL SERV	11/01/06	11/30/06	22967	.00	5,785.52
RDWYRE	11/01/06	11/30/06	22968	.00	400.00
NPOWER	11/01/06	11/30/06	22969	.00	404.95
TNEY BOWES	11/01/06	11/30/06	22970	.00	105.69
XTBOOK BROKERS	11/01/06	11/30/06	22971	.00	5,837.88
E OUTLET STORE	11/01/06	11/30/06	22972	.00	1,409.42
SH	11/09/06	11/30/06	22977	.00	125.00
T & T	11/09/06	11/30/06	22978	.00	306.14
LL'S LOCK & SAFE	11/09/06	11/30/06	22979	.00	187.92
NDY MCGEAR	11/09/06	11/30/06	22980	.00	280.00
TY OF MAUMELLE	11/09/06	11/30/06	22981	.00	42.12
LLETT EDUCATIONAL SERV	11/09/06	11/30/06	22982	.00	3,528.24
RDWYRE	11/09/06	11/30/06	22983	.00	415.95
ERS SUPPLY & CHEMICAL	11/09/06	11/30/06	22984	.00	391.34
ARON ACORD	11/09/06		22985	12.42	.00
N'S ELECTRIC	11/09/06	11/30/06	22986	.00	65.00
LL'S LOCK & SAFE	11/14/06	11/30/06	22987	.00	69.66
PITOL PLUMBING	11/14/06	11/30/06	22988	.00	2,700.00
LLETT EDUCATIONAL SERV	11/14/06	11/30/06	22989	.00	1,536.98
RDWYRE	11/14/06	11/30/06	22990	.00	400.00
STMASTER	11/14/06	11/30/06	22991	.00	78.00
& S WORLDWIDE, INC.	11/14/06	11/30/06	22992	.00	1,003.68
XTBOOK BROKERS	11/16/06	11/30/06	22993	.00	5,837.88
TEACHER RETIREMENT	11/20/06	11/30/06	22994	.00	15,025.97
A	11/20/06	11/30/06	22995	.00	2,982.04
PLOYEE BENEFITS DIVISI	11/20/06		22996	6,247.22	.00
S BANK	11/20/06	11/30/06	22997	.00	16,956.17
ABLE	11/20/06	11/30/06	22998	.00	22.68
NGULAR WIRELESS	11/21/06	11/30/06	22999	.00	55.58
ATON HEAT N' AIR	11/21/06		23000	465.10	.00
INN SCIENTIFIC INC	11/21/06	11/30/06	23001	.00	122.13
LLETT EDUCATIONAL SERV	11/21/06	11/30/06	23002	.00	313.10
RDWYRE	11/21/06	11/30/06	23003	.00	1,315.00
IGHANN ESTES	11/21/06	11/30/06	23004	.00	960.00
NPOWER	11/21/06	11/30/06	23005	.00	188.01
TLOCK PLUMBING	11/21/06	11/30/06	23006	.00	346.13
UNELLE PUBLIC FACILITI	11/21/06	11/30/06	23007	.00	10,640.00

TE: 12/06/06 ACADEMICS PLUS CHARTER SCHOOL MODULE NUM: BNKRELAR
ME: 11:18:52 BANK RECONCILIATION REPORT SORT BY CHECK NO
FOR PERIOD 5 OF 07 ALL CHECKS

LECTION CRITERIA: genledgr.fund='0001' and genledgr.account='01010'

YEE NAME	CHECK DATE	CLEARED DATE	CHECK NUMBER	OUTSTANDING	CANCELLED
OFESSIONAL FORMS & SUP	11/21/06	11/30/06	23009	.00	222.69
LASKI TECHNICAL COLLEG	11/21/06		23010	20,038.33	.00
ATON HEAT N' AIR	11/28/06		23011	2,000.00	.00
TRICIA PARKER	11/28/06		23012	75.00	.00
NDY MCGEAR	11/29/06		23013	470.00	.00
TY OF MAUMELLE	11/29/06		23014	80.00	.00
OSSMAN PRINTING	11/29/06		23015	283.62	.00
TERGY	11/29/06		23016	38.84	.00
RI LACKEY	11/29/06		23017	52.65	.00
NA BRIGGS	11/29/06		23018	60.58	.00
ARON ACORD	11/29/06		23019	12.04	.00
ASTA DOCKERY	11/29/06		23020	320.00	.00
LILAN LACKEY	11/29/06		23021	131.43	.00

TOTAL OUTSTANDING CHECKS FOR PERIOD =	40,710.56	
TOTAL OF CANCELLED CHECKS FOR PERIOD =		187,265.12
TOTAL CHECKS WRITTEN FOR PERIOD =	170,585.39	
BALANCE SHOWN ON BANK STATEMENT AT PERIOD END:	187295.52	
ADD: CASH IN TRANSIT AT END OF PERIOD:	2123.05	
SUB-TOTAL:		189418.57
DEDUCT OUTSTANDING CHECKS FOR PERIOD:		40710.56
ADJUSTED BANK BALANCE AT END OF PERIOD:		148708.01
CASH BALANCE AT END OF PERIOD:		148708.01
VARIANCE:		.00

0.00G+

000

0.00G+

000

0.00G+

000

0.00G+

wrong disbursement Fund Activity acct

Ck# 527 2,037.55 +

Ck# 22977 50.00 +

003 Service Charge 35.50 +

2,123.05+

000

0.00F+

usbank
Five Star Service Guaranteed
P.O. Box 1800
Saint Paul, Minnesota 55101-0800
08971 TRN 7491LBXN Y ST01

Business Statement
Account Number:
0 043 3062 2707
Statement Period:
Nov. 1 , 2006
through
Nov. 30, 2006

PULASKI CHARTER SCHOOL INC DBA
ACADEMICS PLUS (A+) CHARTER SCHOOL
900 EDGEWOOD DR
MAUMELLE AR 72113-6275

To Contact U.S. Bank

24-Hour Business Solutions: *1-800-673-3555*

Telecommunications Device for the Deaf: *1-800-685-5065*

Internet: *usbank.com*

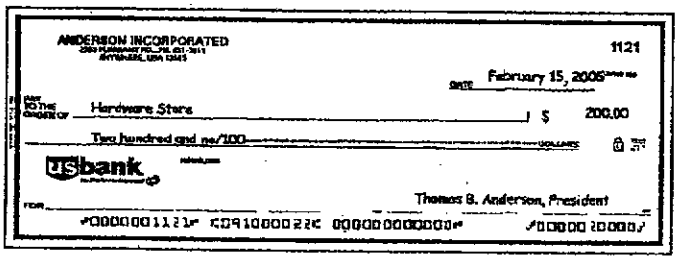
NEWS FOR YOU

This Holiday Season let them buy their own gifts. Reward employees with the U.S. Bank Visa Ò Gift Card, available at usbank.com/gift or any U.S. Bank branch.

U.S. Bank has great ways for you to save money on storing your cancelled checks. Instead of receiving your cancelled checks back, you can choose to receive images of your checks and deposit tickets printed right on your monthly statement. The check images will appear in numerical order for easy recordkeeping. You can save both storage space and money by selecting one of the following image options:

	Price
• Check fronts only	Free
• Check fronts and deposit tickets	Free
• Deposit tickets only	Free
• Check fronts and backs	$2.00
• Check fronts and backs with deposit tickets	$2.00

The sample below shows a check image as it would appear in your statement.


ANDERSON INCORPORATED 1121
DATE February 15, 2005
PAY TO THE ORDER OF Hardware Store $ 200.00
Two hundred and no/100 DOLLARS
USbank
Thomas B. Anderson, President
FOR
⑈000001121⑈ ⑆091000022⑆ 000000000000⑈ ⑈00020000⑈

To select one of these services, please contact your local U.S. Bank office or call U.S. Bank Ò 24-Hour Business Solutions at 800-673-3555.

INFORMATION YOU SHOULD KNOW

When opening an account, U.S. Bank requests important information from all account owners, as required by the USA PATRIOT Act. U.S. Bank will notify account owner(s) of missing information 15 days after account opening. Failure to provide this information within the disclosed timeframes will result in the following actions, effective January 10, 2007:

60 days after account opening, the account will be blocked from further activity and assessed a $20 Missing / Invalid TIN Service Fee.

75 days after account opening, the account will be closed and assessed a $30 Missing / Invalid TIN Closing Fee.

BALANCE YOUR ACCOUNT

To keep track of all your transactions, you should balance your account every month. Please examine this statement immediately. We will assume that the balance and transactions shown are correct unless you notify us of an error.

Outstanding Deposits

DATE	AMOUNT
TOTAL	$

Outstanding Withdrawals

DATE	AMOUNT
TOTAL	$

1. List any deposits that do not appear on your statement in the Outstanding Deposits section at the left. Record the total.
2. Check off in your checkbook register all checks, withdrawals (including Check Card and ATM) and automatic payments that appear on your statement. Withdrawals that are NOT checked off should be recorded in the Outstanding Withdrawals section at the left. Record the total.
3. Enter the ending balance shown on this statement. $_____
4. Enter the total deposits recorded in the Outstanding Deposits section. $_____
5. Total lines 3 and 4. $_____
6. Enter the total withdrawals recorded in the Outstanding Withdrawals section. $_____
7. Subtract line 6 from line 5. This is your balance. $_____
8. Enter in your register and subtract from your register balance any checks, withdrawals or other debits (including fees, if any) that appear on your statement but have not been recorded in your register.
9. Enter in your register and add to your register balance any deposits or other credits (including interest, if any) that appear in your statement but have not been recorded in your register.
10. The balance in your register should be the same as the balance shown in #7. If it does not match, review and check all figures used, and check the addition and subtraction in your register. If necessary, review and balance your statement from the previous month.

IMPORTANT DISCLOSURES TO OUR CONSUMER CUSTOMERS

In Case of Errors or Questions About Your Checking, Savings, ATM, Check Card, ACH, Bill Pay and Other Electronic Transfers

If you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt, we must hear from you no later than 60 days* after we sent you the FIRST statement on which the error or problem appeared. Telephone us at the number listed on the front of this statement or write to us at U.S. Bank P.O. Box 64991 St. Paul, MN 55164-9505.

- Tell us your name and account number.
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
- Tell us the dollar amount of the suspected error.

We will tell you all the results of our investigation within 10 business days and will correct any error promptly. If we need more time, we may take up to 45 days to investigate your complaint. In that case, we will provisionally credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation. For transfers initiated outside the United States or transfers resulting from point of sale debit card transactions, the time period for provisional credit is 10 business days and the time to resolve the investigation is 90 days.

*Please note: Paper draft and paper check claims must be disputed within 30 days per Your Deposit Account Agreement.

CONSUMER BILLING RIGHTS SUMMARY

In Case of Errors or Questions About Your Credit Card or Line of Credit Statement

If you think your statement is wrong, or if you need more information about a transaction on your statement, write to us on a separate sheet at the address shown on your credit card or line of credit statement as soon as possible. We must hear from you no later than 60 days after we sent you the FIRST statement on which the error or problem appeared. You can telephone us, but doing so will not preserve your rights. In your letter, provide us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Date the transaction occurred.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You do not have to pay any amount in question while we are investigating, but you are still obligated to pay the parts of your statement that are not in question. While we investigate your question, we cannot report you as delinquent or take any action to collect the amount you question.

SPECIAL RULE FOR CREDIT CARD PURCHASES

If you have a problem with the quality of the goods or services that you purchased with a credit card, and you have tried in good faith to correct the problem with the merchant, you may not have to pay the remaining amount due on the goods or services. You have this protection only when the purchase price was more than $50 and the purchase was made in your home state or within 100 miles of your mailing address. If we own or operate the merchant, or if we mailed you the advertisement for the property or services, all purchases are covered regardless of amount or location of purchase.

RESERVE LINE

Reserve Line Average Daily Balance Calculation: To calculate average daily balance, we take the beginning balance of your account each day, add any new advances, and subtract any payments, credits and unpaid finance charges. This gives us a daily balance. Then, we add up all the daily balances for the billing cycle and divide the total by the number of days in the billing cycle. This is your average daily balance. The ***FINANCE CHARGE*** begins from the date of each advance.

REPORTS TO AND FROM CREDIT BUREAUS

We may report information about your account to credit bureaus. Late payments, missed payments, or other defaults on your account may be reflected in your credit report.

IMPORTANT DISCLOSURES TO OUR BUSINESS CUSTOMERS

Errors related to any transaction on a business account will be governed by any agreement between us and/or all applicable rules and regulations governing such transactions, including the rules of the National Automated Clearing House Association (NACHA Rules) as may be amended from time to time. If you think this statement is wrong, please telephone us at the number listed on the front of this statement immediately.

Member FDIC

PULASKI CHARTER SCHOOL INC DBA
ACADEMICS PLUS (A+) CHARTER SCHOOL
900 EDGEWOOD DR
MAUMELLE AR 72113-6275

Business Statement
Account Number:
0 043 3062 2707
Statement Period:
Nov. 1 , 2006
through
Nov. 30, 2006

FREE SMALL BUSINESS CHECKING

Member FDIC

Account Number 0-043-3062-2707
U.S. Bank National Association

Account Summary

	# Items		
Beginning Balance on Nov. 1		$	228,850.95
Customer Deposits	5		742.37
Other Deposits	1		152,402.00
Other Withdrawals	30		7,863.28-
Checks Paid	94		186,836.52-
Ending Balance on Nov. 30, 2006		**$**	**187,295.52**

Customer Deposits

Number	Date	Ref Number	Amount
	Nov. 2	1822234898	25.00
	Nov. 7	2326221549	20.00
	Nov. 8	2221999524	284.37
	Nov. 10	2022065369	400.00
	Nov. 21	2625055173	13.00

Total Customer Deposits **$ 742.37**

Other Deposits

Date	Description of Transaction		Ref Number		Amount
Nov. 20	Electronic Deposit REF=20063214695361 N	From STATE OF ARK 690710002 DIRECT PAY05000100037842		$	152,402.00

Total Other Deposits **$ 152,402.00**

Other Withdrawals

Date	Description of Transaction		Ref Number		Amount
Nov. 10	Electronic Withdrawal REF=20063131177505 N	From ENTERGY AR INC 1710005900BANK DRAFT000001701838		$	935.40-
Nov. 10	Electronic Withdrawal REF=20063131177432 N	From ENTERGY AR INC 1710005900BANK DRAFT000021272752			46.59-
Nov. 10	Electronic Withdrawal REF=20063131177433 N	From ENTERGY AR INC 1710005900BANK DRAFT000021272851			18.29-
Nov. 10	Electronic Withdrawal REF=20063131177434 N	From ENTERGY AR INC 1710005900BANK DRAFT000021273008			68.84-
Nov. 10	Electronic Withdrawal REF=20063131177435 N	From ENTERGY AR INC 1710005900BANK DRAFT000021273164			69.90-
Nov. 10	Electronic Withdrawal REF=20063131177436 N	From ENTERGY AR INC 1710005900BANK DRAFT000021273248			73.76-
Nov. 10	Electronic Withdrawal REF=20063131177437 N	From ENTERGY AR INC 1710005900BANK DRAFT000021273313			58.17-
Nov. 10	Electronic Withdrawal REF=20063131177460 N	From ENTERGY AR INC 1710005900BANK DRAFT000038552634			130.71-
Nov. 10	Electronic Withdrawal REF=20063131177461 N	From ENTERGY AR INC 1710005900BANK DRAFT000038552709			86.07-
Nov. 10	Electronic Withdrawal REF=20063131177504 N	From ENTERGY AR INC 1710005900BANK DRAFT000041341959			214.57-
Nov. 10	Electronic Withdrawal REF=20063131177447 N	From ENTERGY AR INC 1710005900BANK DRAFT000042123141			73.67-
Nov. 10	Electronic Withdrawal REF=20063131177498 N	From ENTERGY AR INC 1710005900BANK DRAFT000043649631			31.87-
Nov. 10	Electronic Withdrawal REF=20063131177499 N	From ENTERGY AR INC 1710005900BANK DRAFT000043649813			43.93-
Nov. 10	Electronic Withdrawal REF=20063131177467 N	From ENTERGY AR INC 1710005900BANK DRAFT000046141768			693.08-
Nov. 10	Electronic Withdrawal REF=20063131177522 N	From ENTERGY AR INC 1710005900BANK DRAFT000058739525			58.80-

FREE SMALL BUSINESS CHECKING (CONTINUED)

Account Number 0-043-3062-2707

Other Withdrawals (continued)

Date	Description of Transaction			Ref Number	Amount
Nov. 10	Electronic Withdrawal REF=20063131177523 N	From ENTERGY AR INC 1710005900BANK DRAFT000058739582			96.52-
Nov. 10	Electronic Withdrawal REF=20063131611338 N	From Maumelle Water 1710530255MWM	0142		13.28-
Nov. 10	Electronic Withdrawal REF=20063131611349 N	From Maumelle Water 1710530255MWM	0460		30.27-
Nov. 10	Electronic Withdrawal REF=20063131611372 N	From Maumelle Water 1710530255MWM	1639		13.28-
Nov. 10	Electronic Withdrawal REF=20063131611386 N	From Maumelle Water 1710530255MWM	3011		245.26-
Nov. 10	Electronic Withdrawal REF=20063131611406 N	From Maumelle Water 1710530255MWM	3947		75.72-
Nov. 10	Electronic Withdrawal REF=20063131611407 N	From Maumelle Water 1710530255MWM	4059		13.28-
Nov. 10	Electronic Withdrawal REF=20063131611422 N	From Maumelle Water 1710530255MWM	4786		60.54-
Nov. 10	Electronic Withdrawal REF=20063131611447 N	From Maumelle Water 1710530255MWM	6189		16.60-
Nov. 10	Electronic Withdrawal REF=20063131611459 N	From Maumelle Water 1710530255MWM	7079		14.07-
Nov. 10	Electronic Withdrawal REF=20063131611465 N	From Maumelle Water 1710530255MWM	7634		13.28-
Nov. 10	Electronic Withdrawal REF=20063131611473 N	From Maumelle Water 1710530255MWM	8379		131.28-
Nov. 14	Analysis Service Charge			1400000000	35.50-
Nov. 7	Miscellaneous Withdrawal			2128233802	200.00-
Nov. 1	Transfer	To Account 043411161568		0100000144	4,301.75-
				Total Other Withdrawals	**$ 7,863.28-**

Checks Presented Conventionally

Check	Date	Ref Number	Amount	Check	Date	Ref Number	Amount
11485	Nov. 16	2520440127	89.58	11540	Nov. 24	8897873426	2,273.00
11492*	Nov. 3	2325466472	369.64	11541	Nov. 24	1925844915	1,046.91
11493	Nov. 3	2325433716	1,795.25	11542	Nov. 24	2320547254	323.67
11502*	Nov. 1	2127611141	161.99	11543	Nov. 24	1925844747	1,559.21
11503	Nov. 1	2127611140	1,300.13	11544	Nov. 22	2023980330	1,513.24
11515*	Nov. 7	2128018261	1,209.52	11545	Nov. 22	2023983463	1,967.76
11516	Nov. 2	2527647779	1,646.73	11546	Nov. 24	1925848867	1,492.18
11519*	Nov. 22	2521884084	1,424.06	11547	Nov. 24	8897816475	1,842.03
11520	Nov. 24	2320546160	1,738.68	11548	Nov. 22	2521886578	1,795.25
11521	Nov. 24	2320546159	1,738.68	11549	Nov. 28	2024807694	2,369.33
11522	Nov. 24	1925841891	2,351.74	11553*	Nov. 28	2024803949	2,084.19
11523	Nov. 21	2521785360	4,169.80	22928*	Nov. 13	2326921998	150.00
11524	Nov. 24	1925849089	1,795.25	22938*	Nov. 1	2127610406	750.00
11525	Nov. 22	2023980847	132.06	22939	Nov. 8	2128606359	750.00
11526	Nov. 24	1925842950	369.64	22940	Nov. 8	2326252996	365.00
11527	Nov. 27	2522212919	1,795.25	22941	Nov. 7	2221619708	16.24
11528	Nov. 22	2223017333	1,804.25	22943*	Nov. 1	2127614478	448.34
11529	Nov. 22	2023980664	1,938.59	22944	Nov. 3	2021282679	10,640.00
11530	Nov. 24	1925848922	1,731.73	22952*	Nov. 3	2527951151	14,875.01
11531	Nov. 24	1925850325	1,829.39	22953	Nov. 1	2325094341	2,949.95
11532	Nov. 22	2023980369	1,660.91	22956*	Nov. 3	2021246185	6.72
11533	Nov. 22	2023980368	3,073.55	22957	Nov. 1	2127614278	54.23
11534	Nov. 24	1925849611	1,953.43	22958	Nov. 1	2127611719	8,389.50
11535	Nov. 22	2023980352	1,442.63	22959	Nov. 15	8894322778	5,566.82
11536	Nov. 22	2521883026	389.32	22960	Nov. 3	2021246184	0.56
11538*	Nov. 24	1925849115	1,300.13	22961	Nov. 7	8891237537	96.96
11539	Nov. 24	1925842191	2,065.36	22962	Nov. 14	2425562649	152.60

FREE SMALL BUSINESS CHECKING (CONTINUED)

Account Number 0-043-3062-2707

Checks Presented Conventionally (continued)

Check	Date	Ref Number	Amount	Check	Date	Ref Number	Amount
22963	Nov. 14	2425454303	407.69	22988	Nov. 16	2520438615	2,700.00
22964	Nov. 10	2425059188	255.00	22989	Nov. 22	8897000227	1,536.98
22965	Nov. 10	1925113922	360.00	22990	Nov. 22	2521883409	400.00
22966	Nov. 9	2424769333	192.09	22991	Nov. 20	8895724985	78.00
22967	Nov. 10	8892610256	5,785.52	22992	Nov. 21	2521719350	1,003.68
22968	Nov. 10	1925115038	400.00	22993	Nov. 21	8896689475	5,837.88
22969	Nov. 13	2326912110	404.95	22994	Nov. 29	2223660570	15,025.97
22970	Nov. 14	2327228496	105.69	22995	Nov. 30	2625487213	2,982.04
22971	Nov. 10	8892577666	5,837.88	22997*	Nov. 21	2122100713	16,956.17
22972	Nov. 9	2424769291	1,409.42	22998	Nov. 28	2123252049	22.68
22977*	Nov. 10	2022065361	125.00	22999	Nov. 27	8898572474	55.58
22978	Nov. 27	8898557815	306.14	23001*	Nov. 30	2625492977	122.13
22979	Nov. 21	2521543600	187.92	23002	Nov. 27	8898570304	313.10
22980	Nov. 16	2520597358	280.00	23003	Nov. 30	2625494015	1,315.00
22981	Nov. 17	2023182460	42.12	23004	Nov. 22	2023980848	960.00
22982	Nov. 20	8895834343	3,528.24	23005	Nov. 28	2223384439	188.01
22983	Nov. 17	2328040119	415.95	23006	Nov. 30	2522897185	346.13
22984	Nov. 24	1925849736	391.34	23007	Nov. 27	2320966134	10,640.00
22986*	Nov. 30	2427751107	65.00	23008	Nov. 27	2522217643	804.88
22987	Nov. 21	2521543601	69.66	23009	Nov. 28	2024803687	222.69

* Gap in check sequence

Conventional Checks Paid (94) **$ 186,836.52-**

Balance Summary

Date	Ending Balance	Date	Ending Balance	Date	Ending Balance
Nov. 1	210,495.06	Nov. 13	161,006.91	Nov. 22	251,756.01
Nov. 2	208,873.33	Nov. 14	160,305.43	Nov. 24	225,953.64
Nov. 3	181,186.15	Nov. 15	154,738.61	Nov. 27	212,038.69
Nov. 7	179,683.43	Nov. 16	151,669.03	Nov. 28	207,151.79
Nov. 8	178,852.80	Nov. 17	151,210.96	Nov. 29	192,125.82
Nov. 9	177,251.29	Nov. 20	300,006.72	Nov. 30	187,295.52
Nov. 10	161,561.86	Nov. 21	271,794.61		

Balances only appear for days reflecting change.

Price changes for U.S. Bank's Business Checking, Savings and Treasury Management Services are effective January 1, 2007. You can view revised pricing (only those prices that changed) at https://www2.usbank.com/tmpricing beginning December 1, 2006. Log onto this secure Web site using the account number (omit leading zeroes and dashes) and 5-digit zip code from your statement. If you are unable to access the Internet or this information, please contact your local branch or call U.S. BankÒ 24-Hour Business Solutions at 800-673-3555.

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ANALYSIS SERVICE CHARGE DETAIL

Account Analysis Activity for: October 2006

Account Number: 0-043-3062-2707	$	35.50
Account Number: 1-518-0145-5602	$	0.00
Account Number: 1-518-0161-8662	$	0.00
Analysis Service Charge assessed to 0-043-3062-2707	$	35.50

PULASKI CHARTER SCHOOL INC DBA
ACADEMICS PLUS (A+) CHARTER SCHOOL
900 EDGEWOOD DR
MAUMELLE AR 72113-6275

Business Statement
Account Number:
0 043 3062 2707
Statement Period:
Nov. 1 , 2006
through
Nov. 30, 2006

ANALYSIS SERVICE CHARGE DETAIL (CONTINUED)

Service Activity Detail for Account Number 0-043-3062-2707

Service	*Volume*	*Avg Unit Price*	*Total Charge*
Depository Services			
Combined Transactions / Items			
First	150		No Charge
Next	21	0.50000	10.50
Total	171		10.50
Subtotal: Depository Services			10.50
Coin And Currency Services			
Cash Deposited Per $100	4		No Charge
Subtotal: Coin And Currency Services			0.00
Miscellaneous Charges			
Audit Confirms	1	25.00000	25.00
Subtotal: Miscellaneous Charges			25.00
Fee Based Service Charges for Account Number 0-043-3062-2707			$ 35.50

Service Activity Detail for Account Number 1-518-0161-8662

Service	*Volume*	*Avg Unit Price*	*Total Charge*
Depository Services			
Combined Transactions / Items	40		No Charge
Subtotal: Depository Services			0.00
Coin And Currency Services			
Cash Deposited Per $100	9		No Charge
Subtotal: Coin And Currency Services			0.00
Fee Based Service Charges for Account Number 1-518-0161-8662			$ 0.00

OPEN ENROLLMENT CHARTER SCHOOL RENEWAL REPORT

ACADEMICS PLUS CHARTER SCHOOL

Maumelle, AR

ENROLLMENT

Enrollment for 2005-06: 172

Enrollment for 2006-07: 346

WAIVERS/ AMENDMENTS

Amendments to Original Charter: Academics Plus is requesting to add K-2 over the course of the next five years. Academics Plus is requesting the flexibility to offer a minimum of a 7 hour day. For additional information refer to page 46 in the Renewal Application.

Waivers: No additional waivers were requested.

TESTING DATA

For testing data and performance goals please refer to pages 9 to 43 in the Renewal Application.

STANDARDS

Academics Plus Charter School status for the 2005-2006 school year was of an accredited school. The most recent Annual Accreditation Status Report for Academics Plus Charter School of 2005-2006 is attached.

2005-06 Status: Accredited

2004-05 Status: Accredited

SPECIAL EDUCATION

Academics Plus reports no special education students for the current school year.

This report is submitted to the ADE, Charter School Section, for inclusion in the overall report of the above open-enrollment charter schools to the Arkansas State Board of Education in consideration for renewal of their charters. If you have further questions, or need more information, contact: Marsha Tolson at 501-682-2379, or marsha.tolson@arkansas.gov

FACILITIES

1. **Charter School: Academics Charter School**

2. **Location:** 900 Edgewood Dr. Maumelle, AR 72113

3. **General Observations:** The campus is scattered between six buildings spread over a three block radius connected by a private drive and uncovered sidewalks. The PE facility is the public recreation center 1 block away and the library is the public library 1-2 blocks away.

4. **Academic Suitability:** Class sizes do not meet current standards at 22 x 20 feet. The classes in the high school portable building are better sized at 32 x 32. All buildings are portable except for the Arts Building which appears to have previously been a strip mall retail center. All classroom doors open to the front onto the parking lot under a narrow canopy running the length of the building.

5. **ADA Accessibility:** Parking lots and entrances at the Arts Building and the high school building are not fully accessible. Restrooms are accessible once inside.

6. **Life Safety Codes:** The main structure has a fire alarm and video surveillance. The portable building does not have a fire sprinkler system. The Arts Building does have a fire alarm system currently being installed.

7. **Conclusions and recommendations:** Does not appear to meet current standards for public school academic facilities.

FINANCE

Copy of most recent financial audit

- Report provided

Detailed Statement of Changes in Fund Balances

- Reports provided
- Through November 30, 2006, Academics Plus had an Operating Fund balance of $147,730
- Through February 28, 2007, Academics Plus had an Operating Fund balance of $229,401.

Summary Revenue Status Report

- Report provided
- In December 2006, State funds increased by $21,395 per month based on a increase in ADMs of 26 to a current total of 350. Total increase in Foundation Funding is $149,760.

Summary Expenditure Status Report

- Report provided

Bank Reconciliation Report

- ❑ Report provided
- ❑ Report is reconciled

Bank Account Statement

- ❑ Statement was provided

LEGAL

1.) pp. 7-8, Application: The application states that the school will admit students almost exclusively through a lottery system weighted to maintain a racial balance. The statement is also made that faculty; staff, Founding and currently serving trustees' children will be exempted from the lottery. The enrollment should be on a first-come, first-serve basis. A lottery only comes into play if more students apply for enrollment than the school can accommodate. Ark. Code Ann. § 6-23-306 does provide for a weighted lottery when required to comply with a court order or the Title VI of the Federal Civil Rights Act, etc. The applicant will have to show that the lottery is needed to "maintain a racial balance that includes between 20 and 41% minority enrollment in line with the Pulaski County School District's desegregation terms".

2.) Waivers:

a.) Ark. Code Ann. § 6-15-902 ("Uniform grading scale"): Applicant asks for a waiver from this statute so that it can apply a more stringent grading scale to students in grades 3-8. § 6-15-902 applies to public secondary schools; it may be used by public primary schools. To the extent that § 6-15-902 is applicable to grades 3-8, its use may be waived as to non-core (i.e., elective) courses only.

b.) Ark. Code Ann. §§ 6-15-401, 6-17-309 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements <u>if they teach core subjects.</u>
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

c.) Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"): The Board cannot grant this waiver, as the duties imposed by this Code section are upon the county clerk, and not Academics Plus.

d.) ADE Rule Governing Minimum Schoolhouse Construction:

This Rule no longer exists; construction standards are now handled by the Division of Public School Academic Facilities and Transportation.

e.) The waiver requested from the provisions of Ark. Code Ann. § 20-7-135, concerning the Body Mass Index results, cannot be granted as the Code section in question is not located in Title 6 of the Arkansas Code (i.e., Ark. Code Ann. § 6-1-101 *et seq.*). See Ark. Code Ann. § 6-23-103 (1).

OTHER

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 26, 2007

Mr. Omer Ozmeral
Lisa Academy
21 Corporate Hill Dr.
Little Rock, AR 72205

Re: Notice of State Board Meeting

Dear Mr. Omer Ozmeral:

This letter is to inform you that your request for Renewal of your Open-Enrollment Charter School, Lisa Academy will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at #4 Capitol Mall in Little Rock.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your renewal application. The procedures for the hearing are contained in Section 16.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/ms

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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FedEx Tracking Number: 8596 8988 5484

1 From *Please print and press hard.*

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Sender's Name: Charter School Office Phone: (501) 683-5300

Company: ARKANSAS DEPT OF ED

Address: 4 CAPITOL MALL RM 305B Dept./Floor/Suite/Room

City: LITTLE ROCK State: AR ZIP: 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

3 To

Recipient's Name: Mr. Omer Ozmeral Phone: (501) 227-4942

Company: Bisa Academy

Recipient's Address: 21 Corporate Hill Dr. Dept./Floor/Suite/Room

We cannot deliver to P.O. boxes or P.O. ZIP codes.

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- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

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- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
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- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation.

** To most locations.

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519

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March 27,2007

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BISIA ACADEMY
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LISA ACADEMY

REGULATORY BASIS FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

JUNE 30, 2005

with

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

COPY

CONTENTS

	PAGE
Report of independent certified public accountants	1-2
Basic financial statements:	
Balance sheet - regulatory basis	3
Statements of revenues, expenditures and changes in fund balances - governmental funds - regulatory basis	4
Statement of revenues, expenditures and changes in fund balances - budget and actual - general and special revenue funds - regulatory basis	5
Notes to financial statements	6-9
Supplementary information:	
Schedule of capital assets	10
Report on internal control over financial reporting and other matters based on an audit of financial statements performed in accordance with Government Auditing Standards	11-12
Schedule of Finding and Responses	13
Independent auditor's report on compliance with Arkansas state requirements	14
Schedule of statutes required by Arkansas Department of Education to be addressed in independent auditor's report on compliance	15

Hudson Cisne & Co. LLP
CERTIFIED PUBLIC ACCOUNTANTS

REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

To the School Board Members
LISA Academy
Little Rock, AR

We have audited the accompanying financial statements of each major governmental fund, and the aggregate remaining fund information of the LISA Academy (the "School") as of and for the year ended June 30, 2005, as listed in the table of contents. These financial statements are the responsibility of the School's management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described more fully in Note 1, the School has prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Department of Education, which differ from accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determined, are presumed to be material.

In our opinion, because of the effects of the matter discussed in the preceding paragraph, the financial statements referred to above do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of the School as of June 30, 2005, or the changes in the financial position or cash flows, where applicable, thereof for the year then ended.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the School, as of June 30, 2005, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1.

Hudson, Cisne & Co. LLP
11412 Huron Lane
Little Rock, AR 72211
Phone: (501) 221-1000
Fax: (501) 221-9236

In accordance with *Government Auditing Standards*, we have also issued our report dated December 27, 2006, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's regulatory basis financial statements. The Schedule of Capital Assets and the Schedule of Findings and Responses are presented for purposes of additional analysis and are not a required part of the regulatory basis financial statements.

The Schedule of Capital Assets has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we express no opinion on it.

Hudson, Cosine & Co. LLP

December 27, 2006
Little Rock, Arkansas

LISA ACADEMY

LITTLE ROCK, ARKANSAS

BALANCE SHEET - REGULATORY BASIS

JUNE 30, 2005

	Major	
	General fund	Special revenue
ASSETS		
Cash	$ 106,092	$ 59
Total assets	$ 106,092	$ 59
LIABILITIES AND FUND BALANCES		
Liabilities:		
Accrued salaries and payroll taxes	$ 131,061	$ -
Total liabilities	131,061	-
Fund Balances:		
Unreserved:		
Undesignated	(24,969)	59
Total fund balances	(24,969)	59
Total liabilities and fund balances	$ 106,092	$ 59

See accompanying notes.

LISA ACADEMY

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES

GOVERNMENTAL FUNDS - REGULATORY BASIS

YEAR ENDED JUNE 30, 2005

	Major	
	General fund	Special revenue
REVENUES		
State assistance	$ 909,558	$ -
Federal assistance	-	72,199
Activity revenue	45,789	-
Meal sales	-	2,080
Investment income	22	-
Other revenues	160,639	-
Total revenues	1,116,008	74,279
EXPENDITURES		
Current:		
Regular programs	525,920	2,076
Special education	13,742	32,994
Compensatory education	-	22,858
Student support services	19,110	-
Instructional staff support services	-	832
General administration support services	105,393	-
School administration support services	140,143	-
Business support services	57,974	-
Operation and maintenance of plant services	162,808	-
Central support services	-	594
Food services	-	19,608
Capital outlay	184,584	-
Debt service:		
Principal retirement	35,913	-
Interest and fiscal charges	1,718	-
Total expenditures	1,247,305	78,962
Excess of revenues over (under) expenditures	(131,297)	(4,683)
OTHER FINANCING SOURCES (USES)		
Transfers (out) in	(4,742)	4,742
Loan proceeds	25,000	-
Total other financing sources (uses)	20,258	4,742
EXCESS (DEFICIENCY) OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(111,039)	59
Fund balance - July 1, 2004	86,070	-
Fund balance - June 30, 2005	$ (24,969)	$ 59

Special Revenue		
Budget	Actual	Variance favorable (unfavorable)
$ -	$ -	$ -
-	72,199	-
-	-	-
-	2,080	2,080
-	-	-
-	-	-
-	74,279	74,279
-	2,076	(2,076)
-	32,994	(32,994)
-	22,858	(22,858)
-	-	-
-	-	-
-	-	-
-	-	-
-	832	(832)
-	-	-
-	-	-
-	-	-
-	-	-
-	594	(594)
3,500	19,608	(16,108)
-	-	-
-	-	-
-	-	-
-	-	-
3,500	78,962	(75,462)
(3,500)	(4,683)	(1,183)
-	4,742	4,742
-	-	-
-	4,742	4,742
(3,500)	59	3,559
-	-	-
$ (3,500)	$ 59	$ 3,559

LISA ACADEMY

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2005

Note 1: Summary of significant accounting policies

Reporting entity

The Board of Directors, is the level of government, which has responsibilities over all activities of the LISA Academy ("School"). The School's financial statements reflect all funds and accounts directly under the control of the School. There are no component units.

Description of funds

Major governmental funds (per the regulatory basis of accounting) are defined as General and Special Revenue.

General Fund - The General Fund is the general operating fund and is used to account for all financial resources, except those required to be reported in another fund.

Special Revenue Fund - The Special Revenue Fund is used to account for the proceeds of specific revenue sources (other than trusts for individuals, private organizations, or other governments or for major capital projects) that are legally restricted to expenditures for specified purposes.

Measurement focus and basis of accounting

The financial statements are prepared in accordance with a regulatory basis of accounting (RBA), which is an Other Comprehensive Basis of Accounting (OCBOA). This basis of accounting is prescribed by Ark. Code Ann. 10-4-412 (c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, as a minimum, the general fund and special revenue fund presented separately and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

The RBA is not in accordance with generally accepted accounting principles (GAAP). GAAP require that basic financial statements present government-wide financial statements. Additionally, GAAP require the following major concepts: Management's Discussion and Analysis, accrual basis of accounting for government-wide financial statements, including depreciation expense, modified accrual basis of accounting for fund financial statements, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, inclusion of capital assets and debt in the financial statements, specific procedures for the identification of major governmental funds and applicable note disclosures. The RBA does not require government-wide financial statements or the previously identified concepts.

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financing sources and uses. Transactions related to the recording of installment contracts and capital leases are reported as other financing sources. Changes in private-purpose trust funds will be reflected in the notes to the financial statements.

LISA ACADEMY

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2005

Note 1: Summary of significant accounting policies (continued)

Revenue recognition policies

Revenues are recognized when they become susceptible to accrual in accordance with the RBA.

Capital assets

Information on capital assets and related depreciation is reported in the supplemental information. Capital assets are capitalized at historical cost or estimated historical cost, if actual data is not available. Capital assets purchased are recorded as expenditures in the applicable fund at the time of purchase. Donated capital assets are reported at fair value when received. The School maintains a threshold level of $1,500 for capitalizing equipment.

No salvage value is taken into consideration for depreciation purposes. All capital assets, other than land and construction in progress, are depreciated using the straightline method over the following useful lives:

Asset Class	Estimated Useful Life in Years
Improvements/infrastructure	20
Buildings	40
Equipment	5-20

Fund balance designations

Undesignated fund balance indicates that portion of the fund balance not reserved or designated.

Budget and budgetary accounting

The School is required by state law to prepare an annual budget. The annual budget is prepared on a fiscal year basis. The School does not prepare and submit amended budgets during the fiscal year. The State Department of Education's regulations allow for the cash basis or the modified accrual basis. However, the majority of the Schools employ the cash basis method.

The School budgets intra-fund transfers. Significant variances may result in the comparison of transfers at the Statement of Revenues, Expenditures and Changes in Fund Balances - Budget and Actual - General and Special Revenue Funds - Regulatory Basis because only interfund transfers are reported at the Statement of Revenues, Expenditures and Changes in Fund Balances - Governmental Funds - Regulatory Basis.

Budgetary perspective differences are not considered to be significant, because the structure of the information utilized in preparing the budget and the applicable fund financial statements is essentially the same.

Note 2: Cash deposits with financial institutions

Cash deposits are carried at cost (carrying value). A comparison of the bank balance and carrying value is as follows:

LISA ACADEMY

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2005

Note 2: Cash deposits with financial institutions (continued)

	Carrying amount	Bank balance
Insured (FDIC)	$ 100,000	$ 100,000
Uninsured, collateralized	6,151	9,094
Total deposits	$ 106,151	$ 109,094

Note 3: Accounts, salaries and other payables

The payables of $131,061 at June 30, 2005, are as follows:

	General fund	Special revenue fund	Total
Accounts payable	$ 131,061	$ -	$ 131,061
Totals	$ 131,061	$ -	$ 131,061

Note 4: Capital leases

The School has entered into two capital leases, one for security equipment and the other for a telephone system. Obligations under the capital leases which are included in property and equipment, are summarized as follows as of June 30, 2005:

Security equipment	$ 9,013
Equipment	$ 7,218
Total	$ 16,231

Future minimum lease payments under the capital leases at June 30, 2005 are as follows:

2006	$ 11,203
2007	6,518
2008	413
Total	$ 18,134
Less: Interest	1,903
2008	$ 16,231

Note 5: Operating lease

The School rents certain real estate under a non cancable operating lease. The lease is for 3 years and is based on the square footage rented.

At June 30, 2005, the future minimum rental payments under the lease are as follows:

2006	$ 207,898
2007	$ 213,968

Lease expense for the year ended June 30, 2005 was $128,904.

LISA ACADEMY

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2005

Note 6: Retirement plans

Arkansas Teacher Retirement System

Plan description: The School contributes to the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired prior to July 1, 1989. ATRS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit and contribution provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for ATRS. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

Funding policy: ATRS has contributory and non-contributory plans. Contributory members are required by law to contribute 6% of their salary. Each participating employer is required by law to contribute at a rate established by the Arkansas General Assembly. The current employer rate is 14%. The School's contributions to ATRS for the year ended June 30, 2005 was $72,116, equal to the required contributions each year.

Note 7: Significant concentration

The School is economically dependent on funding received through state awards. Approximately 76% of total revenues were from state sources during the year ended June 30, 2005.

Note 8: Contingencies

The School participates in federally assisted grant programs. The School is potentially liable for expenditures which may be disallowed pursuant to the terms of these grant programs. Management is not aware of any material items of non-compliance which would result in the disallowance of program expenditures.

REQUIRED SUPPLEMENTARY INFORMATION

LISA ACADEMY

SCHEDULE OF CAPITAL ASSETS

YEAR ENDED JUNE 30, 2005

	Balance July 1, 2004	Additions	Deletions	Balance June 30, 2005
Depreciable capital assets:				
Building improvements	$ -	$ 59,556	$ -	$ 59,556
Furniture and equipment	4,181	125,028	-	129,209
Total depreciable capital assets	4,181	184,584	-	188,765
Less accumulated depreciation for:				
Building improvements	-	372	-	372
Furniture and equipment	138	17,266	-	17,404
Total accumulated depreciation	138	17,638	-	17,776
Depreciable capital assets, net	$ 4,043	$ 166,946	$ -	$ 170,989

OTHER REPORTS AND SUPPLEMENTARY INFORMATION

Hudson Cisne & Co. LLP
CERTIFIED PUBLIC ACCOUNTANTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the School Board Members
LISA Academy
Little Rock, Arkansas

We have audited the financial statements of each major governmental fund and the aggregate remaining fund information of the LISA Academy (the "School"), as of and for the year ended June 30, 2005, which collectively comprise the School's regulatory basis financial statements, and have issued our report thereon dated December 27, 2006. We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. We issued an adverse opinion because the School prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Code, which differ from accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determined, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the School as of June 30, 2005, and the respective changes in financial position and budgetary results for the year then ended, on the basis of accounting described in Note 1.

Internal control over financial reporting

In planning and performing our audit, we considered the School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the regulatory basis financial statements and not to provide assurance on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect the School's ability to record, process, summarize and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described in the accompanying Schedule of Findings and Responses as items 2005-1.

Hudson, Cisne & Co. LLP
11412 Huron Lane
Little Rock, AR 72211
Phone: (501) 221-1000
Fax: (501) 221-9236

A material weakness is a reportable condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the regulatory basis financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we consider the reportable condition described above, in the accompanying Schedule of Findings and Responses to be a material weakness.

Compliance and other matters

As part of obtaining reasonable assurance about whether the School's regulatory basis financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of the state constitution, state and federal laws and regulations, and federal contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our test disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We also noted certain other matters that we reported to management of the School in a separate letter dated December 27, 2006.

These reports are intended for the information and use of the Legislative Joint Auditing Committee, School management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and are not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Arkansas Code Annotated 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and its distribution is not limited.

Hudson, Cisne & Co. LLP

Hudson, Cisne & Co. LLP
Little Rock, Arkansas
December 27, 2006

LISA ACADEMY

SCHEDULE OF FINDINGS AND RESPONSES

YEAR ENDED JUNE 30, 2005

FINDINGS - FINANCIAL STATEMENTS AUDIT

Material weakness:

2005-1. Segregation of Duties

Criteria: Duties pertaining to cash transactions should be adequately segregated to reduce the opportunities for any individual in the normal course of his/her duties to both perpetuate and conceal errors or irregularities.

Condition: Our review of internal control revealed deficiencies in segregation of duties.

Effect: The School had inadequate control over cash transactions.

Cause: The lack of proper delegation of duties cause inadequate control over cash transactions.

Recommendation: Segregation of duties relating to cash transactions should be established to the extent possible.

Views of Responsible Officials and Planned Corrective Actions: Officials agree with this assessment and will work on alleviating the segregation of duties criteria.

Hudson Cisne & Co. LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH ARKANSAS STATE REQUIREMENTS

To the Board of Education
LISA Academy
Little Rock, Arkansas

We have examined management's assertions that LISA Academy (the "School") substantially complied with the requirements of Arkansas Code Annotated 6-1-101 and the applicable laws and regulations including those listed in the accompanying schedule of statutes required to be addressed by the Arkansas Department of Education during the year ended June 30, 2005. Management is responsible for the School's compliance with those requirements. Our responsibility is to express an opinion on management's assertions about the School's compliance based on our examination.

Our examination was made in accordance with standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the School's compliance with specified requirements.

In our opinion, LISA Academy complied with the aforementioned requirements for the year ended June 30, 2005.

This report is intended solely for the information and use of the School Board, management, and the Arkansas Department of Education and is not intended to be and should not be used by anyone other than these specified parties.

Hudson, Cisne & Co. LLP

Hudson Cisne & Co. LLP
Little Rock, Arkansas
December 27, 2006

Hudson, Cisne & Co. LLP
11412 Huron Lane
Little Rock, AR 72211
Phone: (501) 221-1000
Fax: (501) 221-9236

LISA ACADEMY
SCHEDULE OF STATUTES REQUIRED BY ARKANSAS DEPARTMENT OF EDUCATION TO BE ADDRESSED IN INDEPENDENT AUDITORS' REPORT ON COMPLIANCE YEAR ENDED JUNE 30, 2005

DESCRIPTION	STATUTES
Act 1738	6-13-620, 6-17-301, 6-20-1201
Bidding & Purchasing Commodities	6-13-628; 6-21-301 - 6-21-303; 19-11-229 - 19-11-234, 19-11-259
Use of Architect	17-15-302
Use of Contractors	22-9-201 - 22-9-204
Bonding Requirements of Contractors	18-44-503
Board of Directors	6-13-604 - 6-13-620; 6-24-101 et seq.
Election Requirements	6-13-622; 6-13-630; 6-13-631: 6-14-102 6-14-106; 6-14-109
Signatures on Warrants	6-13-701; 6-17-918
Personnel Policies	6-17-201 et seq.; 6-17-301
Certification Requirements	6-17-309; 6-17-401
Contracts	6-17-801 et seq.
Teacher Salary Fund	6-17-908
Trust Funds	6-5-307
Salary Laws	6-17-1001; 6-17-2101 et seq.; 6-17-2201 et seq.; 6-20-319
Sick Leave Policies	6-17-1201 et seq.; 6-17-1301 et seq.
Fair Dismissal Act	6-17-1501 et seq.; 6-17-1701 et seq.
Collateralization & Investments	6-20-222; 19-1-504
Use of General Facilities Funding	6-20-309
Required Expenditures	6-20-310
Petty Cash	6-20-409
Nonrecurring Salary Payments	6-20-412
Bonded & Non-bonded Debt	6-20-402; 6-20-1201 et seq.
Use of DM&O Millage	26-80-110

OPEN ENROLLMENT CHARTER SCHOOL RENEWAL REPORT

LISA ACADEMY

Little Rock, AR

ENROLLMENT

Enrollment for 2005-06: 300

Enrollment for 2006-07: 362

WAIVERS/ AMENDMENTS

Amendments to Original Charter: Lisa Academy is requesting amendments to the original charter regarding grade levels to be served and enrollment. Lisa Academy plans to develop a stage-by-stage student increase by adding a grade level per year up to grade 12 until the capacity of 600 students is reached. No changes to the educational program offered were requested.

Waivers: No additional waivers were requested.

TESTING DATA

For testing data and performance goals please refer to pages 8 to 40 in the Renewal Application.

STANDARDS

Lisa Academy is an accredited school. The most recent Annual Accreditation Status Report for Lisa Academy 2005-2006 is attached.

2004-05 Status: Accredited

2005-06 Status: Accredited

SPECIAL EDUCATION

LISA Academy reports a total of 14 students receiving special education services; (total enrollment at LISA is 359). These services include both resource placement and students receiving speech therapy. The special education teacher at the date of this report is currently licensed in early childhood (P-04), and is working under an ALP (Additional Licensure Plan) to obtain special education certification. Speech therapy and other related services are provided through contractual agreements with private providers. The school has had three different special education teachers over the last three years, resulting in

difficulty maintaining consistency in their special education processes. LISA Academy had one complaint filed with the Special Education Unit during this period; no requests for hearings.

Technical assistance by ADE, Special Education personnel has been provided to LISA Academy on several issues during this 3-year charter period,i.e., maintaining student files, appropriate due process procedures, modifications and accommodations for general education teachers teaching special education students, and procedures for development of an **ACSIP** (Arkansas Consolidated School Improvement Plan). Assistance was provided to LISA by attending a training, conducted by Dr. Howie Knoff, Director of State.

Improvement Grant, regarding **Positive Behavioral Support System Leadership Training and Application**. This training was held in January, 2006. LISA Academy has participated in other ADE training regarding special compliance issues. A comprehensive monitoring will be conducted this 2006-07 school term for determination of Special Education, IDEA compliance issues.

This report is submitted to the ADE, Charter School Section, for inclusion in the overall report of the above open-enrollment charter schools to the Arkansas State Board of Education in consideration for renewal of their charters. If you have further questions, or need more information, contact: Marsha Tolson at 501-682-2379, or marsha.tolson@arkansas.gov

FACILITIES

1. **Charter School: Lisa Academy**

2. **Location:** #21 Corporate Hill Dr. Little Rock, Ar 72205

3. **General Observations:** This is a former sports therapy/medical office building. The structure is clean, well lit with a lot of glass for natural lighting. There is a 90 x 60 portable building at the rear of the main building.

4. **Academic Suitability:** Class sizes do not meet current standards at 28 x 17 feet. Unable to access the classes in the portable building due to ongoing testing.

5. **ADA Accessibility:** Parking lots, entrances and restrooms are accessible.

6. **Life Safety Codes:** Appears to meet all life safety codes. The structure has a fire alarm and video surveillance. The portable building does not have a fire sprinkler system. The main building does have a fire sprinkler system.

7. **Conclusions and recommendations:** Does not appear to meet current standards for public school academic facilities.

FINANCE

Copy of most recent financial audit

- Lisa Academy requested an extension until January 15, 2007 to file the 2004 – 2005 audit.
- Audit has not been submitted in spite of ADE attempts to obtain a copy

Detailed Statement of Changes in Fund Balances

- Report provided
- Through November 30, 2006, Lisa Academy had an Operating Fund balance of $94,465
- Through February 28, 2007, Lisa Academy had an Operating Fund balance of $132,033.
- In March 2007, Lisa Academy received a Private Donation of $75,756.

Summary Revenue Status Report

- In December 2006, Revenues declined by $13, 096 per month based on a decline in ADM of 17 to a current total of 358. Total decline is $91,668.

Summary Expenditure Status Report

- Report provided

Bank Reconciliation Report

- The bank reconciliation report for November 30, 2006 is out of balance by $84,555.
- It cannot be determined when the bank account was last reconciled and in balance.

Bank Account Statement

- Statement was submitted

LEGAL

1.) p. 45, Application: Under "Section VIII. – Requested Amendments", the applicant states that it will develop "stage-by-stage" student increase; this means that the number of students enrolled for the 2006-2007 school year will increase gradually by expanding the classes served each and every year until the capacity of 600 students is reached. LISA Academy will be bound to the grade and enrollment levels authorized by the Board in its renewal charter, if the charter is renewed.

2.) Waivers:

c.) Ark. Code Ann. §§ 6-15-1004, 6-17-309, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

c.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"):

Under Ark. Code Ann. § 6-17-919, the only requirement which would be waived is the ability to pay a teacher's salary only upon the 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.

c.) Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"):

This section is not capable of being waived by the Board, as the duties imposed by this Code section are upon the county clerk, and not upon LISA Academy.

OTHER

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/10/2006

Lea: 60-41-702 School: LISA ACADEMY

2005-2006 Status: ACCREDITED
Review Date: Comments:

2004-2005 Status: ACCREDITED
Review Date: Comments:

2003-2004 Status:
Review Date: Comments:

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	100
	7	73
	8	75
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0
Total enrollment for 60-41-702:		248

FTE Totals-	Counselor	1.00
	Principal	0.50
	Asst. Principal	1.00
	Library/Media	0.00
Staff Development Hours:		60
Total Book Volume:		2

CORRECTED EXCEPTIONS ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/10/2006
Lea: 60-41-000
County:
District:
Supervisor:

Lea: 60-41-702
School: LISA ACADEMY

2005-2006
Review Date:
Status: ACCREDITED
Comments:

9231 LIB/MEDIA FTE		CORRECTED EXCEPTION
9241 TOTL BOOK VOLUME		CORRECTED EXCEPTION
13000 NO G/T		CORRECTED EXCEPTION
8311 NOT CERTIFIED 254-94-3488 LUANNE H BARONI		CORRECTED EXCEPTION
8311 NOT CERTIFIED 294-96-9768 BIROL FURAT		CORRECTED EXCEPTION
8311 NOT CERTIFIED 422-17-8169 ALI E ERENKOL		CORRECTED EXCEPTION
8311 NOT CERTIFIED 430-37-5540 STACY M HART		CORRECTED EXCEPTION
8311 NOT CERTIFIED 430-49-6170 JACQUELINE WEST		CORRECTED EXCEPTION
8311 NOT CERTIFIED 430-55-4091 ASHLEY N HENCE		CORRECTED EXCEPTION
8313 JOB NOT CERT 431-51-9389 KRISTIE A JOHNSON 399100	09/01/2008	CORRECTED EXCEPTION
8316 GRADE LEVEL 431-51-9389 KRISTIE A JOHNSON 366510	09/01/2008	CORRECTED EXCEPTION
8316 GRADE LEVEL 432-55-4903 RICKY L COPELAND 366810	09/01/2008	CORRECTED EXCEPTION
8311 NOT CERTIFIED 439-13-9307 DENIA ANGEVINE CARTER		CORRECTED EXCEPTION

8311 NOT CERTIFIED
441-19-4687 A GUMUS CORRECTED EXCEPTION

8313 JOB NOT CERT 09/01/2008
443-17-8601 BILGEHAN YASAR CORRECTED EXCEPTION
8517 Middle/Jr. High/Assistant Principal

8316 GRADE LEVEL 09/01/2008
564-23-7794 DENISE A SWINNEY CORRECTED EXCEPTION
388710

8316 GRADE LEVEL 09/01/2008
585-66-3639 SUSAN P FOOR CORRECTED EXCEPTION
366710

8313 JOB NOT CERT 09/01/2008
630-78-0001 MURAT KALAYCI CORRECTED EXCEPTION
366210

8313 JOB NOT CERT 09/01/2008
632-80-6436 ERDEM ALPAY CORRECTED EXCEPTION
999990

8311 NOT CERTIFIED
632-82-9389 MEHMET DOGAN CORRECTED EXCEPTION

8316 GRADE LEVEL 09/01/2008
645-76-1522 EMIN CAVUSOGLU CORRECTED EXCEPTION
377310

8316 GRADE LEVEL 09/01/2008
645-76-1522 EMIN CAVUSOGLU CORRECTED EXCEPTION
430000

8316 GRADE LEVEL 09/01/2008
645-76-1522 EMIN CAVUSOGLU CORRECTED EXCEPTION
431000

8316 GRADE LEVEL 09/01/2008
645-76-1522 EMIN CAVUSOGLU CORRECTED EXCEPTION
530100

8311 NOT CERTIFIED
676-03-1104 IVETT HUATUCO CORRECTED EXCEPTION

8311 NOT CERTIFIED
677-09-6989 ERKAN CAKAN CORRECTED EXCEPTION

3241 7-12 TOTAL STUD.
678-05-8535 NEMAT ABILOV INVALID DATA

8311 NOT CERTIFIED
678-05-8535 NEMAT ABILOV CORRECTED EXCEPTION

CORRECTED EXCEPTIONS ACCREDITATION STATUS REPORT (2005-2006)

Lea: 60-41-000 District:
County: Supervisor:

ARKANSAS DEPARTMENT OF
Education

Dr. T. Kenneth James, Commissioner

4 State Capitol Mall • Little Rock, AR 72201-1071
(501) 682-4475
http://ArkansasEd.org

March 26, 2007

Ms. Karen Ghidotti
Arkansas Virtual Academy
10802 Executive Center Dr. Ste. 205
Little Rock, AR 72211

Re: Notice of State Board Meeting

Dear Ms. Karen Ghidotti:

This letter is to inform you that your request for Renewal of your Open-Enrollment Charter School, Arkansas Virtual Academy will be considered at the State Board of Education's meeting on April 9, 2007. The meeting is scheduled to begin at 9:00 a.m., and will be held in the Auditorium of the Arch Ford Education Building at #4 Capitol Mall in Little Rock.

Please ensure that you have all necessary personnel in attendance, as well as all documentation in order to address any questions from the Arkansas State Board of Education concerning your renewal application. The procedures for the hearing are contained in Section 16.00 of the Arkansas Department of Education Rules and Regulations Governing Charter Schools.

Please feel free to contact the Charter School Office at (501) 683-5313, should you have any questions.

Sincerely,

Dee Cox

Dee Cox
Special Programs Coordinator

DC/ms

STATE BOARD OF EDUCATION: Chair: Diane Tatum, Pine Bluff • Vice Chair: Randy Lawson, Bentonville
Members: Sherry Burrow, Jonesboro • Jim Cooper, Melbourne
Dr. Calvin King, Marianna • Dr. Tim Knight, Arkadelphia • Dr. Ben Mays, Clinton
MaryJane Rebick, Little Rock • Dr. Naccaman Williams, Springdale

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FedEx Express **US Airbill**

FedEx Tracking Number: 8596 8988 5473

1 From *Please print and press hard.*

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Sender's Name: Charter School Office Phone: (501) 683-5300

Company: ARKANSAS DEPT OF ED

Address: 4 CAPITOL MALL RM 305B

Dept./Floor/Suite/Room

City: LITTLE ROCK State: AR ZIP: 72201-1013

2 Your Internal Billing Reference
First 24 characters will appear on invoice.

OPTIONAL

3 To

Recipient's Name: Ms. Karen Ghidotti Phone: ( )

Company: Arkansas Virtual Academy

Recipient's Address: 10802 Executive Center Dr. Ste 205

We cannot deliver to P.O. boxes or P.O. ZIP codes.

Dept./Floor/Suite/Room

Address

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- [X] FedEx Priority Overnight — Next business morning.* Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Standard Overnight — Next business afternoon.* Saturday Delivery NOT available.
- [ ] FedEx First Overnight — Earliest next business morning delivery to select locations.* Saturday Delivery NOT available.
- [ ] FedEx 2Day — Second business day.* Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx Express Saver — Third business day.* Saturday Delivery NOT available.

FedEx Envelope rate not available. Minimum charge: One-pound rate.

* To most locations.

4b Express Freight Service — *Packages over 150 lbs.*

- [ ] FedEx 1Day Freight* — Next business day.** Friday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 2Day Freight — Second business day.** Thursday shipments will be delivered on Monday unless SATURDAY Delivery is selected.
- [ ] FedEx 3Day Freight — Third business day.** Saturday Delivery NOT available.

* Call for Confirmation:

** To most locations.

5 Packaging

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- [ ] FedEx Box
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- [ ] Other

* Declared value limit $500.

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- [ ] **HOLD Weekday at FedEx Location** NOT Available for FedEx First Overnight.
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- [ ] Yes — As per attached Shipper's Declaration.
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1		$ .00

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519

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March 27,2007

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Status:	Delivered	**Delivery location:**	10802 EXECUTIVE CENTER 205 72211
Signed for by:	S.UNDERWOOD	**Delivery date:**	Mar 27, 2007 08:25
Service type:	Priority Envelope		

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Shipping Information:

Tracking number:	859689885473	**Ship date:**	Mar 26, 2007

Recipient:
MS KAREN GHIDOTTI
ARKOMAS MUTUAL ACADEMY
10802 EXECUTIVE CTR DR STE 200
72211 US

Shipper:
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ARKANSAS DEPT OF ED
4 CAPITOL MALL RM 305B
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OPEN ENROLLMENT CHARTER SCHOOL RENEWAL REPORT

ARKANSAS VIRTUAL ACADEMY

Little Rock, AR

ENROLLMENT

Enrollment for 2005-06: N/A

Enrollment for 2006-07: N/A

WAIVERS/ AMENDMENTS

Amendments to Original Charter: No changes were requested regarding grade levels to be served or enrollment. No changes were requested regarding educational program offered.

Waivers: No additional waivers were requested.

TESTING DATA

No testing data is available.

STANDARDS

Not available.

SPECIAL EDUCATION

Not available.

FACILITIES

Not available.

FINANCE

Page 37 of Renewal Application states:

> "The above attachments are not available since ARVA has not had the opportunity to open"

The following list of attachments are required for financial review and are not included:

Copy of most recent financial audit

- ARVS has been operating on a federal grant. Are there any audit requirements associated with this grant?

Detailed Statement of Changes in Fund Balances
Summary Revenue Status Report
Summary Expenditure Status Report

- Requirements g, h, i: Although ARVS has not been operating in a manner requiring their compliance with APSCN, they have nonetheless had financial activities including revenues and expenditures. These required reports are normal financial reporting documents. ARVS could have submitted this information in the report form generated by their accounting program, however, ARVS has not provided any financial information.

Bank Reconciliation Report

- ARVS did not submit a bank reconciliation. ARVS could have submitted this information in the report form generated by their accounting program, however, ARVS has not provided any financial information. ARVS should provide documentation of ongoing bank reconciliations.

Bank Account Statement

- ARVS did not submit a bank statement. This report is not an APSCN report. ARVS failed to comply with this requirement.

LEGAL

1.) The proposed curriculum will run afoul of Act 77 of the Second Extraordinary Session of 2003 (Act 77) (uncodified). Section Eight (8) of Act 77 requires that the ADE only fund charter schools which utilize Internet or distance-based learning technology as a "supplement" to the school's traditional classroom setting.

2.) p. 8, Application: "ARVA does not anticipate the need to conduct a lottery due to the unlimited enrollment clause of the charter. However, in compliance with federal statutes, ARVA will conduct a random, anonymous lottery in the event that more students apply for admission than the school can accommodate. In the event that a lottery is needed, ARVA will give preference to siblings of currently enrolled students, students from public schools identified as low-performing by the Arkansas Department of Education under the NCLB guidelines, and children of ARVA employees and board members as allowable under federal and state guidelines."

The lottery process described above does not appear to comport with current Arkansas law concerning preferences and charter school admissions policies.

3.) Waivers:

a.) Ark. Code Ann. §§ 6-15-1004, 6-17-401 and 6-17-902 and Section 15.03 of the Standards for Accreditation Rules:

- The State Board may (but is not required to) waive the teacher certification requirement. However, the Board may not waive the requirements that charter school teachers have a bachelor's degree and meet content knowledge requirements if they teach core subjects.
- The ADE Rule Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program, Sections 5.02.4 and 5.03.2, requires that standardized assessments be administered according to procedures established by the ADE. The ADE's procedures require that certified teachers administer the standardized assessments. Violations of such procedures are subject to sanctions by the State Board pursuant to Ark. Code Ann. § 6-15-438.
- All teachers and school personnel must submit to the criminal background checks.

b.) Ark Code Ann. § 6-16-102 ("School day hours"): The Board may waive this requirement, subject to the following condition: The amount of instructional time may be lengthened beyond six (6) hours per day, but may not be decreased to less than six (6) hours per day.

c.) Standards for Accreditation Sections 10:01 (concerning "Required Time for Instruction and School Calendar") and 10.02 (concerning "Class size and Teaching Load"): The district will need to provide more specific information before this waiver request can be evaluated. It should be noted that a request for waiver of Section 10.01.4 will be handled in the same manner as the request of Ark. Code Ann. § 6-16-102 (see b.), above.

d.) Standards for Accreditation Rule Section 9.03.4: Curriculum Grades 9-12

A waiver of this Rule can not be granted to the extent it affected high school graduation requirements, accountability and compliance with providing the thirty-eight (38) units of credit. (See Ark. Code Ann. § 6-23-401 (b)).

e.) Ark. Code Ann. §§ 6-21-410 ("Illegal acts involving school officials.") and § 6-24-106 (Outside employment restrictions involving administrators): The Department is not willing to recommend waiving of these statutes to the Board at this time further explanation of the necessity of these waivers by the applicant is warranted.

f.) Ark. Code Ann. § 6-18-902 ("Uniform grading scale."): The uniform grading scale is mandatory for public secondary schools, and is permissible for privacy. To the extent that the uniform grading scale requirement applies to the grade lends offered by the applicant, a waiver may only be granted for non-core (i.e., elective) courses only.

g.) Ark. Code Ann. § 6-17-919 ("Warrants void without valid certificate and contract"):

Under Ark. Code Ann. § 6-17-919, 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.

h.) Ark. Code Ann. § 6-17-920 ("Examination of teacher's contracts"):

This Section is not capable of being waived by the Board, as the duties imposed by this Code section are upon the county clerk, and not upon Arkansas Virtual Academy.

OTHER

LEAD HILL
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:
A projected negative balance of $83,193 for fiscal year ending June 30, 2006

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	372	377	402	415	420	378
Assessment	18,346,536	20,532,928	20,702,510	21,419,324	22,795,932	23,760,070
Total Mills	39.00	39.00	39.00	39.00	39.00	39.00
Total Debt	2,700,192	2,771,521	2,637,045	2,495,068	2,485,313	2,393,892
Per Pupil Expenditures	5,449	5,644	5,628	6,342	7,037	8,208
All Certified FTEs	34.96	31.56	36.00	38.50	39.50	37.83
Avg Teacher Salary	28,112	27,786	26,879	28,145	32,056	34,303
Ending Balance	1,105,628	196,281	246,777	56,544	122,819	245,300

District Actions:
District employed a new Superintendent
District's Fiscal Distress Improvement Plan included:
* Replaced existing school bus fleet with buses obtained on a lease agreement
* Retired short term debt in December 2005
* Implemented a Reduction in Force for 2006 - 2007
* Eliminated the home economics program
* Eliminated and/or reduced a range of certified positions

2006-2007 Budgeted Ending Legal Balance is projected to be $246,706.

LEAD HILL SCHOOL DISTRICT NO. 4
P. O. Box 20
6966 Milam Road
Lead Hill, AR 72644-0020

EXCELLENCE IN EDUCATION – *The School of Choice*

ADMINISTRATION
Dr. Shari L. Marshall, Superintendent
(870) 436-5249
FAX: (870) 436-5946
Alan King, Principal
(870) 436-5677
FAX: (870) 436-6827

BOARD OF EDUCATION
Clifford Methvin, President
Jeff Johnson, Vice-President
John Abe Clary - Secretary
Brian Thompson
Randy Rogers

March 26, 2007

Dr. Kenneth James, Commissioner
Arkansas Department of Education
#4 Capitol Mall, Room 304A
Little Rock, AR 72201

Dear Dr. James:

This is a petition from the Board of Directors of the Lead Hill School District to be removed from the identified Fiscal Distress districts. We are pleased to report on our progress and wish to thank the Department of Education for its patience as we worked through this problem. The District was placed in Fiscal Distress on April 11, 2005.

As soon as the Board was notified of the Fiscal Distress designation, it took immediate steps to rectify the problems. A summary of the actions taken follows:

- Debt was restructured to give more dollars to the operating budget to maintain facilities and repair or replace any needed equipment. A savings of $109,680 was realized.
- The Board hired a new superintendent who had experience in assisting schools with financial concerns.
- An Immediate Needs Grant was awarded to the District as well as a revolving loan to provide funds to provide much needed work to roofs and drainage systems.
- A fleet of buses was leased for three years at the same cost as purchasing two buses a year for two years. The bus fleet was old and required a full time mechanic just to keep the buses on the road.
- Community groups began meeting monthly to provide input into the school plan. A School Foundation was organized in September of 2005 to support the district. Volunteer groups were organized. In-kind service has been recorded. A spirit of "we can do it" prevailed.
- The purchase order system was implemented.
- Delivery of instruction was reconfigured to save one elementary position in FY2006.
- The coaching staff was reduced, extended contracts reduced, and athletic expenditures were reduced.
- A complete reconfiguration of the instructional delivery system was completed in FY2007.
- The FY 2007 budget was put together conservatively, reducing revenues to provide funds for contingencies.

Board members have become knowledgeable regarding financial management of the district. The Board believes that the designation of being on Fiscal Distress has had a positive impact on how the district does business. The Board has implemented financial procedures that more carefully monitor expenditures from the different departments in the school. The community is aware of the importance of maintaining a school in our small part of the Ozark Mountains.

The Lead Hill School District Board is formally petitioning the State Board to be removed from Fiscal Distress status.

Sincerely,

Dr. Shari L. Marshall

Shari L. Marshall, Ed.D.
Superintendent
Lead Hill School District

DOLLARWAY
SCHOOL DISTRICT

Classified in Fiscal Distress: **11-Apr-05**

Fiscal Distress Indicators and Additional Concerns:

A projected negative balance of $533,653 for fiscal year ending June 30, 2006
The June 30, 2003 Audit reported significant findings. The District had not substantiated that the findings had been sufficiently addressed or corrected
The District's 2005 balance included a significant amount of National School Lunch Act funds
On July 10, 2006, State Board voted to annex Altheimer School District with the Dollarway School District

District Financial Profile:

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Three Quarter ADMs	1,569	1,565	1,541	1,528	1,539	1,947
Assessment	51,370,288	50,965,676	52,641,684	53,506,830	48,373,414	49,431,148
Total Mills	33.30	33.30	33.30	40.80	40.80	40.80
Total Debt	5,143,864	5,154,605	5,134,719	9,816,418	9,453,114	9,070,868
Per Pupil Expenditures	5,767	5,980	6,575	7,130	8,764	8,454
All Certified FTEs	122.19	122.05	124.91	123.91	128.04	127.50
Avg Teacher Salary	35,500	34,297	33,348	35,352	30,092	43,133
Ending Balance	1,447,542	1,711,358	1,045,062	588,852	1,264,282	2,081,480

District Actions:

District's Fiscal Distress Improvement Plan included:

* Savings in certified and classified salaries due to attrition
* Elimination of additional maintenance and custodial staff during the summer
* Installed utility monitoring systems
* Aligned staff to maximize pupil teacher ratios
* Provided training for staff responsible for financial records
* Hired a new District Treasurer
* Worked with Legislative Audit to correct all audit findings
* Implemented procedures to require Superintendent approval and board review of all overtime
* Adjusted expenditures to maximize the use of National School Lunch Act funds

2006-2007 Budgeted Ending Legal Balance is projected to be $3,672,056.54

DOLLARWAY SCHOOL DISTRICT

BOARD OF DIRECTORS

GEORGE STEPPS
President

Robert Morehead
Vice-President

Cathy Hunt
Secretary

Gene Stewart
Joe Blanks
Martin Golden
Marvin Walker

4900 Dollarway Road • Pine Bluff, AR 71602
Phone 870-534-7003 • Fax 870-534-7859

ADMINISTRATION

THOMAS GATHEN
Superintendent

Dr. Pearly Stepps
Assistant Superintendent
Curriculum & Instruction

Ruth Begy
Federal Coordinator

Pam Winkler
District Treasurer

March 28, 2007

Arkansas Department of Education
Arkansas State Board of Education
#4 State Capitol Mall
Little Rock, AR 72201-1071

Dr. Davis, Mrs. Burnett, Scott Smith, Mrs. Martin, Dr. James and the State Board of Education:

I am excited and pleased to report to you, Dollarway School District in Jefferson County has a projected ending legal balance in operating funds for the 2006-07 school year to be in excess of $3.6 million. This compared with an ending balance for the 2005-06 school year of less than $400,000 is an additional reason for this excitement. The District was classified as fiscally distressed in April 2005 with a projected ending balance of -$389,000.

Upon being designated as fiscally distressed, the district outlined and implemented the following corrective actions:

Froze salary schedule and benefit increases for faculty and staff.

Replaced retiring employees with those who had less experience for savings.

Eliminated employment of additional maintenance and custodial workers for summer projects.

Reduced athletic expenditures.

Invested in lighting/heating/cooling monitoring and control system at 3 of 5 schools.

Realigned staffing so that only essential personnel were retained.

An experienced bookkeeper/treasurer replaced the previous bookkeeper/treasurer who was responsible for numerous accounting errors.

Annexed the Altheimer Unified School District and streamlined staff.

Community passed a 3 mill maintenance and operation increase.

Addressed audit findings identified by Legislative Audit.

In conclusion, the District has made significant progress and will continue to closely monitor its expenditures and by means of this communication petition the State Board of Education of the State of Arkansas to have the Dollarway School District granted its request to be removed from the fiscally distressed status at the next regular meeting of the State Board of Education.

Respectfully submitted

Thomas Gathen

Thomas Gathen, Superintendent
Dollarway School District

TECHNICAL DOCUMENTATION FOR THE ARKANSAS ACT 35 SCHOOL PERFORMANCE RATING SYSTEM

By

Charity Smith
Director of Arkansas School Accountability
and
The Arkansas Technical Advisory Committee/Accountability

William J. Brown, Jr., Brownstar, Inc.
Thomas H. Fisher, Fisher Education Consulting, Inc.
Huynh Huynh, University of South Carolina
Eugene Kennedy, Louisiana State University
Robert Kennedy, University of Arkansas for Medical Sciences
Roger Trent, Trent Consulting

Released
March 28, 2007

TABLE OF CONTENTS

Chapter One: Accountability in Arkansas Public Education 4

The Arkansas Comprehensive Assessment Program 5

School Accountability 7

Purpose of Report 8

Contributors to this Report 8

National Presentation of the Report 8

Chapter Two: Creation of School Weighted Average Index and General Consideration in Setting Standards for School Performance 10

Weighted Average 10

Approaches to Setting Cut Scores 11

Option 1: Quintiles 12

Option 2: Stanines 12

Option 3: Standard Setting Conference 13

State Board of Education Action (October 10, 2005 and January 9, 2006) 14

State Board of Education Action (April 10, 2006) 15

Chapter Three: Preliminary Steps in the Standard Setting Process 16

General Considerations for Preliminary Cut Scores 16

Data for School Profile 17

School Profile in Each Preliminary Level 19

School Profile in Pairwise Overlapped Schools 20

General Procedures 22

Chapter Four: The Standard Setting Conference 23

TAC Observers 23

Beginning Plenary Session 23

Group Session (Round 1) 24

Second Plenary Meeting 25

Group Session (Round 2) 25
Final Results 25
Final Plenary Meeting 26
Panelists' Evaluation of the Meeting 27
State Board of Education Action (May 8, 2006) 28

Chapter Five: Technical Characteristics 29
Internal Consistency of Performance Index 29
Yearly Stability of the Performance Index 31
Stability of Act 35 Performance Level 31
Relationship between Act 35 Performance Level and AYP Status 32

Chapter Six: State Board of Education Action, Rules, and Regulations 34
State Board of Education Action (May 8, 2006) 34
Statewide School Performance Data for 2005 and 2006 35
Rules and Regulations 35

Summary and Conclusions 38

References 39

APPENDIX A: Excerpt of Minutes of Meetings of State Board of Education 40

APPENDIX A1: October 10, 2005 41
APPENDIX A2: January 9, 2006 43
APPENDIX A3: April 10, 2006 44
APPENDIX A4: May 8, 2006 45

APPENDIX B: Frequency Distribution of Schools at Each Preliminary Level on the Weighted Average Index 46

APPENDIX B1: Level 1 47
APPENDIX B2: Level 2 48
APPENDIX B3: Level 3 49
APPENDIX B4: Level 4 52
APPENDIX B5: Level 5 53

APPENDIX C: Profiles of Schools with Overlapped Preliminary Performance Levels 54

APPENDIX C1: Level 1/2 Overlap 55
APPENDIX C2: Level 2/3 Overlap 56
APPENDIX C3: Level 3/4 Overlap 59
APPENDIX C4: Level 4/5 Overlap 62

APPENDIX D: Rules and Regulations Regarding School Performance Rating System 64

Chapter One

Accountability in Arkansas Public Education

The public demand to hold educators accountable for student learning, which perhaps accelerated with the publication of the report by Education Commission of the States (1983) "*Action for excellence: A comprehensive plan to improve our nation's schools*" (also known as "*A Nation at Risk*") by Terrel H. Bell, then U.S. Secretary of Education, has evolved substantially over the past two decades. Many state legislatures have now passed laws mandating accountability for schools and school systems. The programs developed in accordance with these legal mandates often entail both sanctions and rewards. Schools where students exceed performance expectations are typically rewarded, and those where performance falls short of expectations are subject to potentially crippling sanctions. Typically, schools and school districts receive labels to reflect their accomplishments or lack thereof. These "official" labels are a concern for educators because they carry significant consequences for the public, policy makers, and the broader educational community. To guarantee fairness for students, to foster instructional validity, and to strengthen common educational expectations, states must adopt specific content and performance standards for what is to be taught in schools and how this is to be reflected in statewide assessment programs. Performance standards, proficiency level descriptors, alignment, annual yearly progress, etc. are commonly discussed in contemporary educational literature and discourse.

Like many other states, Arkansas has experienced many initiatives designed to improve its public education system. The current effort, however, is uniquely comprehensive. Act 35, which was enacted by the Second Extraordinary Session of the 84th General Assembly in 2003 mandates that the Arkansas State Board of Education (SBE) accomplish the following:

- adopt content standards which reflect what students know and should be able to do;
- develop a criterion-referenced test (CR) which is externally linked to a national norm and vertically scaled for use in grades 3 through 8;
- establish a system, based on student outcomes on the CR tests, which includes rewards and sanctions and holds schools and districts accountability for student performance; and

- adopt a plan for giving students attending underperforming schools the option to transfer to more productive schools.

Unlike previous school accountability statues in Arkansas, this legislation places an emphasis on growth and longitudinal data. This focus is consistent with recent national trends in school accountability wherein there is general agreement that not only are the absolute levels of student performance (i.e., "status") important, but the amount of growth students experience in schools is also an important part of an overall plan for holding schools accountability. Act 35, therefore, stipulates that measures of both growth and performance be used to make school accountability determinations in Arkansas. This document is concerned with the development of the performance or status component of the Arkansas school accountability program. The Arkansas effort to measure student academic growth by tracking cohort groups across time is not discussed herein.

The Arkansas Comprehensive Assessment Program

Act 35 mandated significant changes in the assessment program in Arkansas. The new program, to be identified as the Arkansas Comprehensive Assessment Program, requires state criterion-referenced tests in "reading and writing literacy, and mathematics" in grades 3 through 8. These tests are referred to as the "Benchmark exams."

Implementation of Act 35 required extensive work by the officials at the Arkansas Department of Education (ADE). To facilitate the overall process, the Department formed two Technical Advisory Committees, one focusing on statewide assessment issues (TAC/Assessment) and the other on educational accountability issues (TAC/Accountability). Members of the latter group are listed in Table 1.

With content changes and the addition of a number of grades in the new testing program, a new standard setting was conducted to set or reset the cut scores for all Benchmark exams in mathematics and literacy. The new standard setting was conducted in summer 2005 by

TABLE 1: *Members of the TAC/Accountability*

Dr. William J. Brown, Brownstar, Inc. (also a member of TAC/Assessment)
Dr. Thomas H. Fisher, Fisher Education Consulting, LLC
Dr. Huynh Huynh, University of South Carolina (also a member of TAC/Assessment)
Dr. Eugene Kennedy, Louisiana State University
Dr. Robert Kennedy, University of Arkansas for Medical Sciences
Dr. Roger Trent, Trent Consulting (also a member of TAC/Assessment)

Measurement Incorporated and Questar (Authors, 2005). Upon recommendation for acceptance by the TAC/Assessment (Huynh, 2005), the standards were finally approved by the Arkansas State Board of Education. These standards have been used in student reports starting with the spring 2005 test administration.

In addition to structural changes in the program, the new program requires vertical scales for the Benchmark exams. The tests used in the previous assessment program measured the status of students relative to performance expectations at different grades. The growth of students across grades was not reflected in the assessment program. Relatedly, school accountability determinations were based on comparisons of outcomes for different cohorts of students across years for given grades. The new assessment program requires that the Benchmark tests be vertically scaled across grades 3 through 8. If a vertical scale is available, the performance of a student as a 3rd grader can be compared to his/her performance as a 4th grader and a judgment made about the amount of growth in learning.

Vertical scales present many technical challenges (Kolen & Brennen, 2004) and their use with criterion-referenced tests only add complications because of the grade specific restrictions on content domains to be measured by the tests. The vertical scale for the Benchmark tests was constructed in 2005 by Measurement Incorporated (MI) (Bunch, 2005). The TAC/Assessment recommended acceptance of the MI vertical scale in early 2006 (Huynh, 2006), and the ADE started to use the vertical scale in score reporting starting with the spring 2006 testing.

School Accountability

Under the requirements of Act 35, the ADE is required to produce an annual report that will classify each school as being in one of five status categories based on performance outcomes on the criterion-referenced benchmark examinations. These categories (levels) and their associated labels are:

Level 1: Schools in Need of Immediate Improvement

Level 2: Schools on Alert

Level 3: Schools Meeting Standards

Level 4: Schools Exceeding Standards

Level 5: Schools of Excellence.

Individual schools in Arkansas will not be assigned performance labels during the period 2004-05 through 2008-09, unless the school specifically request that this be done.

The timeline for implementation of the new annual performance school rating system required by Act 35 is as follows:

Summer 2005

- prepare initial School Performance Rating System
- develop vertical scale for the criterion-referenced tests (CRT)
- set performance standards for the CRT
- link CRT performance standards to national norms
- report initial results of the CRT in grades 3, 5 and 7

2005-06 School Year

- report spring 2005 test results against newly adopted standards for grades 3 through 8
- administer the new tests in grades 3 to 8 in spring 2006

Summer 2006

- Report results for grades 3 to 8 against newly adopted standards
- Prepare 2006 School Performance Rating System

Purpose of Report

This report describes the procedures used to develop the index and performance standards used to classify schools into one of the five status performance categories as described in Act 35. Chapter 2 describes the creation of the index, Chapters 3 and 4 describe the standard setting process. Chapter 5 provides some major technical characteristics of the performance index and the category classification. Finally, Chapter 6 presents the overall results and decisions of deliberations by the Arkansas State Board of Education. This report does not describe the procedures used by Arkansas to meet the accountability requirements of the No Child Left Behind Act of 2001. Act 35 and NCLB have somewhat different system requirements.

Contributors to this Report

The first draft of this report was written jointly by three TAC/Accountability members, Drs. Huynh Huynh, Eugene Kennedy, and Robert Kennedy. Dr. Robert Kennedy did most of the data analysis cited in the report. The ADE through Dr. Charity Smith and the other three TAC members (Drs. William Brown, Thomas Fisher, and Roger Trent) also contributed to the report through extensive comments and copy editing.

National Presentation of the Report

The major results of this report will be disseminated at the April 2007 annual meeting of the National Council on Measurement in Education (NCME) in Chicago and the June 2007 meeting of the National Conference on Large Scale Assessment (LSAC) in Nashville. Drs. Huynh Huynh, Eugene Kennedy, Robert Kennedy, and Charity Smith are scheduled to speak at both symposia. The composition of the NCME symposium is listed in Table 2. Efforts are being made to write some of the results for publication in professional journals in educational assessment and evaluation.

TABLE 2*: Composition of the 2006 NCME Symposium.*

Setting Performance Standards for Schools in Accountability Programs: Policy, Technical, and Operational Issues - Symposium

Moderator
Anita Rawls, University of South Carolina

Presenters
Eugene Kennedy, Louisiana State University
Standard Setting Challenges for School Performance Rating Systems

Charity Smith, Arkansas Department of Education
School Performance Index: The Arkansas Experience from Act 35 to Field Review and State Board of Education

Robert Kennedy, University of Arkansas for Medical Sciences
Use of Policy-induced and School Descriptor Methodology

Huynh Huynh, University of South Carolina
Validity, Reliability and Other Technical Considerations

Charity Smith, Arkansas Department of Education
Final Deliberations by State Board of Education

Discussants
Peter Behuniak, University of Connecticut
William Schafer, University of Maryland

Chapter Two

Creation of School Weighted Average Index and General Consideration in Setting Standards for School Performance

The development of a school performance rating system in Arkansas involved three distinct steps. First, the TAC/Accountability and the Arkansas Department of Education (ADE) examined ways to compute a school index to be used to assign a performance category to each school. Second, the TAC then deliberated on how to set the cut scores for this index in order to define each of the five performance categories legislated by Act 35 and listed in the previous chapter. Third, the TAC made recommendations to the Arkansas Department of Education as to how it could interact with various stake-holders in order to get their endorsement of the proposed rating system for consideration and adoption by the Arkansas State Board of Education. These steps are discussed in this section of the report.

Weighted Average

Act 35 requires that performance categories be based on the criterion-referenced benchmark examinations in literacy and mathematics. These examinations are administered to students in Grades 3 though 8. Individual student performance is categorized as Below Basic, Basic, Proficient, and Advanced.

The Arkansas school performance index, called the (school) "weighted average," is described in the following manner. The weighted average begins with numerical values, or weights, tentatively assigned to each student's performance category from the statewide assessment proficiency levels (Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1). (Note, a different set of weights could be assigned if policy makers decided to value the performance for each performance level differently.) Since the testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, it seemed reasonable that these standards for student performance could be used to develop a rating index of school performance. With these weights assigned to the performance levels, the performance index for the class could be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category. This would be done for each grade and subject. The weighted sum would then be divided by the sum of the number of

students tested in literacy and the number of students tested in mathematics across all grades. Thus, a student would be counted twice if he/she takes both tests and only once if he/she takes only one test. The resulting average for the school would be a single index number ranging between 1.0 and 4.0.

Following the procedures described above, the point assignments could be four points per student scoring in the advanced category, three points per student scoring in the proficient category, two points per student scoring in the basic category, and one point per student scoring in the below basic category. The total number of points would be defined as the number of students scoring in a particular category times the number of points assigned to that category. For example, if the number of students in the advanced scoring category was 10, then with four points assigned to that category, the number of points earned would be 40. If there were 30 students scoring at the proficient level, with three points assigned, the total would be 90. For 40 students at the basic level, with two points assigned, the total would be 80. Finally, for 20 students at below basic with one point assigned, the total would be 20. Adding the 40 + 90 + 80 + 20, the total number of points for the school for all categories would be 230. To calculate the rating for each school, the total number of points for the school would be divided by the number of students in the school. For example, if the school received the 230 points just shown, and the number of students was 100, then the rating would be 2.3.

Approaches to Setting Cut Scores

After a rating score has been calculated for each school, cut scores would be established for placing each school in one of five performance categories. As an example, rating scores for schools between 3.5 and 4.0 might be in the "schools of excellence" performance category. Ratings between 3.0 and 3.4 could be "schools exceeding standards;" between 2.5 and 2.9, "schools meeting standards;" 1.9 to 2.4, "schools on alert;" and 0.0 to 1.8, "schools in need of immediate improvement." Assuming the weighted index system is used, the task before the ADE is to select a method of defining the criterion value for each level of performance.

TAC/Accountability considered three options for setting cut cores that are based on use of quintiles, stanines, or a standard setting conference. Each approach is described in the following sections.

Option 1: Quintiles

The quintile ranking approach to defining school categories would have called for ranking an acceptable school index from low to high with category divisions defined by quintiles. Quintiles are the points that occur at intervals of one-, two-, three-, and four-fifths of the way through the distribution of scores. For example, the second, or next-to-lowest, quintile is the score for which two-fifths of the scores are equal to or below it; while three-fifths, or the rest of the scores, are above it. Frequently, the word "quintile" is used to refer to the scores falling between two quintiles. The third quintile, in that case, would refer to the scores between the second and third quintiles.

Using "quintile" in this way, the fifth, or highest, quintile segment of scores would be called "schools of excellence." The next highest quintile would be called "schools exceeding standards," the next would be "schools meeting standards," and the second quintile would be "schools on alert." The first, and lowest, fifth of the scores would be the "schools in need of immediate improvement." However, after some deliberation, the TAC/Accountability decided that the use of quintiles would be an undesirable choice since it is not familiar to many educators and patrons of the schools and might be confusing. This approach was not recommended to the ADE.

Option 2: Stanines

The stanine approach could be used to establish school categories that correspond with the segments of a normal distribution of an acceptable school index when it is divided into nine parts. A normal distribution is typically used to define these parts. Stanines divide the area of the normal curve distribution into nine categories with higher percentages of scores appearing in the middle stanines. The percentages of scores in each part are symmetric, with the first having 4%

of all schools; the second, 7%; the third, 12%; the fourth, 17%; and the fifth, 20%. Then, the percentages occur in the opposite order, with the sixth segment having 17% of the scores; the seventh, 12%; the eighth, 7%; and the ninth, 4%.

As with quintiles, stanines would have the advantage of determining in advance the percentages of schools that would be in the various performance categories. Unlike quintiles, however, stanines are more familiar to educators and school patrons and might be less confusing than using quintiles. Generally speaking, stanine segments one, two, and three are below average; stanines four, five, and six are average; and stanines seven, eight, and nine are above average. The use of stanine groupings based on informed judgment would use a traditional statistical approach combined with a reality check that could be provided by a panel of stakeholders. Such an approach can be clearly described and understood. It avoids the mystery that sometimes is associated with cut points that seem arbitrary to the outside viewer.

With stanines, there might also be policy benefits over quintiles. For example, the availability of Departmental resources, including the capacity to remediate or otherwise service the schools in the lowest category, could be considered. For example, if the resources of the Department were not sufficient to provide technical assistance to more than, say, 11% of the schools, then the lowest rating, "schools in need of immediate improvement ," could be used to designate those schools scoring in both the first (four percent) and second (seven percent) stanines (totaling 11% of the schools). The "schools on alert" category could be the third stanine (12%) and the fourth stanine (17%, for a total of 29% of the schools); "schools meeting standards" could be defined as the fifth and sixth stanines (20% and 17%, respectively, or 37% of the schools); "schools exceeding standards" could be defined as the seventh stanine (12% of the schools); and stanines eight and nine could be reserved for "schools of excellence" (seven percent and four percent, respectively, or 11% of the schools). Any number of other stanine groupings could also be considered.

Option 3: Standard Setting Conference

To determine where the cut scores would be placed in the score distributions, a panel of

stakeholders could be convened to review the statewide performance of schools as part of a school standard setting process. The panelists could examine the schools within each rating category and determine if the ratings appear reasonable. Consideration could be given to the following factors: normality of the school distribution, history of achievement for schools in each category, effect of school size, and available resources such as the capacity of the Department to provide technical assistance to the schools in the lowest category, or to provide incentive funding for the schools in the highest category.

After discussions with ADE staff, the TAC/Accountability recommended using the weighted index system and convening a standard setting group to recommend cut scores that would divide the school ratings into meaningful groupings. This approach provides an initial status report of student achievement by school, as required by Act 35. In addition, each current year's students, at a particular grade level, can be compared to the previous year's cohort of students. (Note that this is not the same thing as a true growth measure, but it does provide a comparison of status from year to year as required by the statute.)

The ADE convened several statewide focus groups were held to present to educators and the public the alternative methods to develop the school ratings and the methods of selecting appropriate criterion values of the ratings. After numerous sessions with hundreds of stakeholders, ADE resolved to use a standard setting conference to set cut scores based on the weighted average.

State Board of Education Action (October 10, 2005 and January 9, 2006)

Dr. Charity Smith and Dr. Robert Kennedy came to the October 10, 2005 and January 9, 2006, meetings of the Arkansas State Board of Education to explain the different options stanine and the recommended weighted average approach. The following text reflects the discussion before the board and was taken almost verbatim from the minutes of the Arkansas State Board of Education (SBE, 2006a).

Dr. Smith stated that she talked with more than 1,200 people about these two

options and their opinion was overwhelmingly the weighted average system. She indicated that Dr. Kennedy, a statistician from UAMS, assisted with developing the system recommendations. She noted that this system was preferred because it would be consistent, be understandable, and transparent.

Dr. Kennedy was introduced and described a proposed system for determining the representation on the state standard setting committee. He noted that the standard setting team composition would include school board members, teachers, parents, members of the business community and professional educators. The team would include 8 to10 of each from across the state, which would include a total of 40 to 50 people with a day-long meeting to establish school accountability standards.

Dr. May asked for clarification of the intent to report performance of schools or performance of students. Dr. Smith responded the intent is to report on schools. Dr. May expressed concern for public understanding on the performance of school is absolute linear with performance of students. Dr. Smith stressed the importance of public understanding of growth and the introduction of a growth model in the overall accountability system.

The Board approved the use of the weighted index. More details about the Board's actions may be found in Appendices A1 and A2.

State Board of Education Action (April 10, 2006)

In the April 10, 2006, meeting of the SBE, Dr. Smith provided an update on work of the TAC/Accountability pursuant to the requirements to provide a rating for each school as required in Act 35 of 2003 and its subsequent revision. The purpose of the report was to advise the Board of the need to set performance ratings for each public school. Elements of the system were described and the process for determining a rating was presented. Dr. Smith advised the Board that they will be requested to act on the recommended performance rating system at the May 8th meeting. More details are listed in Appendix A3.

Chapter Three

Preliminary Steps in the Standard Setting Process

This chapter provides a synopsis of the preliminary work of the TAC/Accountability in preparing for the standard setting conference. The work includes considering preliminary cut scores and preparing materials for the standard setting panel.

It should be noted that these categories suggested by the TAC were tentative only, to be used simply as a starting point for the standard setting panel. They were determined before the information was developed that was provided to the panelists. Substantially more information was provided to the panelists than was available to the TAC at the time of the development of the tentative cut scores. The statewide data that was used as the basis of these groupings provided some additional insight into the caliber of the schools so that the panelists would have a profile to help them determine the type of school that would be properly placed in a particular category.

General Considerations for Preliminary Cut Scores

Prior to convening the panel of stakeholders, the TAC/Accountability prepared preliminary proportions of students who might be considered to be enrolled in "schools of excellence," "schools exceeding standards," "schools meeting standards," "schools on alert," and "schools in need of immediate improvement." Although tentative, the proportions were based on what was believed to be a sound rationale: any school with half or more of its students in the below basic category was felt by the TAC to be a "school in need of immediate improvement." If a third to a half of the students in the school were Below Basic, then it was considered to be a "school on alert." On the other hand, schools in which at least 65% of the students were Proficient or Advanced deserved to be called "schools exceeding standards." Schools in which at least 75% of the students were Proficient and at least nine percent were deserved to be called "schools of excellence." Then, by defining these four categories, the remaining group in the middle would be considered "schools meeting standards." Table 3 summarizes the initial policy consideration for the Act 35 school performance cut scores based on the weighted average index.

TABLE 3: *Student Impact Data Consideration*

Preliminary School Performance Level	Proportion of students in each achievement category			
	Below Basic	Basic	Proficient and Advanced	Advanced
Level 1	50%			
Level 2	33 to 49%			
Level 3				
Level 4			65%	
Level 5			75%	9%

Using the criteria specified in Table 3, schools were sorted into each level using the weighted average index described in Chapter 2. Other pertinent school data were also compiled. These data were used to create a school profile for the schools in each preliminary level and also for a selected group of schools that were classified in two adjacent levels (like Levels 1& 2, Levels 2 & 3, etc.) on the weighted average index. These schools are referred to as "pairwise overlapped" in all subsequent discussions.

The original standard setting meeting was set for March 8, 2006, but the weather did not cooperate. Due to a severe storm in the area of the hotel, the electrical power was lost and was not restored as of the time of the meeting. In fact, it still had not been restored after two hours, so the meeting was postponed until the following week on March 15th. However, while sitting in an unlit room, the team of group facilitators and some members of the TAC discussed the materials that were to be used in the forthcoming meeting. It was determined that some additional information might be helpful, and it was subsequently provided.

Data for School Profile

In preparing for the standard setting meeting, profile sheets were prepared for all schools with data on the Benchmark examinations. The profile sheet lists the following information.

- weighted average index (rating),
- a counter indicating the order in which school was listed,
- a reverse counter showing the order from high to low,
- percentage all of the schools in the preliminary level shared by the school
- cumulative percentage showing the total percentage up to and including that school
- reverse cumulative percentage that accumulated in the opposite order
- percentage of economically disadvantaged math students who were proficient in 2005,
- percentage of economically disadvantaged literacy students who were proficient in 2005
- percentage of limited English proficiency students who were proficient in math in 2005,
- percentage of limited English proficiency students who were proficient in literacy in 2005,
- the percentage of special education students who were proficient in math in 2005,
- the percentage of special education students who were proficient in literacy in 2005,
- status as to whether adequate yearly progress (AYP) was reached,
- accreditation status, the number of students tested in math,
- number of students tested in literacy,
- percentage of students who were below basic in combined math and literacy,
- percentage of students who were basic in combined math and literacy,
- percentage of students who were proficient in combined math and literacy,
- percentage of students who were advanced in combined math and literacy, and
- percentage of students who were proficient or advanced in combined math and literacy.

School Profile in Each Preliminary Level

Following is a description of the school profiles for each preliminary level as determined by the Benchmark standards and listed in Table 3.

Level 1: Listed in the Level 1 group, "schools in need of immediate improvement," were the 42 schools with the lowest ratings. A number of the schools in this group were "on alert," in their third year of needing school improvement, and/or were on accreditation probation or "cited" status. Rules for accreditation and the definition of the "cited" status may be found at the following link to the website of the Arkansas Department of Education: http://arkansased.org/rules/pdf/standards_may05.pdf. For purpose of these rules, the term "Cited" is assigned to a school or school district that fails to meet any standard identified as a cited violation in these rules. As defined earlier in Table 3, at least half of students the Level 1 group were in the below basic category.

Level 2: Most of the 117 in Level 2, "schools on alert" were in school improvement, many were on probation or cited status, and as defined earlier, between a third and half of their students were in the Below Basic category.

Level 3: In the middle group, Level 3, were 795 "schools meeting standards." Nevertheless, many of these schools, particularly at the lower end, were in school improvement or on alert. Some were even on probation or cited. Originally the level contains one school with a single student tested. It was deleted from the data set.

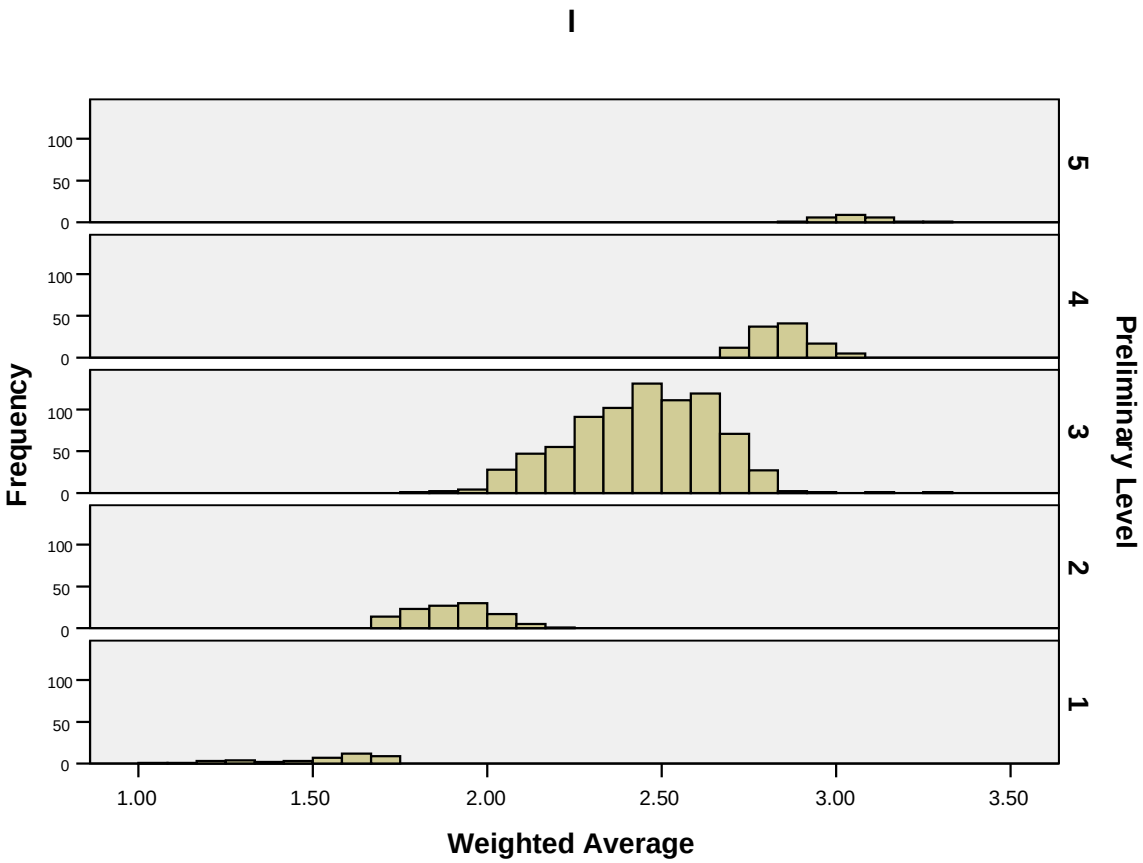
Level 4: In the Level 4 group, "schools exceeding standards" group were 112 schools in which almost all met standards and were accredited. Only a small number were in school improvement or on alert. As defined earlier, at least 65% of their students were in the Proficient or Advanced level.

Level 5: Finally, in the "schools of excellence" category were 24 schools, almost all of which met the standards and were accredited. In addition, at least 75% of their students were in the

Proficient or Advanced levels, and at least nine percent were Advanced.

Appendix B provides frequency data on the weighted average for schools in each preliminary performance level. Figure 1 depicts the data using histograms and Figure 2 provides the set boxplots overlaid on the same diagram.

FIGURE 1: *Frequency of schools in each preliminary level on the weighted average scale*



School Profile in Pairwise Overlapped Schools

As can be seen from both Figures 1 and 2 and the more detailed frequency distributions in Appendix B that the ranges of each preliminary level on the weighted average scale are:

Level 1: 1.00 to 1.73

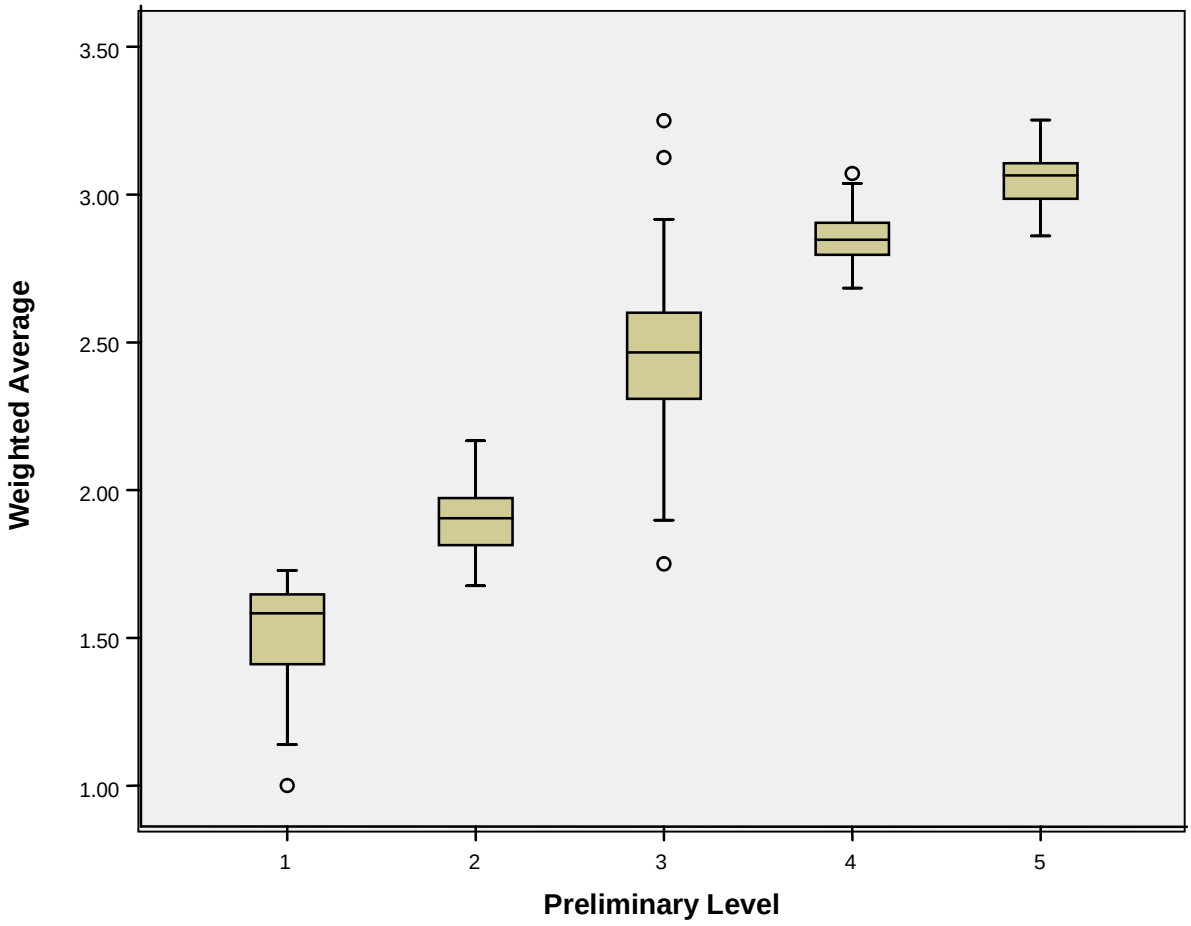
Level 2: 1.68 to 2.17

Level 3: 1.75 to 2.92

Level 4: 2.68 to 3.07

Level 5: 2.86 to 3.25.

FIGURE 2: *Boxplots of weighted average for preliminary levels*



Both Figures 1 and 2 clearly show that there are schools that are classified in two adjacent levels. For example, a school with a weighted average of 1.70 belongs to both Levels 1 and 2. Following are the ranges of the weighted average for the pairwise overlapped schools.

Levels 1 and 2: 1.68 to 1.73
Levels 2 and 3: 1.75 to 2.17
Levels 3 and 4: 2.68 to 2.92
Levels 4 and 5: 2.86 to 3.07.

Appendix C provides summary data for all schools in each pairwise overlapped category. For each overlapped set, a representative set of five schools were selected, and their school profiles were compiled and used as part of the data for the standard setting meeting.

General Procedures

In the standard setting meeting (See Chapter Four), each panelist was presented with the four overlapped sets of schools, one at a time, and asked to set a cut at the school with which he or she feels comfortable. The use of "overlapped set" is similar to the use of "*split papers*" in training scorers for constructed response items or writing exercises. The process also is somewhat similar to item descriptor (ID) method of standard setting (Ferrara, S., Perie, M, & Johnson, E. (2002). More details about the standard setting meeting are described in the next chapter.

Chapter Four

The Standard Setting Conference

At the direction of the State Board of Education, the ADE convened an expert panel of stakeholders to review the statewide performance of schools. The meeting was originally scheduled for March 8, 2006. However, as explained in Chapter 3, due to the severity of a storm and the subsequent power outage on that day, the standard setting meeting was reconvened on March 15, 2006.

The meeting was facilitated by five racially diverse individuals: a black female, a black male, a Hispanic male, a white female, and a white male. The regionally diverse groups they led were representatives from the Parent Teacher Association (PTA), the business community, the Arkansas Association of Educational Administrators (AAEA), the Arkansas Education Association (AEA), and the Arkansas School Boards Association. Each of these groups was asked to name 12 representatives, to be part of the standard setting process, for a total of 60 panelists.

TAC Observers

The process was monitored and validated by two representatives of the TAC/Accountability (Drs. William Brown Robert Kennedy). Their function was to act as resource persons for the deliberations.

Beginning Plenary Session

The standard setting conference included both plenary meetings and group sessions. The conference began with a plenary session in which the purpose of the meeting as well as the role of the TAC/Accountability was explained to the panelists. The advisory role of the TAC was emphasized so that the panelists would feel free to make their own decisions relative to the standard setting process.

Group Session (Round 1)

At the end of the first plenary session, the panelists took a short break and reconvened in "role alike" groups with one facilitator in each group. The two TAC members moved from room to room to address questions as they arose. In each group, the panelists actively discussed the scores and the associated information provided about the schools. After an hour or so they were asked by the facilitators to make an initial decision about where they felt that the break points in the cumulative score distributions should be made between each pair of the five groups. Each person indicated on paper each of the four scores that he or she would set to create the five categories of schools. These scores from each individual were summarized by the facilitator who reported the median score and the range of scores for establishing each category. Although they all participated in their group's discussion, the scores that the panelists recorded were their own personal opinions as to the fairest break points.

The median cut score results of the first group session (Round 1) are recorded in Table 4.

TABLE 4: *Round 1 Recommendations*

Panelist Group	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
PTA	1.725	2.20	2.65	3.01
Business	1.715	2.145	2.70	3.10
AAEA	1.85	2.00	2.75	2.85
AEA	1.60	2.00	2.96	3.40
School Board	1.83	2.30	2.835	3.30
Median of All Groups	**1.725**	**2.145**	**2.75**	**3.10**
Mean of All Groups	**1.74**	**2.13**	**2.78**	**3.13**

Second Plenary Meeting

Following this session, the panelists reconvened in a plenary session in which a spokesperson for each group outlined the key points from their discussions for the benefit of the assembly.

Group Session (Round 2)

After a lunch break, the groups met again to discuss all that had transpired up to that point. An opportunity was provided for the panelists to reconsider their earlier decisions and make changes to them, if they wished. Once again, they listed their personal decisions as to the fairest cut scores. The medians of these scores for each group were determined and presented in a final plenary session.

Final Results

Table 5 reports the final (Round 2) median cut score results of the five groups of panelists along with the mean and median of all five groups listed in the last two rows.

TABLE 5*: Round 2 Recommendations*

Panelist Group	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
PTA	1.75	2.20	2.75	3.00
Business	1.74	2.15	2.70	3.37
AAEA	1.70	2.19	2.76	3.02
AEA	1.60	2.25	3.00	3.50
School Board	1.81	2.30	2.88	3.30
Median of All Groups	**1.735**	**2.20**	**2.755**	**3.30**
Mean of All Groups	**1.72**	**2.21**	**2.79**	**3.23**

Table 6 reports the changes in cut score from Round 1 to Round 2. A positive number signals an increase and a negative number portrays a decrease. These changes are also depicted in Figure 3 for each of the five panels. The data indicate that most groups raised the cut scores for most categories. The raise is substantial at the 2/3 cut for the AEA group (0.25) and at the 4/5 for the Business group (0.17). For all groups, the median changes are almost negligible. The only mean change that is significant is the increase in the 4/5 cut scores.

TABLE 6: *Increase/Decrease in Median Cut Scores for Each Group and for and All-Groups*

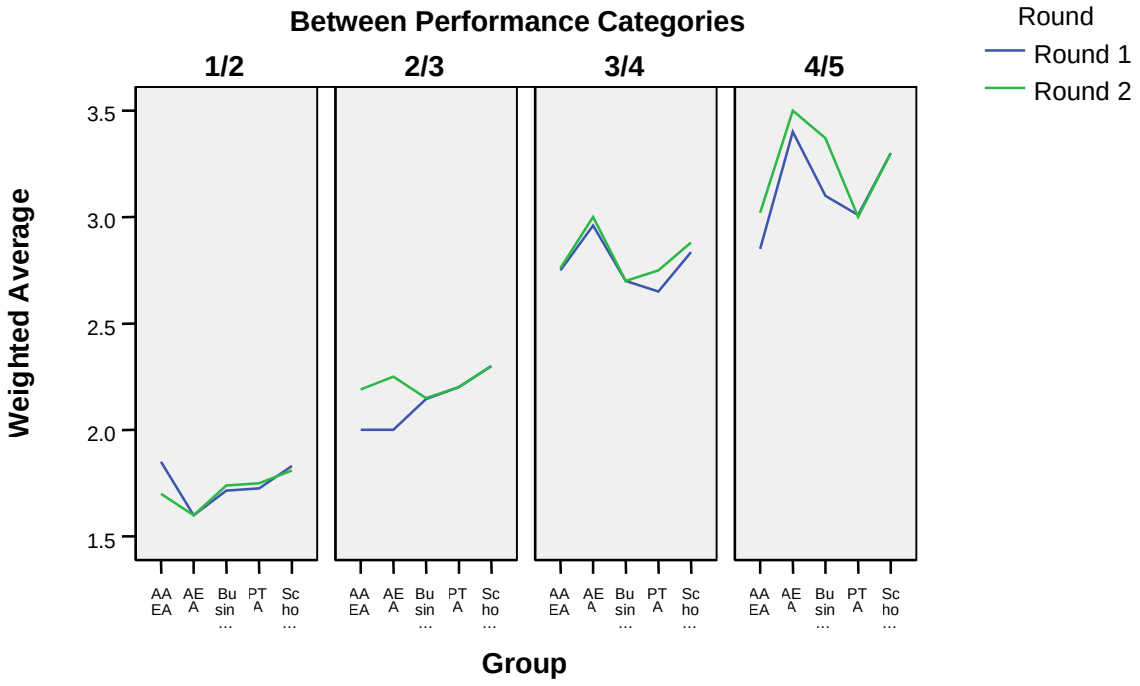
Panelist Group	Cut 1/2	Cut 2/3	Cut 3/4	Cut 4/5
PTA	+0.025	0	+0.10	-.01
Business	+0.025	-0.005	0	+0.27
AAEA	-0.10	+0.19	+0.01	+0.17
AEA	0	+0.25	+0.04	+0.10
School Board	-0.03	0	0.045	0
Median Change of All Groups	**-0.01**	**+0.055**	**+0.005**	**+0.20**
Mean Change of All Groups	**-0.02**	**+0.08**	**+0.01**	**+0.10**

Note: Positive (+) means increase in cut score. Negative (-) means decrease in cut score.

Final Plenary Meeting

Everyone in attendance was asked to maintain confidentiality with respect to all information disseminated during the meeting so as not to conflict with whatever final cut scores the State Board would determine. Panelists were reminded again that the work of the committee was advisory, and there was no certainty that the State Board would, in fact, implement the cut scores recommended by the committee.

FIGURE 3: *Changes in cut scores from Round 1 to Round 2*



Panelists' Evaluation of the Meeting

The last activity of the session was to collect process evaluation information. Panelists were provided with several questions about the session and asked to record their personal opinions about the experience. After these forms were collected, the meeting was dismissed with thanks to the panelists for their conscientious efforts throughout the day.

The results of panelist evaluation are listed in Table 7. Practically all participants indicated that they understood the purpose of the standard setting conference and the nature of the data presented to them and agreed that the data were useful in making their judgments. They also indicated that the facilitors encouraged them in relying on their best judgments in arriving at their own ratings. As for the final results 15 participants (75%) indicated being comfortable with

the results whereas three were neutral and two expressed a negative feeling. One panelist wrote on the evaluation sheet that there was "not enough time to thoroughly address issues in one group."

TABLES 7: *Panelist Evaluation*

Question	Number of respondents			
	Yes	No	Neutral	Total
Did you understand the standard setting process?	21			21
Was the mission clearly explained?	21			21
Did you understand the role of the data?	20		1	21
Did the facilitator encourage everyone in the process?	21			21
Was the data useful in making decisions?	20		1	21
Are you comfortable with the results you reported?	15	2	3	20

State Board of Education Action (May 8, 2006)

Dr. Charity Smith updated the SBE on the work on standard setting. She summarized the procedure used by the Standard Setting Committee and outlined the options for Board consideration – to calculate performance using the median score or an average score. Dr. Smith indicated that the Committee did not express a preference. The SBE approved the use of the mean for calculating performance ratings for schools. More details about SBE actions may be found in Appendix A4.

It may noted that, in order to be more precise for the Level 1/Level 2 cut score, the SBE decided to add the third decimal to the accuracy of the Level 1/Level 2 cut score. The official range for Level 1 schools was then set at 1.718 or below and that of Level 2 from 1.719 to 2.20.

Chapter Five

Technical Characteristics

This chapter presents some of the major technical characteristics of the performance index (PI) and the performance levels based on the index by themselves or as they related to the "Adequate Yearly Progress" (AYP) status required by NCLB. The data are grouped under three categories: internal consistency and yearly stability of the index, stability of the performance levels from 2005 to 2006, and relationship between the performance levels and AYP status. Giving the twin facts that proportion data at the school level are not stable from one year to the next for very small schools and that AYP calculations are based only on schools with a minimum N count of 40, only schools with complete data on a minimum of 40 students were included in the data analysis. In addition the analyses were completed only for schools for which there was complete information for literacy and math in 2005 and 2006, and AYP status. As mentioned in Chapter 1, the five performance levels are defined by the following qualifiers:

Level 1: Schools in Need of Immediate Improvement
Level 2: Schools on Alert
Level 3: Schools Meeting Standards
Level 4: Schools Exceeding Standards
Level 5: Schools of Excellence.

Cut scores on the performance index scale are presented at the end of the previous chapter.

Internal Consistency of Performance Index

Because the performance index (PI) for each school is a (linear) "average" of the performance of all students in that school, an internal consistency (reliability) index of the index can be computed by using an analog of the split-half (Spearman-Brown) reliability in classical test theory (Crocker & Algina, 1986). The process was implemented through three steps as follows:

- Step 1: Students in each school were randomly split into equal (or nearly equal) half groups and the index was computed for each half.
- Step 2: The Pearson correlation (r_{12}) was computed for the two half-group indices using all available schools (with at least 40 students).
- Step 3: The Spearman-Brown formula used to compute the reliability (r) of the performance index for the entire school: $r = 2^* r_{12} / (1 + r_{12})$.

Tables 8 and 9 report the basic statistics regarding mean and standard deviation of each half-group weighted mean indices and correlation between the two half-group indices in the random splitting of the students in each school. Each set of two half-groups are almost identical in terms of their means and standard deviations. Applying the Spearman-Brown formula, the reliability of the performance index for 2005 is 0.963 and for 2006 is 0.960. These values indicate that each performance index (computed for schools with an N of at least 40) is very reliable in the sense that each has a very high degree of internal consistency.

TABLE 8: *Summary Data for Split-Half Reliability (2005)*

Statistics	Half Group 1	Half Group 2
N	854	854
Mean	2.389	2.385
SD	0.329	0.332
Correlation	0.929	

TABLE 9: *Summary Data for Split-Half Reliability (2006)*

Statistics	Half Group 1	Half Group 2
N	854	854
Mean	2.568	2.563
SD	0.364	0.366
Correlation	0.924	

Yearly Stability of the Performance Index

The summary statistics for the performance index for both 2005 and 2006 are presented in Table 10 for schools with complete data on at least 40 students in each year. The total number of schools (N), mean, and standard deviation were from all schools with at least 40 students with complete data in the year listed. The correlation was based on the 854 schools that had at least 40 students with complete data in both years.

The data show a very high degree of stability index for the schools under consideration. A correlation near the perfect value of 1.0 is not expected. Even though the intent of Act 35 is to improve student performance, it is unlikely that improvement will occur uniformly at all schools from one year to the next.

TABLE 10: *Summary Data for Yearly Stability*

Statistics	2005	2006
N	854	854
Mean	2.387	2.566
SD	0.331	0.365
Correlation	0.901	

Stability of Act 35 Performance Level

The yearly stability of the performance index was studied also through the performance level classification. Table 11 presents the cross-tabulation data for the 2005 and 2006 performance levels for the schools under consideration. Out of 854 schools with complete data on at least 40 students in both 2005 and 2006, a total of 556 (65%) maintained the same level from 2005 to 2006. The number of schools who moved up one category is 282 (33%). There is one school that moved up two categories and there are 15 schools that moved down one category.

TABLE 11: *Cross-Year 2005/2006 Tabulation of Act 35 Performance Category for Schools with at least 40 students*

Act 35 2005 Perf. Level	Act 35 2006 Performance Level					Total
	1	2	3	4	5	
1	7	16				23
2	6	97	95			198
3		7	378	164	1	550
4			2	72	7	81
5					2	2
Total	13	120	475	236	10	854

Relationship between Act 35 Performance Level and AYP Status

Aiming at both student improvement and school accountability, the Arkansas Act 35 share similar goals with the federal legislation "No Child Left Behind". NCLB requires states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency in 2014. Schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. With the common goals as stated, it would be expected that AYP and Act35 school classifications would be related to each other. The relationship is not expected to be very strong because of the structural differences between the two types of classifications. This section provides some statistical data on this relationship. The data are based on the 854 schools with complete data in both 2005 and 2006.

The schools under consideration were cross-tabulated using Act 35 performance level and meeting AYP status (No or Yes) for 2005 (Table 12) and 2006 (Table 13) on page 30. The last three rows of these tables also provide the mean and standard deviation of the performance level for each AYP status and the correlation between these two classifications.

The data show that the discrepancy between the binary AYP categories is (3.04 – 2.53) = 0.51 units on the performance level for 2005 and (3.31 – 2.88) = 0.43 units for 2006. Those positive discrepancies serve as evidence that there is a positive relationship between Act 35 performance level and AYP status. The data also indicates that the discrepancy between the two AYP categories narrowed slightly from 2005 to 2006 on the Act 35 performance level. This discrepancy also serves to reinforce the fact that correlation between Act 35 performance level and AYP status maintained about the same level from 2005 to 2006 ($r = 0.36$ to $r = 0.30$).

TABLE 12: *Tabulation of Act 35 Performance Category with AYP Category for 2005*

Act 35 2005 Classification	Meeting AYP 2005			Total
	No	Yes	NA	
1	15	8	0	23
2	146	45	7	198
3	210	326	14	550
4	1	77	3	81
5	0	2	0	2
Total N	372	458	24	854
Class. Mean	2.53	3.04		
Class. SD	0.58	0.59		
Correlation	0.36			

Note: AYP categories are coded as No = 0 and Yes = 1 for correlation calculation.

TABLE 13: *Tabulation of Act 35 Performance Category with AYP Category for 2006*

Act 35 2006 Classification	Meeting AYP 2006		Total
	No	Yes	
1	9	4	13
2	88	32	120
3	206	269	475
4	55	181	236
5	3	7	10
Total	361	493	854
Class. Mean	2.88	3.31	
Class. SD	0.72	0.65	
Correlation	0.30		

Note: AYP categories are coded as No = 0 and Yes = 1 for correlation calculation.

Chapter Six

State Board of Education Action, Rule, and Regulations

Section 6-15-1903 (d) of Act 35 indicates that the Arkansas State Board of Education (SBE) shall adopt appropriate criteria for each school performance category for the school rating system. Once the cut scores are adopted, additional criteria will be established through administrative rules and made available for public comment. This chapter records the acceptance of the standards by the SBE and subsequent adoption of rules and regulations to implement the Act 35 rating of school performance.

State Board of Education Action (May 8, 2006)

Dr. Charity Smith updated the SBE on the work on standard setting. She summarized the procedure used by the Standard Setting Committee and outlined the options for Board consideration – to calculate performance using the median score or an average score. The average statistic was adopted as the metric for calculating performance ratings for schools. The official cut scores approved by the board are listed in Table 14.

TABLE 14: *Cut scores for Performance Levels*

Performance Level	Descriptor	Cut Score Range on Weighted Average Index
Level 1	Schools in Need of Immediate Improvement	1.718 or below
Level 2	Schools on Alert	1.719 to 2.20
Level 3	Schools Meeting Standards	2.21 to 2.78
Level 4	Schools Exceeding Standards	2.79 to 3.22
Level 5	Schools of Excellence	3.23 or above

Statewide School Performance Data for 2005 and 2006

Table 11 of the previous chapter provides information on the 854 schools with complete data on at least 40 students in both 2005 and 2006. The overall distribution of performance of these schools is reproduced in a different format in Table 15. The overall data as also depicted in Figure 4. The data show that school performance level has increased for many of these schools.

TABLE 15: *School Performance Level for Schools with At Least 40 Students in 2005 and 2006*

Level	2005		2006	
	N of Schools	%	N of Schools	%
Level 1	23	2.7	13	1.5
Level 2	198	23.2	120	14.1
Level 3	550	64.4	475	55.6
Level 4	81	9.5	236	27.6
Level 5	2	0.2	10	1.2
Total	854	100%	854	100%

As a point of comparison, Table 16 lists the number and the percentage of schools in each of the five performance level for all 929 schools with complete data in both 2005 and 2006. The school data are depicted in Figure 5. Table 17 provides data on changes of performance status for all 929 schools as well as for the 854 schools with at least 40 students. There are 75 (small) schools with less than 40 students with complete data. It is clear from the data of Table 17 that the small schools tended to either stay at the same level or moved down one level.

Rules and Regulations

Upon approval of the cut scores listed in Table 13 by the State Board of Education, staff of the Arkansas Department of Education published the rules and regulations that govern the operation of the school performance rating system. These are listed in Appendix D. The SBE regulations state that any school or district that is involved in substantiated test security violations will not be eligible to receive the "School of Excellence" performance rating.

.

FIGURE 4: *Frequency distributions of performance categories of schools with at least 40 students with complete data in 2005 and 2006*

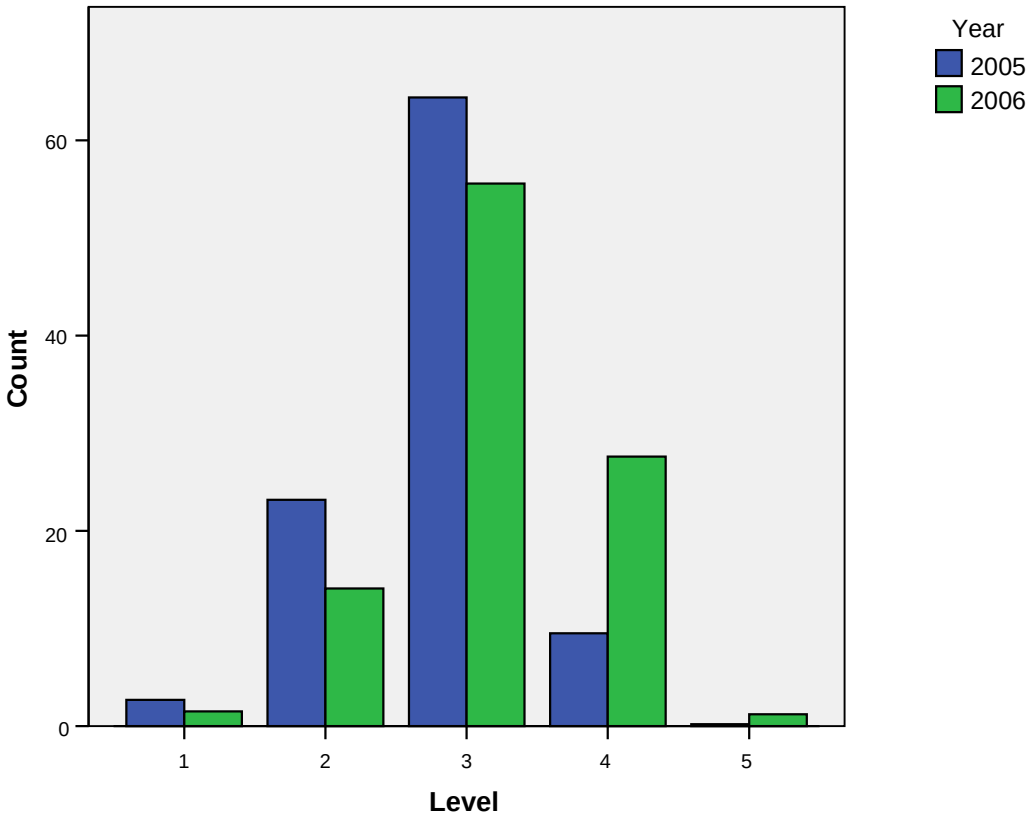


TABLE 16: *School Performance Level for All Schools in 2005 and 2006*

Level	2005		2006	
	N of Schools	%	N of Schools	%
Level 1	17	1.8	22	2.4
Level 2	98	10.6	118	12.7
Level 3	512	55.1	512	55.1
Level 4	286	30.8	265	28.5
Level 5	16	1.7	12	1.3
Total	929	100%	929	100%

FIGURE 5: *Frequency distributions of performance categories of all schools in 2005 and 2006*

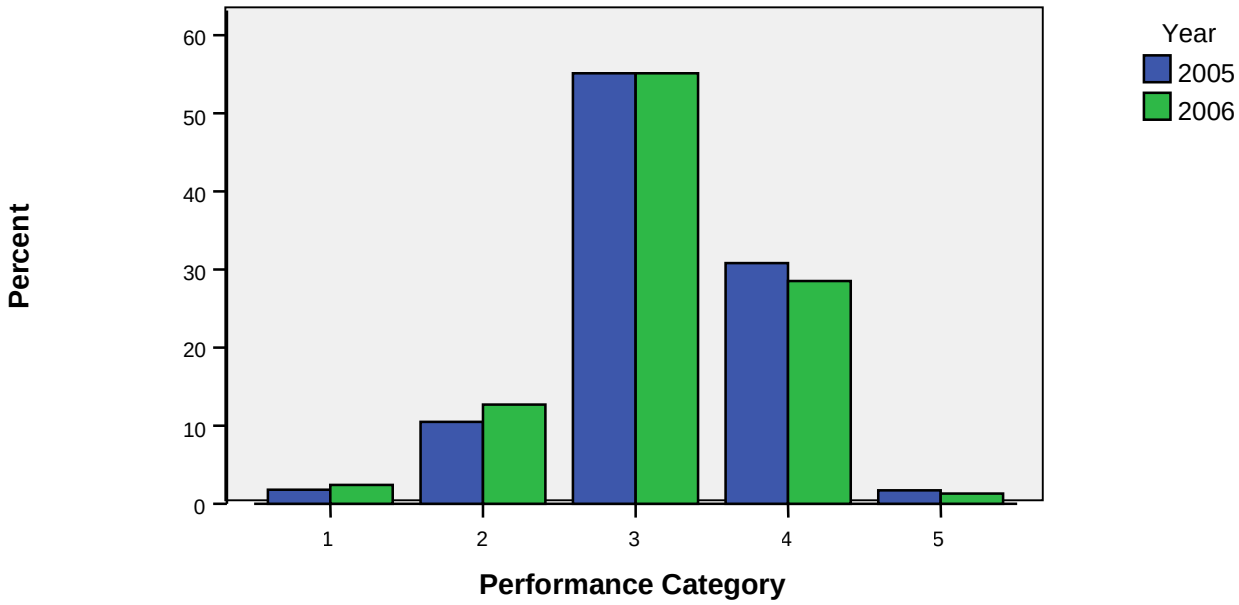


TABLE 17: *Changes in School Status from 2005 to 2006*

Status Change	Schools with 40+ students		All Schools	
	N of Schools	%	N of Schools	%
Moved down 2 categories			3	0.3
Move down 1 category	15	1.8	111	11.9
No change	556	65.1	762	82.0
Moved up 1 category	282	33.0	48	5.2
Moved up 2 categories	1	0.1	5	0.5
Total	854	100%	929	100%

Summary and Conclusions

The purpose of this report was to describe the procedures used to develop a public school performance accountability system required by the Arkansas Legislature in Act 35. This legislation requires that the state evaluate its schools along two dimensions, status and growth. The report only addresses the manner in which the state defined its school status measurement. This report does not document how Arkansas measures status or growth to meet the requirements of the No Child Left Behind Act.

With the assistance of a Technical Advisory Committee for Accountability, the Department recommended and the State Board of Education adopted a system of rating schools that is somewhat akin to the calculation of a grade point average for a high school student. The results of the statewide assessment test are reported in classifications groupings that can be labeled one through five. An average score for each school can be calculated across the literacy and mathematics tests at each grade level.

After the achievement rating had been calculated, the Department created a multi-variable descriptive profile of information for each school. Schools were ranked in various ways to provide insights into the distributions and manner in which the schools were arrayed. A standard setting committee was convened to recommend cut scores that would result in a classification system of five levels.

The State Board of Education subsequently codified the new accountability system into administration rule for immediate implementation.

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APPENDIX A

Excerpt of Minutes of Meetings of
State Board of Education

Scource: http://arkansased.org/sbe/sbe_minutes.html

Retrieved March 21, 2007

APPENDIX A1

Excerpts of Minutes
State Board of Education

Monday, October 10, 2005

The State Board of Education met Monday, October 10, 2005, in the Auditorium of the Department of Education Building. Dr. Jeanna Westmoreland, chair, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Jeanna Westmoreland, Chair; Mrs. Dianne Tatum, Vice-Chair; Mrs. Sherry Burrow; Mrs. Shelby Hillman; Mr. Randy Lawson; Mrs. MaryJane Rebick; and Dr. Naccaman Williams.

The following Board member was absent: Dr. Calvin King.

Proposed Rating System

Dr. Charity Smith was recognized to report on the proposed rating system as required in Act 35. The state will now have a rating system on growth and annual performance. Dr. Smith introduced Dr. Robert Kennedy, a mathematician/statistician at the University of Arkansas for Medical Science campuses. Dr. Kennedy is a member of the Technical Advisory Committee on Accountability for Arkansas. Dr. Smith also noted Dr. Oliver, chair of the states accountability committee, had been invited to attend today's session as well.

Dr. Smith provided an overview of the new rating system for all schools through a PowerPoint presentation. She pointed out that the state system would measure improvement gains as well as co-hort growth. The system will be on a rating of five levels, with level one (1) being those in need of the most improvement and level five (5) being those schools with an excellent rating. Dr. Smith noted this would be on the state's report card in the future. She explained the system will include co-hort growth and improvement gains, and must be easy to read and easily understood by parents, teachers, and administrators.

Dr. Smith noted today's focus is only on the performance category, and would give two options for the Board to consider. The first option is a weighted average approach and the second option is the stanine approach. Dr. Smith noted that every school would be given an index performance score, ranking top to bottom to see how they actually perform. She noted each school would be given an index performance score, weight that score and finally assign a rating category as required in Act 35. Dr. Smith outlined the process through examples given in the PowerPoint.

Dr. Smith stated the second approach is the stanine approach, which would have a range of one through nine. Dr. Kennedy was recognized and reported this approach as another alternative. He stated it is divided into nine different categories. He noted an expert panel of stakeholders would examine this, to define the approach. The panel will review how the scores are distributed, the history of achievement, school sizes, capabilities, etc… He stated the panel would take into consideration the priorities. Dr. Kennedy gave an example of the five levels developed from the original nine stanines, showing an overview included in the presentation. Dr. Smith reviewed the two options outlined. The first being the stanine growth and the percentage of growth of each school, and the second option being the weighted average approach. She noted Act 35 states it must be easily identified by districts and parents. Dr. Smith stated since some schools would like to know how they currently rate, the department is proposing to do the rating system now, but noted it must be in place by 2009/2010. Dr. Smith explained that these two options would be in accordance with what the law states, which is to keep it simple, easy to read and transparent. She noted the co-hort measure would track student growth with the system. After two years of data has been collected, the growth measure will be in place. She noted the baseline year for the data is the 2006/2007 school year allowing two years of data. One last item Dr. Smith addressed was the required annual ratings. She outlined the five levels as being: level five – school of excellence, level four – school exceeding the standards, level three – school meeting the standards, level two – school on alert, and level one – school in need of immediate improvement.

Mr. Lawson acknowledged and applauded the Department's work. He stated a focus on growth offers much more

utility for teachers. He also stated it is exciting to focus on growth, as opposed to what the focus has been in the past. Mr. Lawson also complimented "commish" James regarding the newspaper editorial. He stated it is good that we are raising the bar. Dr. Smith replied that prior to implementing the rating system the bar had to be raised. Ms. Rebick asked if the proposed weighted system would be for the 2009/2010 school year, and the value added system would be used now. Dr. Smith stated we do not have the value added system in place now, but will once two years of data has been collected. The TAC is currently reviewing value added models that are transparent and easily understood. She noted the importance of using the live data prior to adopting one system or another. Once that is done, Dr. Smith stated she would bring the TAC's recommendation back to the Board for a decision. Ms. Rebick asked if the value added model is a third option. Dr. Smith stated the rating system is one system with two categories. The first being the annual performance and the second being the growth/value added model.

Dr. Williams asked if the value added model is being looked at today. Dr. Smith stated no. Dr. Williams complimented the presentation. He also asked if schools would be forced into using the stanine approach vs. the weighted index. Dr. Smith noted the data would fall in a distributed way most of the time. She noted as improvement continues to move up, the whole group will move up.

Dr. Kennedy added as distribution continues to move upward, the panel will come back and review from time to time, and with this many students, we will still have a normal distribution. Ms. Burrow asked when these two methods are used; if we will see comparable categories.

Dr. Kennedy stated probably, because of the even distribution when using either.

Dr. Williams asked if this is an either/or approach, or looking at both. Dr. Smith stated yes, either/or, not both.

Ms. Rebick asked if this must go out for a public hearing. Dr. Smith indicated it does not. Dr. Williams asked what were some other considerations, other than the raw data. Dr. Smith stated there is nothing else other than the test scores. Dr. Williams inquired if this is a direct line from what is taught in the classroom, to what students learn, to how the school is rated. Dr. Smith stated yes, absolutely.

Dr. James complimented the excellent presentation. He noted the complexity of the entire conversation. He also noted the importance of public input and the transparency required in Act 35. He stated the conversation around the country regarding value added models is extremely complex, and even the experts around the country can, and often do, disagree as to what is the best model. He noted the dialog will continue and will be brought back before the Board. Dr. Westmoreland asked what was Dr. Smith's projected timeline. Dr. Smith explained the information would be taken out for 30plus days to get input from various focus groups on the system. She noted the plan is to come back to the Board in December with a formal recommendation. She stated at that point the TAC would have had the opportunity to use live data in both of the systems.

APPENDIX A2

Excerpts of Minutes
State Board of Education

Monday, January 9, 2006

The State Board of Education met on Monday, January 9, 2006, in the Auditorium of the Department of Education Building. Dr. Jeanna Westmoreland, Chair, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Jeanna Westmoreland, Chair; Diane Tatum, Vice Chair; Sherry Burrow, Shelby Hillman; Dr. Calvin King; Randy Lawson; Dr. Ben Mays; Mary Jane Rebick; and Dr. Naccaman Williams.

No Board Members were absent.

Approval of the Arkansas Department of Education Proposed Performance Rating System

Dr. Charity Smith was recognized to present this item. Initial rating system approved. Came to board with two different options – stanine approach and weighted average approach. Dr. Smith stated that she talked with more than 1,200 people about these two options and their opinion was overwhelmingly the weighted average system. She indicated that Dr. Kennedy, a statistician from UAMS, assisted with developing the system recommendations. She noted that this system was preferred because it would be consistent, be understandable, and transparent.

Dr. Kennedy was introduced and described a proposed system for determining the representation on the state standard setting committee. He noted that the standard setting team composition would include school board members, teachers, parents, members of the business community and professional educators. The team would include 8 to10 of each from across the state, which would include a total of 40 to 50 people with a day-long meeting to establish school accountability standards.

Dr. Williams stated his support for the weighted average system. He asked for Dr. Smith's opinion on growth rate adjusting for economic factors. She observed that low performance often will demonstrate more growth than other higher performing schools. Dr. Williams asked about the proposed timeline for the standard setting process. Dr. Smith stated that she would like to come to the Board in April with proposed Rule for this process. She noted that for the report card, which is to be published in March, will put in component in which schools would rate themselves.

Dr. May asked for clarification of the intent to report performance of schools or performance of students. Dr. Smith responded the intent is to report on schools. Dr. May expressed concern for public understanding on the performance of school is absolute linear with performance of students. Dr. Smith stressed the importance of public understanding of growth and the introduction of a growth model in the overall accountability system.

Ms. Rebick wants to know which ADE line item pays for all the activities for travel and work being done. Dr. Smith noted that only travel was incurred to this point. She further stated the meetings proposed would be one-day sessions and not require large expenditures of funds.

Dr. King moved approval of the Proposed Performance Rating System. Ms. Rebick seconded the motion. The motion was adopted unanimously.

APPENDIX A3

Excerpts of Minutes
State Board of Education

Monday, April 10, 2006

The State Board of Education met on Monday, April 10, 2006, in the auditorium of the State Education Building. Dr. Jeanna Westmoreland called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Jeanna Westmoreland, Chairman; Diane Tatum, Vice-Chairman; Sherry Burrow; Shelby Hillman; Dr. Calvin King; Randy Lawson; Dr. Ben Mays; and Dr. Naccaman Williams.
The following Board member was absent: Mary Jane Rebick.

Review of Proposed Performance Rating System and Report from Standard Setting Session

Dr. Charity Smith was recognized to present this report. Dr. Smith stated that this report is based on work of an advisory panel pursuant to the requirements to provide a rating for each school as required in Act 35 of 2003 and its subsequent revision. The purpose of the report is to advise the Board of the need to set performance ratings for each public school. Elements of the system were described and the process for determining a rating was presented. Dr. Smith advised the Board that they will be requested to act on the recommended performance rating system at the May 8th meeting.
No action was taken.

APPENDIX A4

Excerpts of Minutes
State Board of Education

Monday, May 8, 2006

The State Board of Education met on Monday, May 8, 2006, in the Auditorium of the State Education Building. Dr. Jeanna Westmoreland, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Jeanna Westmoreland, Chairman; Diane Tatum, Vice-Chairman; Sherry Burrow; Shelby Hillman; Dr. Calvin King; Randy Lawson; Dr. Ben Mays; MaryJane Rebick and Dr. Naccaman Williams.

No Board members were absent.

Consideration of Proposed Performance Rating System and Report from Standard Setting Session

Dr. Charity Smith was recognized to present this item. Dr. Smith stated that this discussion is a continuation from her presentation in April. She summarized the procedure used by the Standard Setting Committee and outlined the options for Board consideration – to calculate performance using the median score or an average score.

Ms. Rebick asked if there was a recommendation from the Standard Setting Committee. Dr. Smith responded that the Committee worked with both values and did not express a preference.

Dr. Williams moved that the average statistic be adopted as the metric for calculating performance ratings for schools. Ms. Hillman seconded the motion. The motion was adopted unanimously.

APPENDIX B

Frequency Distribution of Schools at Each Preliminary Level on the Weighted Average Index

Level 1*: Schools in Need of Immediate Improvement*

Level 2*: Schools on Alert*

Level 3*: Schools Meeting Standards*

Level 4*: Schools Exceeding Standards*

Level 5*: Schools of Excellence.*

APPENDIX B1

Frequency Distribution of Schools at Preliminary Level 1 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.00	1	2.38	1	2.38
1.14	1	2.38	2	4.76
1.17	1	2.38	3	7.14
1.20	1	2.38	4	9.52
1.24	1	2.38	5	11.90
1.29	1	2.38	6	14.29
1.32	1	2.38	7	16.67
1.33	2	4.76	9	21.43
1.37	1	2.38	10	23.81
1.41	1	2.38	11	26.19
1.42	1	2.38	12	28.57
1.48	2	4.76	14	33.33
1.50	1	2.38	15	35.71
1.52	2	4.76	17	40.48
1.53	1	2.38	18	42.86
1.54	2	4.76	20	47.62
1.57	1	2.38	21	50.00
1.60	2	4.76	23	54.76
1.61	2	4.76	25	59.52
1.62	2	4.76	27	64.29
1.63	3	7.14	30	71.43
1.64	1	2.38	31	73.81
1.65	1	2.38	32	76.19
1.66	1	2.38	33	78.57
1.68	3	7.14	36	85.71
1.70	2	4.76	38	90.48
1.72	1	2.38	39	92.86
1.73	3	7.14	42	100.00

APPENDIX B2

Frequency Distribution of Schools at Preliminary Level 2 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.68	3	2.56	3	2.56
1.69	2	1.71	5	4.27
1.70	1	0.85	6	5.13
1.71	3	2.56	9	7.69
1.73	5	4.27	14	11.97
1.75	1	0.85	15	12.82
1.76	2	1.71	17	14.53
1.77	1	0.85	18	15.38
1.78	1	0.85	19	16.24
1.79	4	3.42	23	19.66
1.80	5	4.27	28	23.93
1.81	2	1.71	30	25.64
1.82	4	3.42	34	29.06
1.83	3	2.56	37	31.62
1.84	1	0.85	38	32.48
1.85	5	4.27	43	36.75
1.86	5	4.27	48	41.03
1.87	1	0.85	49	41.88
1.88	3	2.56	52	44.44
1.89	1	0.85	53	45.30
1.90	5	4.27	58	49.57
1.91	6	5.13	64	54.70
1.92	2	1.71	66	56.41
1.93	2	1.71	68	58.12
1.94	4	3.42	72	61.54
1.95	3	2.56	75	64.10
1.96	2	1.71	77	65.81
1.97	12	10.26	89	76.07
1.98	2	1.71	91	77.78
1.99	3	2.56	94	80.34
2.00	2	1.71	96	82.05
2.01	1	0.85	97	82.91
2.02	5	4.27	102	87.18
2.03	2	1.71	104	88.89
2.04	4	3.42	108	92.31
2.06	2	1.71	110	94.02
2.08	1	0.85	111	94.87
2.10	1	0.85	112	95.73
2.11	2	1.71	114	97.44
2.13	1	0.85	115	98.29
2.15	1	0.85	116	99.15
2.17	1	0.85	117	100.00

APPENDIX B3

Frequency Distribution of Schools at Preliminary Level 3 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1.75	1	0.13	1	0.13
1.90	2	0.25	3	0.38
1.95	2	0.25	5	0.63
1.99	2	0.25	7	0.88
2.00	2	0.25	9	1.13
2.02	5	0.63	14	1.76
2.03	3	0.38	17	2.14
2.04	4	0.50	21	2.64
2.05	1	0.13	22	2.77
2.06	2	0.25	24	3.02
2.07	5	0.63	29	3.65
2.08	6	0.76	35	4.41
2.09	2	0.25	37	4.66
2.10	5	0.63	42	5.29
2.11	5	0.63	47	5.92
2.12	7	0.88	54	6.80
2.13	5	0.63	59	7.43
2.14	4	0.50	63	7.93
2.15	8	1.01	71	8.94
2.16	11	1.39	82	10.33
2.17	7	0.88	89	11.21
2.18	5	0.63	94	11.84
2.19	5	0.63	99	12.47
2.20	10	1.26	109	13.73
2.21	7	0.88	116	14.61
2.22	8	1.01	124	15.62
2.23	3	0.38	127	15.99
2.24	6	0.76	133	16.75
2.25	11	1.39	144	18.14
2.26	9	1.13	153	19.27
2.27	6	0.76	159	20.03
2.28	10	1.26	169	21.28
2.29	9	1.13	178	22.42
2.30	15	1.89	193	24.31
2.31	8	1.01	201	25.31
2.32	17	2.14	218	27.46
2.33	11	1.39	229	28.84
2.34	15	1.89	244	30.73
2.35	5	0.63	249	31.36
2.36	11	1.39	260	32.75
2.37	9	1.13	269	33.88
2.38	17	2.14	286	36.02
2.39	11	1.39	297	37.41

APPENDIX B3 (continued)

Frequency Distribution of Schools at Preliminary Level 3 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2.40	12	1.51	309	38.92
2.41	19	2.39	328	41.31
2.42	14	1.76	342	43.07
2.43	20	2.52	362	45.59
2.44	14	1.76	376	47.36
2.45	5	0.63	381	47.98
2.46	15	1.89	396	49.87
2.47	19	2.39	415	52.27
2.48	13	1.64	428	53.90
2.49	24	3.02	452	56.93
2.50	19	2.39	471	59.32
2.51	18	2.27	489	61.59
2.52	10	1.26	499	62.85
2.53	8	1.01	507	63.85
2.54	16	2.02	523	65.87
2.55	18	2.27	541	68.14
2.56	12	1.51	553	69.65
2.57	11	1.39	564	71.03
2.58	10	1.26	574	72.29
2.59	12	1.51	586	73.80
2.60	16	2.02	602	75.82
2.61	19	2.39	621	78.21
2.62	12	1.51	633	79.72
2.63	15	1.89	648	81.61
2.64	13	1.64	661	83.25
2.65	14	1.76	675	85.01
2.66	12	1.51	687	86.52
2.67	7	0.88	694	87.41
2.68	8	1.01	702	88.41
2.69	11	1.39	713	89.80
2.70	8	1.01	721	90.81
2.71	10	1.26	731	92.07
2.72	12	1.51	743	93.58
2.73	11	1.39	754	94.96
2.74	8	1.01	762	95.97
2.75	3	0.38	765	96.35
2.76	8	1.01	773	97.36
2.77	3	0.38	776	97.73
2.78	3	0.38	779	98.11
2.79	3	0.38	782	98.49
2.80	1	0.13	783	98.61
2.81	2	0.25	785	98.87

APPENDIX B3 (continued)

Frequency Distribution of Schools at Preliminary Level 3 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2.82	2	0.25	787	99.12
2.83	2	0.25	789	99.37
2.85	1	0.13	790	99.50
2.87	1	0.13	791	99.62
2.92	1	0.13	792	99.75
3.13	1	0.13	793	99.87
3.25	1	0.13	794	100.00

APPENDIX B4

Frequency Distribution of Schools at Preliminary Level 4 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2.68	1	0.89	1	0.89
2.71	2	1.79	3	2.68
2.72	2	1.79	5	4.46
2.73	2	1.79	7	6.25
2.74	4	3.57	11	9.82
2.75	1	0.89	12	10.71
2.76	1	0.89	13	11.61
2.77	3	2.68	16	14.29
2.78	4	3.57	20	17.86
2.79	7	6.25	27	24.11
2.80	6	5.36	33	29.46
2.81	5	4.46	38	33.93
2.82	4	3.57	42	37.50
2.83	7	6.25	49	43.75
2.84	6	5.36	55	49.11
2.85	9	8.04	64	57.14
2.86	3	2.68	67	59.82
2.87	2	1.79	69	61.61
2.88	4	3.57	73	65.18
2.89	6	5.36	79	70.54
2.90	7	6.25	86	76.79
2.91	3	2.68	89	79.46
2.92	3	2.68	92	82.14
2.93	1	0.89	93	83.04
2.94	4	3.57	97	86.61
2.95	3	2.68	100	89.29
2.96	3	2.68	103	91.96
2.97	2	1.79	105	93.75
2.98	2	1.79	107	95.54
3.00	1	0.89	108	96.43
3.03	2	1.79	110	98.21
3.04	1	0.89	111	99.11
3.07	1	0.89	112	100.00

APPENDIX B5

Frequency Distribution of Schools at Preliminary Level 5 on the Weighted Average Index

Weighted Av.	Frequency	Percent	Cumulative Frequency	Cumulative Percent
2.86	1	4.17	1	4.17
2.96	2	8.33	3	12.50
2.97	2	8.33	5	20.83
2.99	2	8.33	7	29.17
3.02	1	4.17	8	33.33
3.04	2	8.33	10	41.67
3.06	2	8.33	12	50.00
3.07	2	8.33	14	58.33
3.08	2	8.33	16	66.67
3.10	1	4.17	17	70.83
3.11	3	12.50	20	83.33
3.16	1	4.17	21	87.50
3.17	1	4.17	22	91.67
3.23	1	4.17	23	95.83
3.25	1	4.17	24	100.00

APPENDIX C

Profiles of Schools with Overlapped Preliminary Performance Levels

Level 1: *Schools in Need of Immediate Improvement*

Level 2: *Schools on Alert*

Level 3: *Schools Meeting Standards*

Level 4: *Schools Exceeding Standards*

Level 5: *Schools of Excellence.*

APPENDIX C1

Profiles of Overlapped Schools

Level 1/Level 2 Overlap

Schl. Rating = school rating, Ct. = count, Rev. Ct. = reverse count, Cum. Pct. = cumulative percent, Rev. Pct. = reverse cumulative percent, Econ. Dis.M Prof. = economically disadvantaged math percent proficient 2005, Econ. Dis.L Prof. = economically disadvantaged literacy percent proficient 2005, Lim. Eng.M Prof. = limited English proficiency math percent proficient 2005, Lim. Eng.L Prof. = limited English proficiency literacy percent proficient 2005, Spec. Ed.M Prof. = special education math percent proficient 2005, Lim. Eng.M Prof. = special education literacy percent proficient 2005, AYP Status = adequate yearly progress, Acc. Stat. = accreditation status, Math Num. Tested = number of students tested in math, Lit. Num. Tested = number of students tested in literacy, Comb %Bel. Basic = percent below basic in combined math and literacy, Comb % Basic = percent basic in combined math and literacy, Comb % Prof. = percent proficient in combined math and literacy, Comb %Adv. = percent advanced in combined math and literacy, Comb %Prof. & Adv. = percent proficient or advanced in combined math and literacy

Schl. Rating	Ct.	Rev. Ct.	Cum. Pct.	Rev. Pct.	Econ. Dis. M Prof.	Econ. Dis.L Prof.	Lim. Eng.M Prof.	Lim. Eng.L Prof.	Spec. Ed.M Prof.	Spec. Ed.L Prof.	AYP Status	Acc. Stat.	Math Num. Tested	Lit Num. Tested	Comb %Bel. Basic	Comb % Basic	Comb % Prof.	Comb % Adv.	Comb %Prof. & Adv.
1.680	36	7	85.71	16.67	9.86	21.10	0.00	0.00	0.00	2.35	Schl Imp: Yr. 3	Yes	481	465	0.50	0.33	0.16	0.01	0.17
1.696	37	6	88.10	14.29	21.40	12.00	33.30	0.00	16.70	0.00	Meets Standards	Prob	39	30	0.51	0.30	0.17	0.01	0.19
1.703	38	5	90.48	11.90	13.40	28.60	NA	NA	7.27	0.00	ALERT	Yes	330	213	0.52	0.29	0.17	0.02	0.20
1.721	39	4	92.86	9.52	16.20	18.10	NA	NA	0.00	0.00	Meets Standards	Yes	111	111	0.50	0.32	0.15	0.04	0.18
1.726	40	3	95.24	7.14	20.20	23.60	NA	NA	23.10	0.00	Schl Imp: Yr. 3	Cited	93	93	0.50	0.29	0.19	0.02	0.21
1.727	41	2	97.62	4.76	19.00	9.52	NA	NA	22.70	13.60	Meets Standards	Cited	22	22	0.52	0.30	0.11	0.07	0.18
1.728	42	1	100.00	2.38	18.20	21.00	0.00	NA	0.00	0.00	ALERT	Cited	221	220	0.51	0.30	0.16	0.04	0.20

APPENDIX C2

Level 2/Level 3 Overlap

Schl. Rating = school rating, Ct. = count, Rev. Ct. = reverse count, Cum. Pct. = cumulative percent, Rev. Pct. = reverse cumulative percent, Econ. Dis.M Prof. = economically disadvantaged math percent proficient 2005, Econ. Dis.L Prof. = economically disadvantaged literacy percent proficient 2005, Lim. Eng.M Prof. = limited English proficiency math percent proficient 2005, Lim. Eng.L Prof. = limited English proficiency literacy percent proficient 2005, Spec. Ed.M Prof. = special education math percent proficient 2005, Lim. Eng.M Prof. = special education literacy percent proficient 2005, AYP Status = adequate yearly progress, Acc. Stat. = accreditation status, Math Num. Tested = number of students tested in math, Lit. Num. Tested = number of students tested in literacy, Comb %Bel. Basic = percent below basic in combined math and literacy, Comb % Basic = percent basic in combined math and literacy, Comb % Prof. = percent proficient in combined math and literacy, Comb %Adv. = percent advanced in combined math and literacy, Comb %Prof. & Adv. = percent proficient or advanced in combined math and literacy

Schl. Rating	Ct.	Rev. Ct.	Cum. Pct.	Rev. Pct.	Econ. Dis. M Prof.	Econ. Dis.L Prof.	Lim. Eng.M Prof.	Lim. Eng.L Prof.	Spec. Ed.M Prof.	Spec. Ed.L Prof.	AYP Status	Acc. Stat.	Math Num. Tested	Lit Num. Tested	Comb %Bel. Basic	Comb % Basic	Comb % Prof.	Comb % Adv.	Comb %Prof. & Adv.
1.752	15	103	12.82	88.03	9.88	31.60	NA	NA	0.00	0.00	Schl Imp: Yr. 2	Cited	345	344	0.48	0.30	0.20	0.02	0.22
1.757	16	102	13.68	87.18	15.40	20.20	0.00	0.00	0.00	0.00	Meets Standards	Yes	111	111	0.45	0.35	0.18	0.02	0.19
1.762	17	101	14.53	86.32							ALERT	Yes	105	105	0.47	0.34	0.16	0.03	0.20
1.774	18	100	15.38	85.47	14.00	18.70	NA	NA	1.39	0.00	Schl Imp: Yr. 2	Cited	345	345	0.49	0.30	0.17	0.05	0.21
1.775	19	99	16.24	84.62	17.50	21.90	16.70	16.70	0.00	0.00	Schl Imp: Yr. 1	Yes	153	153	0.43	0.37	0.18	0.01	0.20
1.785	20	98	17.09	83.76	21.40	11.50	NA	13.30	33.30	20.00	Schl Imp: Yr. 1	Yes	49	30	0.42	0.42	0.13	0.04	0.16
1.788	21	97	17.95	82.91	14.70	24.10	NA	NA	5.56	5.56	Schl Imp: Yr. 3	Yes	151	142	0.45	0.33	0.18	0.03	0.21
1.793	22	96	18.80	82.05	13.30	20.20	NA	0.00	0.00	11.40	Schl Imp: Yr. 2	Yes	271	208	0.38	0.45	0.15	0.01	0.16
1.794	23	95	19.66	81.20	19.70	20.20	NA	10.70	4.55	0.00	Schl Imp: Yr. 3	Prob	176	134	0.44	0.35	0.20	0.02	0.22
1.795	24	94	20.51	80.34							ALERT	Yes	324	326	0.44	0.35	0.19	0.02	0.21
1.798	25	93	21.37	79.49	14.70	27.00	NA	NA	0.00	0.00	Meets Standards	Cited	203	203	0.43	0.36	0.19	0.02	0.21
1.799	26	92	22.22	78.63	23.00	22.50	NA	NA	22.60	0.00	Schl Imp: Yr. 2	Cited	239	173	0.48	0.29	0.18	0.05	0.23
1.799	27	91	23.08	77.78	18.20	22.50	NA	NA	13.30	13.30	Schl Imp: Yr. 2	Cited	329	329	0.43	0.36	0.17	0.03	0.20
1.802	28	90	23.93	76.92	17.40	19.50	NA	14.00	0.00	0.00	Schl Imp: Yr. 3	Cited	233	146	0.44	0.33	0.21	0.02	0.23
1.808	29	89	24.79	76.07	20.50	14.70	NA	0.00	50.00	5.88	Schl Imp: Yr. 2	Yes	320	160	0.41	0.40	0.15	0.03	0.19
1.814	30	88	25.64	75.21	14.90	15.40	NA	24.00	30.30	16.70	Schl Imp: Yr. 2	Yes	384	196	0.40	0.41	0.16	0.03	0.19
1.816	31	87	26.50	74.36	20.40	22.80	0.00	100.00	2.56	5.13	ALERT	Prob	239	239	0.43	0.34	0.21	0.02	0.23
1.818	32	86	27.35	73.50	25.00	20.20	NA	NA	0.00	0.00	Meets Standards	Yes	88	88	0.44	0.34	0.20	0.03	0.23
1.819	33	85	28.21	72.65	14.30	20.10	100.00	NA	2.04	2.04	Schl Imp: Yr. 3	Cited	216	215	0.43	0.34	0.20	0.03	0.23
1.823	34	84	29.06	71.79	17.90	21.40	NA	NA	0.00	0.00		Yes	65	65	0.42	0.37	0.19	0.02	0.22
1.826	35	83	29.91	70.94	15.90	25.60	NA	NA	5.80	4.55	Schl Imp: Yr. 3	Yes	622	441	0.48	0.26	0.22	0.04	0.26
1.827	36	82	30.77	70.09	21.30	22.70	NA	NA	0.00	14.30	Meets Standards	Yes	81	81	0.44	0.32	0.20	0.04	0.23
1.829	37	81	31.62	69.23	20.20	22.40	0.00	0.00	8.11	9.46	ALERT	Cited	492	492	0.42	0.36	0.17	0.04	0.21
1.840	38	80	32.48	68.38	17.50	21.10	16.10	6.45	6.67	0.00	Schl Imp: Yr. 2	Yes	119	119	0.40	0.40	0.16	0.04	0.20
1.847	39	79	33.33	67.52								Cited	411	411	0.41	0.35	0.20	0.03	0.23
1.849	40	78	34.19	66.67	12.20	21.40	0.00	0.00	5.88	5.88	Schl Imp: Yr. 2	Yes	106	106	0.38	0.42	0.19	0.02	0.21
1.851	41	77	35.04	65.81	11.80	20.10	0.00	0.00	0.00	0.00	Schl Imp: Yr. 2	Cited	231	232	0.44	0.32	0.20	0.05	0.24
1.853	42	76	35.90	64.96							ALERT	Prob	262	240	0.40	0.36	0.21	0.03	0.23
1.853	43	75	36.75	64.10								Cited	68	68	0.40	0.38	0.17	0.04	0.21
1.857	44	74	37.61	63.25	13.30	21.10	NA	16.70	0.00	20.00	Meets Standards	Prob	38	25	0.40	0.38	0.19	0.03	0.22
1.861	45	73	38.46	62.39	16.50	14.90	NA	16.70	0.00	0.00	ALERT	Prob	164	116	0.39	0.39	0.19	0.03	0.22

1.861	46	72	39.32	61.54								Cited	54	54	0.47	0.26	0.20	0.06	0.27
1.862	47	71	40.17	60.68	22.50	25.00	0.00	0.00	3.57	0.00	Meets Standards	Yes	105	105	0.39	0.38	0.21	0.02	0.23
1.863	48	70	41.03	59.83	14.50	36.10	0.00	0.00	3.75	5.00	Schl Imp: Yr. 1	Cited	458	441	0.42	0.33	0.22	0.03	0.25
1.869	49	69	41.88	58.97	24.30	18.90	0.00	0.00	20.00	0.00	Meets Standards	Yes	42	42	0.35	0.45	0.19	0.01	0.20
1.879	50	68	42.74	58.12	25.00	17.80	16.70	0.00	5.56	0.00	Meets Standards	Yes	120	119	0.37	0.41	0.19	0.03	0.22
1.879	51	67	43.59	57.26	10.10	22.40	0.00	0.00	5.00	2.50	Schl Imp: Yr. 2	Yes	469	431	0.42	0.32	0.22	0.04	0.26
1.881	52	66	44.44	56.41	10.50	23.70	NA	NA	9.09	9.09	Meets Standards	Yes	67	67	0.41	0.32	0.25	0.02	0.27
1.891	53	65	45.30	55.56	16.90	29.90	11.80	43.80	0.00	2.27	ALERT	Yes	526	477	0.44	0.28	0.22	0.06	0.28
1.896	54	64	46.15	54.70	25.20	19.10	0.00	0.00	0.00	0.00	Schl Imp: Yr. 3	Yes	140	139	0.38	0.38	0.20	0.04	0.24
1.897	55	63	47.01	53.85	18.40	21.90	5.56	11.10	0.00	0.00	Schl Imp: Yr. 1	Prob	145	145	0.42	0.29	0.26	0.03	0.29
1.898	56	62	47.86	52.99	21.70	32.60	NA	NA	32.90	9.09	Meets Standards	Yes	341	267	0.44	0.28	0.21	0.07	0.27
1.900	57	61	48.72	52.14							Meets Standards	Prob	40	40	0.36	0.38	0.26	0.00	0.26
1.901	58	60	49.57	51.28	17.20	25.40	NA	NA	9.52	0.00	Schl Imp: Yr. 4	Yes	137	137	0.37	0.39	0.20	0.03	0.24
1.905	59	59	50.43	50.43	37.00	29.60	NA	NA	0.00	0.00	Meets Standards	Yes	42	42	0.40	0.32	0.24	0.04	0.27
1.907	60	58	51.28	49.57	23.00	29.90	0.00	0.00	28.70	0.00	Meets Standards	Cited	420	322	0.42	0.32	0.20	0.06	0.26
1.908	61	57	52.14	48.72	20.30	21.20	NA	20.50	0.00	0.00	Schl Imp: Yr. 2	Yes	80	39	0.34	0.45	0.17	0.04	0.21
1.909	62	56	52.99	47.86	18.50	30.00	NA	NA	0.00	0.00	Schl Imp: Yr. 2	Cited	269	269	0.39	0.34	0.22	0.04	0.26
1.911	63	55	53.85	47.01	16.00	31.20	0.00	11.80	3.85	5.19	Schl Imp: Yr. 2	Yes	615	580	0.40	0.33	0.24	0.03	0.27
1.913	64	54	54.70	46.15	14.20	22.50	NA	NA	2.33	0.00	Schl Imp: Yr. 2	Cited	321	314	0.37	0.37	0.22	0.04	0.25
1.922	65	53	55.56	45.30	22.20	31.70	100.00	NA	0.00	3.33	Schl Imp: Yr. 1	Cited	243	167	0.35	0.39	0.25	0.01	0.26
1.924	66	52	56.41	44.44	14.20	33.20	0.00	33.30	3.33	11.20	Schl Imp: Yr. 2	Yes	636	597	0.41	0.31	0.24	0.04	0.28
1.930	67	51	57.26	43.59	25.20	16.70	NA	12.80	0.00	0.00	Meets Standards	Yes	170	128	0.39	0.32	0.26	0.03	0.29
1.930	68	50	58.12	42.74	22.80	24.80	33.30	16.70	5.26	0.00	Schl Imp MS	Yes	128	128	0.39	0.34	0.21	0.05	0.27
1.936	69	49	58.97	41.88	16.30	20.00	NA	NA	0.00	0.00	Schl Imp: Yr. 2	Cited	118	118	0.38	0.35	0.23	0.04	0.27
1.937	70	48	59.83	41.03	20.00	35.30	NA	NA	4.69	10.90	ALERT	Yes	548	548	0.39	0.33	0.22	0.05	0.28
1.938	71	47	60.68	40.17	18.40	32.10	NA	NA	2.56	5.13	Schl Imp: Yr. 3	Yes	201	201	0.37	0.38	0.21	0.04	0.26
1.939	72	46	61.54	39.32	21.20	30.70	0.00	0.00	2.74	4.11	Meets Standards	Cited	453	453	0.38	0.36	0.20	0.06	0.26
1.946	73	45	62.39	38.46	19.30	28.90	50.00	33.30	4.55	0.00	Meets Standards	Yes	129	129	0.34	0.41	0.22	0.03	0.25
1.951	74	44	63.25	37.61	19.50	28.70	NA	NA	15.20	3.03	Schl Imp: Yr. 3	Yes	183	183	0.35	0.39	0.22	0.04	0.26
1.952	75	43	64.10	36.75	25.60	27.90	33.30	33.30	0.00	0.00	ALERT	Yes	177	177	035	0.39	0.23	0.03	0.27
1.958	76	42	64.96	35.90	22.60	32.10	NA	NA	0.00	0.00	Meets Standards	Yes	59	59	0.35	0.40	0.20	0.05	0.25
1.958	77	41	65.81	35.04	21.90	25.00	7.69	7.69	4.55	9.09	ALERT	Yes	131	131	0.39	0.32	0.23	0.06	0.29
1.965	78	40	66.67	34.19	12.50	30.50	0.00	0.00	1.23	3.70	Schl Imp: Yr. 1	Yes	559	559	0.36	0.36	0.24	0.04	0.28
1.967	79	39	67.52	33.33	28.90	26.20	NA	NA	7.89	2.63	Schl Imp: Yr. 1	Yes	332	332	0.36	0.37	0.23	0.05	0.28
1.967	80	38	68.38	32.48	29.40	25.00	28.20	15.40	6.67	10.00	Schl Imp: Yr. 2	Yes	151	151	0.38	0.33	0.22	0.06	0.28
1.969	81	37	69.23	31.62	16.70	22.20	NA	NA	7.14	10.70	Schl Imp: Yr. 3	Yes	191	190	0.35	0.38	0.21	0.06	0.27
1.970	82	36	70.09	30.77	22.20	31.30	NA	NA	16.70	5.56	Schl Imp: Yr. 2	Cited	135	135	0.40	0.30	0.24	0.06	0.30
1.970	83	35	70.94	29.91	21.20	18.80	24.50	0.00	3.92	22.70	Schl Imp: Yr. 2	Yes	521	256	0.34	0.40	0.21	0.05	0.26
1.971	84	34	71.79	29.06								Cited	85	85	0.36	0.34	0.26	0.04	0.30
1.971	85	33	72.65	28.21	12.50	9.38	NA	NA	0.00	0.00	Meets Standards	Yes	70	70	0.34	0.40	0.22	0.04	0.26
1.972	86	32	73.50	27.35	17.40	20.10	0.00	0.00	4.81	6.82	Schl Imp: Yr. 2	Prob	581	279	0.36	0.35	0.25	0.04	0.29
1.973	87	31	74.36	26.50	29.30	12.50	33.30	16.70	4.55	0.00	ALERT	Yes	112	109	0.35	0.37	0.25	0.04	0.29
1.973	88	30	75.21	25.64	25.00	26.50	0.00	0.00	0.00	0.00	Schl Imp: Yr. 2	Yes	120	65	0.34	0.39	0.24	0.03	0.28
1.974	89	29	76.07	24.79	23.60	30.60	8.70	27.80	14.30	0.00	Schl Imp: Yr. 3	Yes	151	117	0.41	0.27	0.25	0.07	0.32
1.975	90	28	76.92	23.93	21.40	26.80	0.00	50.00	0.00	5.56	Meets Standards	Yes	80	80	0.35	0.38	0.23	0.05	0.28
1.976	91	27	77.78	23.08	26.30	28.70	2.38	6.25	5.26	2.90	Schl Imp: Yr. 3	Yes	533	353	0.39	0.30	0.24	0.06	0.31
1.986	92	26	78.63	22.22	27.50	30.00	NA	26.40	3.85	3.85	Schl Imp: Yr. 3	Prob	268	220	0.35	0.36	0.23	0.05	0.28
1.990	93	25	79.49	21.37	23.70	26.30	NA	NA	0.00	0.00	ALERT	Yes	50	50	0.36	0.33	0.27	0.04	0.31

1.994	94	24	80.34	20.51	23.90	29.90	NA	NA	30.00	30.00	Meets Standards	Yes	80	80	0.37	0.30	0.30	0.03	0.33
2.004	95	23	81.20	19.66	27.60	23.00	NA	22.70	81.00	20.00	Schl Imp: Yr. 2	Prob	196	89	0.34	0.40	0.18	0.08	0.26
2.004	96	22	82.05	18.80	28.60	35.70	NA	NA	4.55	4.55	Schl Imp: Yr. 2	Yes	132	132	0.34	0.35	0.28	0.03	0.31
2.009	97	21	82.91	17.95	33.90	6.45	NA	6.06	42.90	0.00	ALERT	Yes	78	33	0.33	0.40	0.20	0.07	0.27
2.017	98	20	83.76	17.09	18.60	33.30	NA	20.50	14.30	11.10	Schl Imp: Yr. 2	Yes	162	130	0.34	0.36	0.24	0.06	0.30
2.020	99	19	84.62	16.24	34.50	24.00	NA	NA	8.82	2.94	Schl Imp: Yr. 2	Cited	304	304	0.37	0.34	0.20	0.10	0.29
2.021	100	18	85.47	15.38	24.60	27.70	40.90	38.10	3.45	3.45	Schl Imp: Yr. 2	Yes	211	210	0.33	0.37	0.25	0.05	0.30
2.024	101	17	86.32	14.53	25.00	23.20	NA	NA	0.00	0.00	Schl Imp: Yr. 1	Cited	85	85	0.34	0.37	0.23	0.06	0.29
2.024	102	16	87.18	13.68	18.60	25.90	0.00	0.00	1.92	2.94	Schl Imp: Yr. 2	Yes	685	620	0.39	0.27	0.27	0.07	0.34
2.029	103	15	88.03	12.82	10.10	20.80	NA	NA	6.25	4.26	Schl Imp: Yr. 2	Prob	358	324	0.34	0.34	0.25	0.06	0.31
2.034	104	14	88.89	11.97	33.40	36.00	100.00	NA	41.20	7.69	Schl Imp MS	Yes	484	317	0.41	0.25	0.24	0.10	0.34
2.039	105	13	89.74	11.11	21.10	27.90	NA	NA	35.50	12.20	Schl Imp: Yr. 3	Yes	710	506	0.37	0.30	0.27	0.07	0.34
2.041	106	12	90.60	10.26	31.10	27.50	66.70	0.00	11.60	4.65	ALERT	Yes	222	220	0.36	0.32	0.22	0.09	0.31
2.041	107	11	91.45	9.40	25.00	29.20	40.00	60.00	19.00	14.30	Schl Imp MS	Yes	98	98	0.37	0.29	0.26	0.08	0.34
2.042	108	10	92.31	8.55	33.50	28.70	100.00	100.00	13.60	4.55		Yes	167	167	0.36	0.33	0.22	0.09	0.31
2.058	109	9	93.16	7.69	28.90	34.10	0.00	0.00	25.00	12.50	Schl Imp MS	Prob	115	75	0.33	0.34	0.27	0.06	0.33
2.061	110	8	94.02	6.84	31.90	34.20	0.00	0.00	24.00	18.00	Schl Imp: Yr. 1	Yes	367	367	0.37	0.30	0.22	0.10	0.33
2.078	111	7	94.87	5.98	28.60	39.90	14.40	6.85	18.00	5.80	Schl Imp: Yr. 3	Yes	689	425	0.35	0.29	0.31	0.06	0.37
2.100	112	6	95.73	5.13	27.30	18.80	NA	37.50	26.70	35.00	Meets Standards	Yes	30	20	0.38	0.32	0.12	0.18	0.30
2.110	113	5	96.58	4.27	27.00	37.00	0.00	0.00	0.00	0.00	Schl Imp: Yr. 2	Cited	94	69	0.34	0.28	0.31	0.07	0.38
2.113	114	4	97.44	3.42	13.00	35.90	42.90	75.00	5.68	6.82	Schl Imp: Yr. 2	Yes	690	659	0.34	0.30	0.26	0.10	0.36
2.131	115	3	98.29	2.56	16.70	36.10	11.10	11.10	4.88	4.88	Schl Imp: Yr. 1	Yes	360	360	0.33	0.30	0.27	0.10	0.37
2.148	116	2	99.15	1.71	13.90	29.80	NA	NA	5.56	5.56	ALERT	Yes	316	297	0.36	0.26	0.27	0.12	0.39
2.167	117	1	100.00	0.85							Meets Standards	Yes	6	6	0.33	0.25	0.33	0.08	0.42

APPENDIX C3

Level 3/CLevel 4 Overlap

Schl. Rating = school rating, Ct. = count, Rev. Ct. = reverse count, Cum. Pct. = cumulative percent, Rev. Pct. = reverse cumulative percent, Econ. Dis.M Prof. = economically disadvantaged math percent proficient 2005, Econ. Dis.L Prof. = economically disadvantaged literacy percent proficient 2005, Lim. Eng.M Prof. = limited English proficiency math percent proficient 2005, Lim. Eng.L Prof. = limited English proficiency literacy percent proficient 2005, Spec. Ed.M Prof. = special education math percent proficient 2005, Lim. Eng.M Prof. = special education literacy percent proficient 2005, AYP Status = adequate yearly progress, Acc. Stat. = accreditation status, Math Num. Tested = number of students tested in math, Lit. Num. Tested = number of students tested in literacy, Comb %Bel. Basic = percent below basic in combined math and literacy, Comb % Basic = percent basic in combined math and literacy, Comb % Prof. = percent proficient in combined math and literacy, Comb %Adv. = percent advanced in combined math and literacy, Comb %Prof. & Adv. = percent proficient or advanced in combined math and literacy

Schl. Rating	Ct.	Rev. Ct.	Cum. Pct.	Rev. Pct.	Econ. Dis. M Prof.	Econ. Dis.L Prof.	Lim. Eng.M Prof.	Lim. Eng.L Prof.	Spec. Ed.M Prof.	Spec. Ed.L Prof.	AYP Status	Acc. Stat.	Math Num. Tested	Lit Num. Tested	Comb %Bel. Basic	Comb % Basic	Comb % Prof.	Comb % Adv.	Comb %Prof. & Adv.
2.676	697	99	87.67	12.46	35.80	32.10	NA	NA	29.60	33.30	Schl Imp: Yr. 1	Prob	276	276	0.12	0.28	0.40	0.20	0.60
2.676	698	98	87.80	12.33	52.30	56.80	NA	NA	7.69	7.69	Meets Standards	Yes	88	88	0.12	0.26	0.45	0.17	0.63
2.677	699	97	87.92	12.21	63.40	28.60	66.70	NA	80.60	15.80	Schl Imp MS	Cited	152	133	0.09	0.29	0.45	0.16	0.61
2.679	700	96	88.05	12.08	54.10	43.20	NA	NA	57.10	14.30	Meets Standards	Yes	67	67	0.10	0.28	0.44	0.17	0.61
2.680	701	95	88.18	11.95	50.00	52.80	NA	NA	0.00	0.00	Meets Standards	Yes	139	139	0.12	0.29	0.39	0.20	0.59
2.682	702	94	88.30	11.83	46.30	40.50	NA	NA	16.00	24.00	ALERT	Cited	266	266	0.13	0.28	0.38	0.22	0.59
2.685	703	93	88.43	11.70	38.50	56.60	20.00	20.00	10.70	17.90	Meets Standards	Yes	452	452	0.12	0.25	0.45	0.18	0.63
2.686	704	92	88.55	11.58	49.60	54.20	22.20	33.30	13.00	13.00	Meets Standards	Yes	396	366	0.14	0.24	0.42	0.20	0.62
2.687	705	91	88.68	11.45	48.80	64.20	NA	NA	13.00	11.50	Meets Standards	Yes	503	464	0.15	0.21	0.45	0.19	0.64
2.688	706	90	88.81	11.32	61.90	61.90	NA	NA	0.00	0.00	Meets Standards	Yes	32	32	0.13	0.25	0.44	0.19	0.63
2.691	707	89	88.93	11.20	67.20	44.80	50.00	0.00	72.70	23.10	Meets Standards	Yes	130	64	0.10	0.26	0.49	0.15	0.64
2.691	708	88	89.06	11.07	51.10	53.20	100.00	100.00	14.50	8.06	Meets Standards	Yes	547	547	0.11	0.27	0.43	0.19	0.62
2.693	709	87	89.18	10.95	46.90	47.90	28.60	0.00	15.80	10.50	Meets Standards	Yes	326	325	0.14	0.22	0.44	0.20	0.64
2.693	710	86	89.31	10.82	56.40	47.30	NA	NA	23.80	28.60	Meets Standards	Yes	153	153	0.10	0.29	0.43	0.18	0.61
2.693	711	85	89.43	10.70	51.50	64.70	NA	NA	47.10	29.40	Meets Standards	Yes	145	145	0.12	0.24	0.48	0.17	0.64
2.694	712	84	89.56	10.57	52.90	48.10	NA	64.00	34.80	20.00	Meets Standards	Yes	142	106	0.14	0.23	0.42	0.21	0.63
2.694	713	83	89.69	10.44	53.80	58.50	NA	NA	27.80	16.70	Meets Standards	Yes	103	103	0.13	0.25	0.42	0.20	0.62
2.695	714	82	89.81	10.32	56.80	44.00	NA	56.90	66.70	0.00	Meets Standards	Yes	103	51	0.09	0.27	0.49	0.15	0.64
2.698	715	81	89.94	10.19								Yes	273	273	0.13	0.27	0.38	0.22	0.60
2.698	716	80	90.06	10.07	64.10	45.50	NA	58.00	36.80	9.52	Meets Standards	Prob	272	119	0.09	0.26	0.51	0.14	0.65
2.699	717	79	90.19	9.94	63.40	26.30	100.00	0.00	88.90	15.80	Schl Imp: Yr. 2	Cited	251	158	0.07	0.31	0.48	0.14	0.62
2.699	718	78	90.31	9.82	53.50	46.50	NA	NA	17.40	8.70	Meets Standards	Yes	163	163	0.12	0.26	0.41	0.21	0.62
2.699	719	77	90.44	9.69	55.30	64.00	NA	40.90	10.00	0.00	Meets Standards	Prob	116	77	0.13	0.27	0.37	0.23	0.60
2.700	720	76	90.57	9.56	64.90	54.10	NA	NA	16.70	16.70	Meets Standards	Yes	45	45	0.13	0.27	0.37	0.23	0.60
2.702	721	75	90.69	9.44	42.90	53.40	33.30	55.60	22.20	9.72	Meets Standards	Cited	508	501	0.11	0.28	0.41	0.20	0.61
2.705	722	74	90.82	9.31	57.60	51.80	62.50	48.80	16.70	0.00	Meets Standards	Yes	190	186	0.10	0.27	0.44	0.19	0.62
2.705	723	73	90.94	9.19	60.30	40.00	100.00	NA	76.00	21.40	Meets Standards	Yes	348	168	0.08	0.28	0.49	0.15	0.64
2.706	724	72	91.07	9.06	73.70	35.20	100.00	NA	66.70	4.55	ALERT	Yes	305	185	0.08	0.28	0.49	0.14	0.64
2.706	725	71	91.19	8.94	51.60	46.20	NA	NA	33.30	25.00	Meets Standards	Yes	201	201	0.09	0.31	0.42	0.19	0.60
2.707	726	70	91.32	8.81							ALERT	Yes	641	641	0.11	0.26	0.44	0.19	0.63

2.710	727	69	91.45	8.68	55.60	45.70	45.20	43.90	17.60	8.82	Meets Standards	Yes	382	381	0.10	0.30	0.41	0.20	0.61
2.711	728	68	91.57	8.56	58.80	45.60	50.00	25.00	33.30	13.30	Meets Standards	Yes	95	95	0.15	0.25	0.33	0.27	0.59
2.712	729	67	91.70	8.43	55.10	59.20	50.00	50.00	20.00	26.70	Meets Standards	Cited	99	99	0.09	0.28	0.46	0.17	0.63
2.713	730	66	91.82	8.31	37.50	57.10	0.00	0.00	20.00	20.00	ALERT	Yes	120	120	0.11	0.30	0.36	0.23	0.59
2.713	731	65	91.95	8.18	46.90	58.10	33.30	50.00	13.00	22.80	ALERT	Cited	896	564	0.13	0.22	0.45	0.20	0.65
2.717	732	64	92.08	8.05	46.80	45.20	75.00	25.00	28.80	19.20	Meets Standards	Yes	423	423	0.14	0.24	0.38	0.24	0.62
2.718	733	63	92.20	7.93								Yes	225	225	0.16	0.23	0.35	0.26	0.61
2.718	734	62	92.33	7.80	63.60	36.00	NA	55.10	84.60	14.30	Meets Standards	Yes	172	69	0.07	0.32	0.42	0.18	0.61
2.718	735	61	92.45	7.68	36.50	34.90	NA	NA	30.40	26.10	Meets Standards	Yes	142	142	0.14	0.25	0.36	0.25	0.61
2.719	736	60	92.58	7.55	40.00	40.00	12.50	0.00	30.40	21.70	Meets Standards	Yes	240	240	0.12	0.27	0.40	0.22	0.62
2.719	737	59	92.70	7.43	44.90	57.70	NA	NA	27.80	16.70	ALERT	Cited	137	137	0.14	0.24	0.36	0.25	0.61
2.720	738	58	92.83	7.30	52.80	53.80	46.20	66.70	50.00	6.25	Meets Standards	Yes	138	137	0.10	0.26	0.45	0.19	0.64
2.721	739	57	92.96	7.17	60.00	54.50	NA	NA	25.00	0.00	Meets Standards	Yes	163	163	0.11	0.27	0.40	0.21	0.62
2.722	740	56	93.08	7.05	38.70	51.60	NA	NA	12.50	12.50	Meets Standards	Yes	117	117	0.11	0.27	0.42	0.21	0.62
2.722	741	55	93.21	6.92	66.90	33.80	80.00	0.00	69.20	0.00	Meets Standards	Yes	553	283	0.04	0.32	0.50	0.13	0.64
2.723	742	54	93.33	6.80							Meets Standards	Yes	253	253	0.10	0.27	0.43	0.20	0.63
2.724	743	53	93.46	6.67	55.60	50.70	NA	NA	34.10	14.60	ALERT	Yes	230	230	0.13	0.25	0.39	0.23	0.62
2.725	744	52	93.58	6.55							ALERT	Yes	168	130	0.15	0.22	0.37	0.26	0.62
2.727	745	51	93.71	6.42	47.80	30.40	0.00	0.00	30.30	12.10	Meets Standards	Yes	187	187	0.12	0.25	0.40	0.23	0.62
2.729	746	50	93.84	6.29	54.40	52.60	80.00	0.00	35.70	21.40	Meets Standards	Yes	128	127	0.11	0.26	0.43	0.20	0.63
2.731	747	49	93.96	6.17	59.70	33.30	50.00	0.00	68.40	0.00	Meets Standards	Yes	186	85	0.10	0.28	0.40	0.21	0.62
2.731	748	48	94.09	6.04	50.50	37.90	0.00	0.00	46.90	41.40	Meets Standards	Yes	737	382	0.07	0.30	0.48	0.16	0.64
2.732	749	47	94.21	5.92	59.60	51.90	100.00	0.00	23.10	15.40	Meets Standards	Cited	69	69	0.09	0.31	0.36	0.23	0.59
2.732	750	46	94.34	5.79	52.70	40.00	20.00	20.00	39.30	35.70	Meets Standards	Yes	194	194	0.10	0.29	0.40	0.22	0.61
2.732	751	45	94.47	5.66	62.60	48.60	0.00	0.00	25.00	12.50	Meets Standards	Yes	183	183	0.13	0.23	0.41	0.23	0.64
2.733	752	44	94.59	5.54	61.50	75.00	NA	60.70	33.30	0.00	Meets Standards	Yes	100	61	0.09	0.25	0.48	0.17	0.65
2.734	753	43	94.72	5.41	53.00	62.40	NA	NA	25.00	30.00	Meets Standards	Yes	184	184	0.09	0.28	0.44	0.19	0.63
2.734	754	42	94.84	5.29	50.40	46.60	41.70	37.70	15.80	21.10	Meets Standards	Yes	197	194	0.11	0.25	0.44	0.20	0.64
2.735	755	41	94.97	5.16	61.10	35.00	52.00	28.60	47.60	0.00	Meets Standards	Yes	407	204	0.09	0.26	0.47	0.18	0.65
2.735	756	40	95.09	5.04	53.20	56.30	20.00	40.00	21.70	4.35	Meets Standards	Cited	172	172	0.11	0.26	0.40	0.23	0.62
2.736	757	39	95.22	4.91	52.50	48.80	50.00	0.00	29.60	33.30	Meets Standards	Yes	121	121	0.13	0.26	0.37	0.25	0.62
2.741	758	38	95.35	4.78	62.10	55.20	NA	NA	71.40	14.30	Meets Standards	Cited	54	54	0.05	0.31	0.51	0.14	0.65
2.742	759	37	95.47	4.66	59.40	57.80	100.00	NA	12.50	14.30	Meets Standards	Cited	88	63	0.13	0.23	0.42	0.23	0.64
2.742	760	36	95.60	4.53	50.80	44.30	NA	NA	34.80	21.70	Meets Standards	Yes	161	161	0.13	0.25	0.37	0.25	0.62
2.743	761	35	95.72	4.41	63.00	29.00	100.00	NA	66.00	12.50	ALERT	Prob	426	180	0.09	0.29	0.41	0.21	0.62
2.744	762	34	95.85	4.28	60.00	50.70	100.00	100.00	46.20	38.50	Meets Standards	Yes	168	168	0.10	0.29	0.39	0.23	0.62
2.750	763	33	95.98	4.15	48.30	48.30	48.10	44.20	40.00	33.30	Meets Standards	Yes	212	212	0.13	0.23	0.41	0.23	0.64
2.750	764	32	96.11	4.02	51.90	48.10	58.30	58.30	30.80	23.10	Meets Standards	Yes	126	126	0.12	0.25	0.40	0.23	0.63
2.750	765	31	96.23	3.90	43.30	58.30	NA	NA	0.00	11.10	Meets Standards	Yes	106	106	0.11	0.25	0.42	0.22	0.64
2.757	766	30	96.35	3.78	61.00	54.20	NA	55.20	63.60	8.33	Meets Standards	Yes	114	67	0.09	0.29	0.40	0.22	0.62
2.758	767	29	96.48	3.65	47.90	64.50	100.00	NA	0.00	3.03	Meets Standards	Yes	373	372	0.09	0.26	0.43	0.21	0.64
2.759	768	28	96.60	3.53	50.00	38.00	65.70	43.80	29.40	29.40	Meets Standards	Cited	126	123	0.11	0.28	0.36	0.25	0.61
2.759	769	27	96.73	3.40	54.50	46.50	NA	NA	30.00	15.00	ALERT	Yes	193	193	0.12	0.25	0.38	0.25	0.63
2.760	770	26	96.86	3.27	60.70	52.80	NA	NA	29.20	33.30	Meets Standards	Yes	152	152	0.11	0.25	0.41	0.23	0.64
2.761	771	25	96.98	3.15	56.10	55.70	52.60	20.00	9.09	4.76	Meets Standards	Cited	353	349	0.07	0.30	0.42	0.21	0.63
2.762	772	24	97.11	3.02	49.00	54.90	50.00	50.00	36.70	23.30	ALERT	Yes	296	296	0.10	0.27	0.42	0.22	0.64
2.763	773	23	97.23	2.90	59.20	52.90	0.00	NA	31.60	15.80	Meets Standards	Yes	199	198	0.08	0.29	0.41	0.22	0.63
2.767	774	22	97.36	2.77								Yes	125	124	0.12	0.27	0.35	0.27	0.61

2.768	775	21	97.48	2.65	56.50	54.30	NA	NA	33.30	25.00	Meets Standards	Yes	142	142	0.10	0.28	0.37	0.25	0.62
2.773	776	20	97.61	2.52	57.70	52.90	100.00	0.00	53.30	33.30	Meets Standards	Yes	194	194	0.09	0.30	0.38	0.24	0.62
2.776	777	19	97.74	2.39	55.90	56.80	40.00	80.00	23.30	16.70	Meets Standards	Yes	223	223	0.09	0.26	0.42	0.22	0.65
2.776	778	18	97.86	2.27	51.80	58.30	50.00	0.00	17.90	13.10	Meets Standards	Cited	595	595	0.09	0.26	0.43	0.22	0.65
2.781	779	17	97.99	2.14	67.90	34.10	25.00	0.00	42.90	10.00	ALERT	Yes	238	154	0.06	0.31	0.42	0.21	0.63
2.787	780	16	98.11	2.02								Yes	260	260	0.10	0.27	0.38	0.25	0.63
2.793	781	15	98.24	1.89	65.50	49.40	NA	NA	20.80	16.70	Meets Standards	Cited	150	150	0.09	0.28	0.37	0.26	0.63
2.794	782	14	98.36	1.77	61.90	54.70	67.00	58.70	51.30	33.30	Meets Standards	Yes	265	263	0.11	0.25	0.37	0.27	0.64
2.797	783	13	98.49	1.64	85.70	62.50	NA	56.00	0.00	0.00	Meets Standards	Yes	152	50	0.08	0.23	0.50	0.19	0.69
2.808	784	12	98.62	1.51	73.70	33.30	100.00	NA	50.00	0.00	Meets Standards	Yes	124	58	0.10	0.23	0.43	0.24	0.67
2.809	785	11	98.74	1.39	62.00	51.90	NA	NA	31.60	18.40	Meets Standards	Yes	264	264	0.08	0.28	0.40	0.24	0.64
2.820	786	10	98.87	1.26	44.60	50.80	50.00	100.00	12.00	16.00	Meets Standards	Yes	161	161	0.10	0.26	0.37	0.28	0.64
2.821	787	9	98.99	1.14	57.10	56.50	40.00	0.00	29.40	23.50	Meets Standards	Yes	143	142	0.08	0.27	0.40	0.25	0.65
2.832	788	8	99.12	1.01	37.00	39.10	NA	NA	23.80	14.30	Meets Standards	Cited	238	238	0.12	0.23	0.34	0.31	0.65
2.832	789	7	99.25	0.88	79.30	30.00	NA	41.50	40.00	12.50	Meets Standards	Yes	257	118	0.08	0.23	0.48	0.21	0.70
2.848	790	6	99.37	0.76	67.70	54.50	0.00	NA	33.30	25.00	Meets Standards	Prob	211	86	0.07	0.23	0.47	0.22	0.70
2.868	791	5	99.50	0.63	56.90	47.10	0.00	0.00	16.70	8.33	Meets Standards	Yes	110	110	0.11	0.25	0.30	0.34	0.64
2.917	792	4	99.62	0.51							Meets Standards	Yes	27	9	0.00	0.28	0.53	0.19	0.72

APPENDIX C4

Level 4/Level 5 Overlap

Schl. Rating = school rating, Ct. = count, Rev. Ct. = reverse count, Cum. Pct. = cumulative percent, Rev. Pct. = reverse cumulative percent, Econ. Dis.M Prof. = economically disadvantaged math percent proficient 2005, Econ. Dis.L Prof. = economically disadvantaged literacy percent proficient 2005, Lim. Eng.M Prof. = limited English proficiency math percent proficient 2005, Lim. Eng.L Prof. = limited English proficiency literacy percent proficient 2005, Spec. Ed.M Prof. = special education math percent proficient 2005, Lim. Eng.M Prof. = special education literacy percent proficient 2005, AYP Status = adequate yearly progress, Acc. Stat. = accreditation status, Math Num. Tested = number of students tested in math, Lit. Num. Tested = number of students tested in literacy, Comb %Bel. Basic = percent below basic in combined math and literacy, Comb % Basic = percent basic in combined math and literacy, Comb % Prof. = percent proficient in combined math and literacy, Comb %Adv. = percent advanced in combined math and literacy, Comb %Prof. & Adv. = percent proficient or advanced in combined math and literacy

Schl. Rating	Ct.	Rev. Ct.	Cum. Pct.	Rev. Pct.	Econ. Dis. M Prof.	Econ. Dis.L Prof.	Lim. Eng.M Prof.	Lim. Eng.L Prof.	Spec. Ed.M Prof.	Spec. Ed.L Prof.	AYP Status	Acc. Stat.	Math Num. Tested	Lit Num. Tested	Comb %Bel. Basic	Comb % Basic	Comb % Prof.	Comb % Adv.	Comb %Prof. & Adv.
2.858	65	48	58.04	42.86	38.10	63.40	45.50	42.90	25.00	20.80	Meets Standards	Yes	393	295	0.14	0.17	0.38	0.31	0.69
2.864	66	47	58.93	41.96	45.30	62.30	100.00	83.30	17.60	17.60	Meets Standards	Yes	261	261	0.09	0.22	0.41	0.28	0.68
2.864	67	46	59.82	41.07	65.30	65.20	NA	71.10	41.30	30.80	Meets Standards	Yes	339	280	0.08	0.19	0.50	0.22	0.72
2.867	68	45	60.71	40.18	48.50	65.20	60.00	40.00	50.00	31.30	Meets Standards	Yes	245	245	0.05	0.26	0.46	0.23	0.69
2.874	69	44	61.61	39.29	58.70	54.20	0.00	0.00	31.90	27.70	Meets Standards	Yes	445	444	0.09	0.21	0.44	0.26	0.70
2.875	70	43	62.50	38.39	51.10	42.60	NA	NA	37.50	33.30	Meets Standards	Yes	208	208	0.08	0.23	0.42	0.27	0.69
2.882	71	42	63.39	37.50									128	127	0.09	0.17	0.52	0.22	0.75
2.884	72	41	64.29	36.61	59.30	55.90	NA	NA	38.50	23.10	Meets Standards	Yes	134	134	0.08	0.21	0.44	0.26	0.71
2.884	73	40	65.18	35.71	50.00	43.70	40.00	29.50	69.60	34.80	Meets Standards	Yes	186	186	0.07	0.23	0.45	0.25	0.70
2.886	74	39	66.07	34.82	55.40	47.70	0.00	0.00	22.90	8.57	Meets Standards	Yes	263	263	0.09	0.21	0.42	0.28	0.70
2.887	75	38	66.96	33.93	69.50	67.10	NA	NA	15.40	7.69	Meets Standards	Yes	111	111	0.10	0.23	0.33	0.33	0.66
2.889	76	37	67.86	33.04	56.30	48.90	50.00	30.80	30.00	10.00	Meets Standards	Yes	96	94	0.11	0.20	0.38	0.31	0.69
2.891	77	36	68.75	32.14	77.50	24.00	0.00	NA	52.90	0.00	Meets Standards	Yes	321	228	0.03	0.24	0.54	0.19	0.73
2.892	78	35	69.64	31.25	72.30	73.80	66.70	33.30	0.00	0.00	Meets Standards	Yes	65	65	0.08	0.18	0.48	0.25	0.73
2.893	79	34	70.54	30.36	51.30	60.00	57.10	76.20	56.70	43.30	Meets Standards	Yes	318	318	0.07	0.22	0.44	0.26	0.70
2.895	80	33	71.43	29.46	61.50	61.50	NA	NA	31.60	5.26	Meets Standards	Yes	153	153	0.07	0.23	0.43	0.27	0.70
2.896	81	32	72.32	28.57	62.00	62.00	50.00	0.00	50.00	33.30	Meets Standards	Yes	173	173	0.07	0.23	0.45	0.26	0.71
2.897	82	31	73.21	27.68	54.30	55.70	NA	NA	20.00	5.00	Meets Standards	Yes	214	214	0.07	0.22	0.45	0.26	0.71
2.897	83	30	74.11	26.79	61.90	72.60	40.00	0.00	14.80	4.00	Meets Standards	Cited	345	239	0.08	0.18	0.50	0.24	0.74
2.904	84	29	75.00	25.89	57.60	54.50	NA	NA	20.00	0.00	Meets Standards	Yes	47	47	0.12	0.22	0.30	0.36	0.66
2.904	85	28	75.89	25.00	63.50	76.90	NA	NA	42.90	38.10	Meets Standards	Cited	141	141	0.07	0.20	0.49	0.24	0.73
2.904	86	27	76.79	24.11	63.50	62.50	NA	NA	39.00	22.00	Meets Standards	Cited	350	350	0.05	0.26	0.44	0.25	0.70
2.905	87	26	77.68	23.21	71.40	58.80	NA	66.10	41.70	0.00	Meets Standards	Yes	123	56	0.06	0.19	0.53	0.22	0.75
2.907	88	25	78.57	22.32	79.30	54.50	NA	NA	52.90	17.60	Meets Standards	Yes	204	204	0.07	0.22	0.44	0.27	0.71
2.907	89	24	79.46	21.43	57.80	63.60	59.70	63.00	70.60	64.70	Meets Standards	Yes	217	213	0.09	0.21	0.40	0.30	0.70
2.916	90	23	80.36	20.54								Cited	83	83	0.05	0.23	0.45	0.26	0.71
2.921	91	22	81.25	19.64	37.70	55.30	16.70	40.00	28.60	28.60	Meets Standards	Yes	293	292	0.08	0.22	0.42	0.29	0.71
2.924	92	21	82.14	18.75	66.30	61.20	100.00	0.00	30.80	38.50	Meets Standards	Yes	184	184	0.08	0.20	0.44	0.28	0.72
2.926	93	20	83.04	17.86	16.70	16.70	66.70	0.00	35.50	22.60	Meets Standards	Yes	251	250	0.10	0.17	0.44	0.29	0.73
2.936	94	19	83.93	16.96	74.00	21.10	0.00	0.00	74.30	0.00	ALERT	Yes	452	225	0.06	0.23	0.43	0.28	0.71
2.940	95	18	84.82	16.07	60.00	53.80	48.60	45.50	66.70	20.80	Meets Standards	Yes	210	208	0.06	0.22	0.46	0.27	0.73

2.943	96	17	85.71	15.18	47.20	50.90	NA	NA	14.30	14.30	Meets Standards	Yes	141	141	0.07	0.22	0.39	0.31	0.71
2.944	97	16	86.61	14.29	55.60	55.60	50.00	66.70	38.10	28.60	Meets Standards	Yes	215	215	0.06	0.22	0.46	0.27	0.73
2.948	98	15	87.50	13.39	61.60	60.50	61.10	66.00	36.40	27.30	Meets Standards	Yes	329	328	0.07	0.20	0.44	0.29	0.73
2.950	99	14	88.39	12.50	52.70	51.30	0.00	20.00	32.30	12.70	Meets Standards	Yes	937	636	0.10	0.16	0.44	0.30	0.75
2.951	100	13	89.29	11.61	50.00	38.20	NA	NA	46.40	28.60	Meets Standards	Yes	172	172	0.07	0.22	0.40	0.31	0.71
2.960	101	12	90.18	10.71	79.80	66.00	77.30	72.70	52.60	21.10	Meets Standards	Yes	136	136	0.06	0.21	0.43	0.29	0.73
2.961	102	11	91.07	9.82	47.40	49.00	71.40	66.70	19.40	19.20	Meets Standards	Yes	387	203	0.12	0.15	0.37	0.36	0.73
2.964	103	10	91.96	8.93	64.10	51.30	100.00	0.00	50.00	12.50	Meets Standards	Yes	70	70	0.07	0.21	0.39	0.32	0.71
2.965	104	9	92.86	8.04								Yes	486	289	0.12	0.14	0.39	0.35	0.74
2.966	105	8	93.75	7.14	48.60	48.60	NA	NA	25.00	18.80	Meets Standards	Yes	204	204	0.07	0.19	0.43	0.30	0.74
2.979	106	7	94.64	6.25	70.00	50.00	75.00	75.00	18.20	4.55	Meets Standards	Yes	236	236	0.06	0.20	0.45	0.29	0.74
2.983	107	6	95.54	5.36	46.30	46.30	33.30	33.30	12.50	18.80	Meets Standards	Yes	147	147	0.07	0.22	0.36	0.35	0.71
3.000	108	5	96.43	4.46	72.40	62.10	NA	NA	32.00	16.00	Meets Standards	Yes	258	258	0.09	0.17	0.40	0.34	0.74
3.027	109	4	97.32	3.57	68.80	54.70	0.00	0.00	70.40	33.30	Meets Standards	Yes	202	202	0.06	0.20	0.41	0.34	0.75
3.028	110	3	98.21	2.68	55.30	57.90	17.60	20.00	58.00	52.00	Meets Standards	Yes	218	216	0.08	0.19	0.35	0.38	0.73
3.038	111	2	99.11	1.79	71.60	66.70	75.70	72.70	47.10	11.80	Meets Standards	Yes	225	221	0.06	0.20	0.38	0.36	0.74
3.071	112	1	100.00	0.89	69.00	58.60	0.00	0.00	20.00	20.00	Meets Standards	Yes	42	42	0.05	0.21	0.36	0.38	0.74

APPENDIX D

Rules and Regulations regarding
School Performance Rating System

Source: http://arkansased.org/rules/pdf/current/ade_247_actaap06_current.pdf
Retrieved March 21, 2007

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9.13 School Performance Rating System

9.13.1 The Department of Education will establish a working task force during the 2004-2005 school year to assist in the development of the rating system. The task force shall include educators, parents, and business/community stakeholders. In order to keep the rating system reliable and valid, a Technical Advisory Committee composed of nationally recognized accountability experts, statisticians, and psychometricians shall be selected by the Commissioner of Education and shall advise the Department in all technical aspects of the accountability system. The rating system shall include the establishment of a performance level and an improvement level. The improvement level shall be assigned in the 2007-2008 school year and the performance level shall be assigned no later than the 2009-2010 school year. The ADE will implement a pilot system of performance levels required by A.C.A. § 6-15-1903, at least one (1) year prior to the year of implementation required by law. The performance level designations may be applied to any school district requesting to be classified by such performance designations as allowed by A.C.A. § 6-15-1903 (b) (1).

9.14 Performance Category Levels

9.14. 1 The Department of Education shall prepare an annual report, which shall describe the school rating system. The annual report shall designate two (2) category levels for each school. The first category, annual performance, is based on the performance from the prior year on the criterion-referenced test and end–of–course exams. The second category, growth, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment

9.14.2 The initial annual report shall identify schools as being in one (1) of the following annual performance category levels, based on the criterion-referenced Benchmark exams, as defined in 6-15-404(g) (1), and defined according to rules of the State Board of Education:

(1) "Level 5", schools of excellence;
(2) "Level 4", schools exceeding the standards;
(3) "Level 3", schools meeting the standards;
(4) "Level 2", schools on alert; or
(5) "Level 1", schools in need of immediate improvement.

9.15 For the years 2004-2005 through 2008-2009, school will not be assigned annual school performance category levels, unless an annual performance category levels is requested by the school.

9.16 Annual School Performance Rating: Weighted Average Approach

9.16.1 Since the ACTAAP testing program in Arkansas was designed as a criterion-referenced assessment system with performance standards, the standards for student performance can be used to develop a rating index of school performance.

9.16.2 Numerical values to be used as weighting factors can be assigned to each students' performance category

(Advanced = 4; Proficient = 3; Basic = 2; Below Basic = 1)

9.16.3 With these weights assigned to the performance levels, a performance index for the school can be computed by multiplying the weights of the performance levels times the number of students scoring in the performance category.

9.16.4 The sum of the weighted student performance for each subject and grade in the school is divided by the total number of students testing the subjects and grades. The resulting average for the school is an index of performance that will range between 1.0 and 4.0.

9.17 Achievement Rating Weighted Average Approach

9.17.1 Assigned the following points:

4 points per student scoring in the advanced category,
3 points per student scoring in the proficient category;
2 points per student scoring in the basic category,
1 point per student scoring in the below basic category.
Points = Number of student scoring in category X points assigned to categories

9.17.2 Example

Number of Students	**Scoring Category**	**Points Assigned to Categories**	**Total**
10	Advanced	4	40
30	Proficient	3	90
40	Basic	2	80
20	Below Basic	1	20
Total points for the school for all categories			230

9.18 Achievement Rating: Weighted Average Approach Calculation

9.18.1 To calculate the rating score for each school, divide the total point for the school by the number of students in the school.

Points Received	Number of Students	Rating
230	100	2.3

9.18.2 At the direction of the state board, a panel of stakeholders was convened to review the statewide performance of schools and conduct the standard setting process. In the school standard setting process, stakeholders representing administrators, teachers, business, parents, and school board members served as panelists to decide on the quality level represented by various points within the distribution of school index scores. The state board reviewed and adopted the following standards recommended by the stakeholder's advisory panels for the annual performance rating.

Standard Setting Recommendations Stakeholder Advisory Panels				
Cut Scores	**Cut 1/2**	**Cut 2/3**	**Cut 3/4**	**Cut 4/5**
Administrators	1.7	2.19	2.76	3.02
Teachers	1.6	2.25	3.0	3.5
Business	1.735	2.145	2.7	3.365
Parents	1.75	2.2	2.65	3.0
School Board	1.81	2.30	2.87	3.30
Median	1.735	2.2	2.755	3.300
Average	**1.719**	**2.21**	**2.79**	**3.23**

9.18.3 After the rating score has been calculated for each school, schools may calculate their annual performance level by locating the established performance standard (cut score) for placing each school in one of five performance categories.

9.18.4 In the example below, if the rating score of the school is between 3.5 and 4.0, it will be in the "schools of excellence" performance category level.

Expert Panel Cut Scores	**Performance Categories**
3.23 – 4.0	Schools of excellence
2.79 – 3.22	Schools exceeding the standards
2.21 – 2.78	Schools meeting standards
1.719 – 2.20	Schools approaching the standards (alert)
1.0 – 1.718	Schools in need of immediate improvement

9.18.5 The second category, growth, available in 2007-2008, shall be based on the schools' improvement gains tracked longitudinally and using value-added calculations on the criterion-referenced assessment. The working taskforce shall continue to assist in the rating system during the establishment of the second category.

9.19 School Choice

9.19.1 For all schools that have received an annual performance category levels of Level 1 for two (2) consecutive years, the students in these schools shall be offered the opportunity public school choice option with transportation provided pursuant to A.C.A. § 6-18-227 et seq.

9.20 Supplemental Educational Services

9.20.1 In addition, the school district board shall provide supplemental educational services, approved by the State Board, to affected students.

9.21 Recognition Awards

9.21.1 Schools that receive an annual performance category level of Level 5 or Level 4 are eligible for school recognition awards and performance-based funding pursuant to A.C.A. § 6-15-1907.