



ARKANSAS DEPARTMENT OF EDUCATION

AGENDA CHARTER AUTHORIZING PANEL

February 19, 2014

Arkansas Department of Education

Auditorium State Education Building

8:30 AM

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Reports

Report-1 Chair's Report

Presenter: Dr. Tom Kimbrell

Report-2 Update on the Current Charter Application Cycles

This information is provided to keep the Charter Authorizing Panel apprised of the Department's work with charter applicants.

Presenter: Mary Perry

Consent Agenda

C-1 Minutes – January 15, 2014 and January 16, 2014

Presenter: Mary Perry

Action Agenda

A-1 Request for Open-Enrollment Public Charter School Amendment: Academics Plus Charter School

The State Board of Education approved the application for Academics Plus Charter School on May 14, 2001. The charter is approved to serve students in grades K-12 with a maximum enrollment of 650. Representatives of Academics Plus Charter School are appearing before the Charter Authorizing Panel to request an amendment to the current charter.

Presenter: Mary Perry

A-2 Request for Open-Enrollment Public Charter School Renewal: Jacksonville Lighthouse Charter School

The State Board of Education approved the application for Jacksonville Lighthouse Charter School on November 3, 2008. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,019. Representatives of the Jacksonville Lighthouse Charter School are appearing before the Charter Authorizing Panel to request a 10-year renewal for the charter.

Presenter: Mary Perry

A-3

Request for Open-Enrollment Public Charter School Renewal: Little Rock Preparatory Academy

The State Board of Education approved the application for Little Rock Preparatory Academy on November 4, 2008. The charter is approved to serve students in grades K-8 with a maximum enrollment of 432. Representatives of the Little Rock Preparatory Academy are appearing before the Charter Authorizing Panel to request a 5-year renewal for the charter.

Presenter: Mary Perry

**Minutes
Charter Authorizing Panel
Wednesday, January 15, 2014**

The Charter Authorizing Panel met on Wednesday, January 15, 2014, in the auditorium of the Department of Education building. Commissioner of Education Dr. Tom Kimbrell, Chair, called the meeting to order at 1:00 p.m.

Present: Dr. Tom Kimbrell, Chair; Dr. Megan Witonski, Vice Chair; Deborah Coffman; Mike Hernandez; John Hoy, and Dr. Karen Walters

Absent: None

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2014>

Action Agenda

A-1 Request for Open-Enrollment Public Charter School Amendments: KIPP Delta Public Schools

Scott Shirey discussed the requests to waive Ark. Code Ann. §§ 6-13-635, 6-17-1301 et seq., and 6-17-2205; and the request to change the start time of the school day from 7:30 a.m. to 8:00 a.m.

A question and answer period followed.

During the discussion, Mr. Shirey revised the request to waive Ark. Code Ann. § 6-17-1301 et seq. and instead requested to waive § 6-17-1304 .

It was moved by Dr. Witonski, seconded by Dr. Walters, and carried unanimously to approve the requests as amended.

A-2 Request for Open-Enrollment Public Charter School Amendments: LISA Academy and LISA Academy-North Little Rock

Superintendent Atnan Ekin, of LISA Academy, and Superintendent Fatih Bogrek, of LISA Academy-North Little Rock greeted the panel. Ms. Luanne Baroni provided an overview of the requests to merge LISA Academy and LISA Academy-North Little Rock, effective July 1, 2014, and the waiver requests.

A question and answer period followed.

During the discussion, representatives of the charters revised the waiver requests as follows:

- The request to waive Ark. Code Ann. § 6-18-501 et seq. was modified to only request waivers of §§ 6-18-502 and 6-18-503(a)(1).
- The request to waive Ark. Code Ann. § 6-17-2301 was substituted for the request to waive § 6-17-2203; and

- The requests to waive 15.01 and 15.02 of the Standards for Accreditation were withdrawn.

It was moved by Mr. Hernandez, seconded by Dr. Witonski, and carried unanimously to approve the merger of the two charters and the waiver requests as amended.

A-3 Request for District Conversion Charter School Amendments: Cross County Elementary Technology Academy

Dr. Matt McClure explained the requests to amend the goals that had been approved in the applications for the Cross County elementary and high school charters.

A question and answer period followed.

It was moved by Dr. Witonski, seconded by Mr. Hoy, and carried unanimously to approve the amendments to the Cross County Elementary Technology Academy charter.

A-4 Request for District Conversion Charter School Amendments: Cross County High School, A New Tech School

It was moved by Dr. Witonski, seconded by Mr. Hoy, and carried unanimously to approve the amendments to the Cross County High School, A New Tech School charter.

A-5 Request for District Conversion Charter School Amendments: Eastside New Vision Charter School (Warren)

Representatives from the Warren School District discussed the request to amend the methods of serving gifted and talented students that was approved in the application for charter.

It was moved by Dr. Walters seconded by Ms. Coffman, and carried unanimously to approve the amendments to the East Side New Vision charter.

Adjournment

The meeting adjourned at 3:28 p.m.

Minutes recorded by Mary Perry.

**Minutes
Charter Authorizing Panel
Thursday, January 16, 2014**

The Charter Authorizing Panel met on Thursday, January 16, 2014, in the auditorium of the Department of Education building. Commissioner of Education Dr. Tom Kimbrell, Chair, called the meeting to order at 8:35 a.m.

Present: Dr. Tom Kimbrell, Chair; Dr. Megan Witonski, Vice Chair; Deborah Coffman; Mike Hernandez; John Hoy, and Dr. Karen Walters

Absent: None

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.org/about-ade/charter-authorizing-panel/minutes/archive/2014>

Action Agenda

A-1 Hearing of District Conversion Public Charter School Application: Fountain Lake Middle School Cobra Digital Prep Academy, Hot Springs, Arkansas

Superintendent Darin Beckwith and other district representatives discussed the proposed charter school.

A question and answer period followed.

It was moved by Dr. Witonski, seconded by Dr. Walters, and carried unanimously to approve the district conversion charter, with an enrollment cap of 500 students and without waivers of Sections 18.02 and 18.03 in the Standards for Accreditation.

A-2 Hearing of District Conversion Public Charter School Application: Pea Ridge Career and Technical Academy, Pea Ridge, Arkansas

Superintendent Rick Neal and other district representatives discussed the proposed charter school.

A question and answer period followed.

During the discussion, the applicant withdrew the request to waive Section 10.01.4 of the Standards for Accreditation.

It was moved by Dr. Walters, seconded by Dr. Witonski, and carried unanimously to approve the district conversion charter.

A-3 Hearing of District Conversion Public Charter School Application: Warren Middle School, Warren, Arkansas

Superintendent Marilyn Johnson and other district representatives discussed the proposed charter school.

A question and answer period followed.

It was moved by Mr. Hoy, seconded by Dr. Witonski, and carried unanimously to approve the district conversion charter without waiving 10.02.2 of the Standards for Accreditation.

A-4 Hearing of District Conversion Public Charter School Application: The Academies of West Memphis, West Memphis, Arkansas

Superintendent Jon Collins presented a video that discussed the proposed charter school.

A question and answer period followed.

It was moved by Dr. Walters, seconded by Mr. Hoy, and carried unanimously to approve the district conversion charter with the additional waivers of Ark. Code Ann. §§ 6-16-102 and 6-18-211 and the department rules governing mandatory attendance for students in grades 9-12.

Adjournment

The meeting adjourned at 2:26 p.m.

Minutes recorded by Mary Perry.



CHARTER AMENDMENT REQUEST FORM

Charter Name Academics Plus Charter School

LEA Number 6040700

Type of Amendment Requested:

Increase enrollment cap

Current cap 650

Proposed cap 850

Charter Leader Rob McGill

Email address rob.mcgill@academicsplus.org

Phone number 501-803-9730



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

January 14, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

Dear Ms. Perry:

The purpose of this letter is to formally request an increase to the student enrollment cap of Academics Plus Charter School (APCS). APCS respectfully requests an increase to the existing cap of 650 students to a cap of 850 students over the next two years. Once approved, the requested increase would be phased in over the two year period by adding an additional 100 students per year. The 2014-2015 school year capacity would be 750 students and the 2015-2016 school year capacity would increase to 850 students.

Attached you will find a unanimously approved Board of Trustees Resolution dated August 15, 2013 along with other enclosures you may find helpful. Please notify me of any additional information you may need.

Sincerely,

Rob McGill
Executive Director

Enclosures (1) Charter Amendment Request
 (2) APCS Board Approved Resolution
 (3) APCS Annual Review
 (4) Legislative Audit Letter
 (5) On-Campus Standards Review Letter
 (6) Special Education Compliance
 (7) Budget Document
 (8) Desegregation Analysis

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RESOLUTION OF THE ACADEMICS PLUS CHARTER SCHOOL BOARD OF TRUSTEES

On August 15, 2013, the Board of Trustees of the Academics Plus Charter School (Board) met in special session. A quorum being determined present, the Board, upon proper motion, second, consideration and discussion, adopted the following resolution:

WHEREAS, the Academics Plus Charter School currently has an enrollment cap of 650 students set by the authorizer; and,

WHEREAS, there are currently 240 students on the waiting list; and,

WHEREAS, there is physical space on the campus to accommodate more than 200 additional students;

BE IT THEREFORE RESOLVED, that this board approves and directs that the Executive Director submit a request to the authorizing authority to increase the capacity of the Charter School from 650 to 850 over the next two years. The increase should be phased in over the two year period by adding an additional 100 students per year. The 2014-2015 school year capacity would be 750 students and the 2015-2016 school year capacity would increase to 850 students.

This Resolution is adopted by the Board of Trustees of the Academics Plus Charter School of the date and year first above written.

Signed:

Board of Trustees of Academics Plus Charter School

By: Jess Sweere, Chairman

Attest:

Christina Patton

Board of Trustees of Academics Plus Charter School

By: Christina Patton, Secretary

**ACADEMICS PLUS CHARTER SCHOOL
ANNUAL REVIEW REQUIRED IN RENEWAL OF CHARTER
YEAR 2 REVIEW – SEPTEMBER 2013**

Enclosure 3

DEMOGRAPHIC DATA

| | AS REPORTED IN SEPTEMBER 2012 | SEPTEMBER 2013 |
|--------------------|-------------------------------|------------------------------------|
| Grades Served | K-12 | K-12 |
| Enrollment Cap | 650 | 650 |
| Current Enrollment | 650 | 650 |
| Caucasian | 74.30% | 77.00% |
| African American | 18.46% | 15.38% Total 20.00% High School |
| Hispanic | 4.92% | 5.00% |
| Asian | 1.84% | 2.15% |
| Native American | 0.15% | 0.15% |
| Pacific Islander | 0.30% | 0.5% |
| Other | 0.00% | 0.00% |
| Free/Reduced Lunch | 33%** | 28% |

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

1. Mathematics Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has partially met this goal.

Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state Annual Measurable Objective (AMO).

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in math and the high school is classified as NEEDS IMPROVEMENT in math. After reviewing the high school math scores, issues were identified and actions have been taken to improve future math scores.

Elementary: The elementary school is classified as Achieving and has met this goal.

High School: During the 2012-2013 school year staffing in the high school math department was an issue. This year APCS has two new high school math teachers who have a better understanding of how to meet student needs.

To help identify student needs early and appropriately, a high school dean of students has been hired. The dean's primary focus is discipline and early academic intervention/remediation. As part of his duties, the dean of students helps teachers examine NWEA and Benchmark data at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Once students are identified as needing extra help, the dean insures parents are made aware so they can be a part of the academic solution. The additional administrative help also allows the principal to concentrate her effort in working directly with teachers to improve classroom instruction.

Last year APCS began the implementation of Investigations Math in grades K-8. Teachers received training and the program is still being implemented. As teachers and students become more familiar with the program, research suggests that math scores will increase.

b. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in mathematics and over 70% of students will meet their growth target each year.

Explanation of Progress

69% of the elementary students Kindergarten through 5th grade met their growth goal in math. 49% of high school students 6th through 10th grade met their growth goal in math. The total Kindergarten through 10th grade meeting their growth goal in literacy was 61%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students.

NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Last year APCS began the implementation of Investigations Math in grades K-8 and Everyday Counts Calendar Math in grades K-5. Teachers received training in both programs and we saw great improvement in math scores at the elementary level this past year. The programs are still being implemented and as teachers and students become more familiar with the programs, research suggests that math scores will increase.

The high school dean of students assists with this goal also. His duties are described above in paragraph 1,a.

2. Literacy Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has met this goal.

Students at Academics Plus will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 3 shows that APCS met or exceeded the state average on 80% of the scored open response items on the 2013 benchmark exam. When adding the total number of average points on all of the open response items APCS scored 6.1 points higher than the state average. When comparing the 2011 APCS open response scores with the 2013 APCS scores there was improvement in 58% of the items. When adding the total number of average points on all of the open response items APCS scored 3.1 points higher in 2013 than in 2011. Attachment 3 shows that APCS exceeded the state average on the 2013 open response scores, and showed improvement when comparing APCS 2011 scores to APCS 2013 scores.

b. Sub Objective – APCS has met this goal.

Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state AMO.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 1 compares standardized test scores of 2011, 2012 and 2013. APCS showed an increase in literacy benchmark and end of course scores from 2011 to 2013 at every grade level tested.

c. Sub Objective – APCS is working toward meeting this goal.

Students in grades K-10 will take the NWEA MAP assessment in reading and language usage, and over 70% of students will meet their growth target each year.

Explanation of Progress

43% of the elementary students Kindergarten through 5th grade met their growth goal in literacy. 40% of the high school students 6th through 10th grade met their growth goal in literacy. The total Kindergarten through 10th grade students meeting their growth goal in literacy was 41%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for literacy. Even though the NWEA growth goals need improvement it is important to understand that APCS met the literacy AMO set by the state in both the elementary and the high school.

To help APCS meet this goal the following personnel have been added this year to the staff.

High School: The dean of students at the high school helps teachers identify students in need of intervention and remediation in literacy as well as math. Remediation and Intervention are offered to students for one hour at least once a week after school and are identified in the same as described above for math intervention and remediation.

Elementary School: This year through Title I funding APCS has hired an elementary literacy instructional facilitator. Her primary responsibility is to help teachers identify at-risk students, provide teachers with instructional strategies that help meet individual needs and model quality lessons for teachers in the classroom. The onsite staff development is proving to be key in improving APCS teacher quality.

3. College Preparation Objective

Achieve an increase in college preparation for the students at Academics Plus.

Explanation of Progress

Please see Sub Objectives below.

a. Sub Objective – APCS has met this goal.

Annually, students at Academics Plus will increase the rate of completion of concurrent credit and/or AP coursework by 2% per year by documenting credits earned at the college and taking the AP exam with a score of 3 or higher.

Explanation of Progress

111 college credit hours were earned during the 2011/2012 school year. 207 hours of college credit hours were earned by APCS students during the 2012/2013 school year. This is an increase of 86%.

b. Sub Objective – APCS has met this goal.

Academics Plus will increase the percentage of graduating seniors that are accepted into a post-secondary educational institution or enter the military by 2% per year and maintain a 95% acceptance rate thereafter.

Explanation of Progress

The 95% acceptance rate has been obtained during the past two consecutive years. The yearly totals are as follows.

2013 – 32 of 33 (97%) college acceptance rate or entered into the military.
2012 – 35 of 37 (95%) college acceptance rate or entered into the military.
2011 – 19 of 22 (86%) college acceptance rate or entered into the military.

Test Score Comparison of 2011, 2012 and 2013

| Grade Level | Test | Subject | *PROF/ADV 2011 | *PROF/ADV 2012 | *PROF/ADV 2013 | Change from 2011 to 2013 |
|------------------------|---------------|----------|----------------|----------------|----------------|--------------------------|
| 3 rd Grade | Benchmark | Literacy | 66% | 90% | 90% | +24 |
| 4 th Grade | Benchmark | Literacy | 85% | 95% | 95% | +10 |
| 5 th Grade | Benchmark | Literacy | 79% | 95% | 89% | +10 |
| 6 th Grade | Benchmark | Literacy | 65% | 79% | 72% | +7 |
| 7 th Grade | Benchmark | Literacy | 58% | 77% | 85% | +27 |
| 8 th Grade | Benchmark | Literacy | 83% | 88% | 85% | +2 |
| 11 th Grade | End of Course | Literacy | 72% | 77% | 74% | +2 |
| 3 rd Grade | Benchmark | Math | 89% | 88% | 95% | +6 |
| 4 th Grade | Benchmark | Math | 74% | 76% | 96% | +22 |
| 5 th Grade | Benchmark | Math | 80% | 88% | 66% | -14 |
| 6 th Grade | Benchmark | Math | 71% | 68% | 89% | +18 |
| 7 th Grade | Benchmark | Math | 66% | 66% | 63% | -3 |
| 8 th Grade | Benchmark | Math | 64% | 67% | 57% | -7 |
| Algebra I | End of Course | Math | 76% | 87% | 64% | -12 |
| Geometry | End of Course | Math | 70% | 65% | 67% | -3 |
| 5 th Grade | Benchmark | Science | 40% | 55% | 51% | +11 |
| 7 th Grade | Benchmark | Science | 26% | 40% | 32% | +6 |
| Biology | End of Course | Science | 44% | 41% | 67% | +23 |

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

| Grade Level | Test | Subject | **2011 Percentile Rank | **2012 Percentile Rank | **2013 Percentile Rank | Change from 2011 to 2013 |
|-----------------------|------|----------------------------|------------------------|------------------------|------------------------|--------------------------|
| 1 st Grade | ITBS | Reading | 71 st %tile | 69 th %tile | 80 th %tile | +9 |
| 1 st Grade | ITBS | Language | 69 th %tile | 69 th %tile | 88 th %tile | +19 |
| 1 st Grade | ITBS | Math | 70 th %tile | 74 th %tile | 84 th %tile | +14 |
| 2 nd Grade | ITBS | Reading | 62 nd %tile | 75 th %tile | 76 th %tile | +14 |
| 2 nd Grade | ITBS | Language | 54 th %tile | 71 st %tile | 72 nd %tile | +18 |
| 2 nd Grade | ITBS | Math | 65 th %tile | 75 th %tile | 84 th %tile | +19 |
| 9 th Grade | ITBS | Reading | 64 th %tile | 59 th %tile | 59 th %tile | -5 |
| 9 th Grade | ITBS | Revising Written Materials | 59 th %tile | 60 th %tile | 59 th %tile | Same |
| 9 th Grade | ITBS | Math | 57 th %tile | 51 st %tile | 52 nd %tile | -5 |

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

District:ACADEMICS PLUS SCHOOL DISTRICT Superintendent:ROBERT MCGILL
 School:ACADEMICS PLUS Principal:RACHEL WHEELER
 LEA:6040702 Grades:K-06
 Address:900 EDGEWOOD DR Enrollment:391
 MAUMELLE, AR 72113 Attendance (3 QTR AVG):96.86
 Phone:501-803-0066 Poverty Rate:32.99

OVERALL SCHOOL STATUS: **ACHIEVING**

| PERCENT TESTED | | | | | | |
|--------------------------------|------------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 220 | 220 | 100.00 | 219 | 223 | 98.21 |
| Targeted Achievement Gap Group | 84 | 84 | 100.00 | 84 | 84 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 42 | 42 | 100.00 | 41 | 43 | 95.35 |
| Hispanic | 11 | 11 | 100.00 | 11 | 11 | 100.00 |
| White | 160 | 160 | 100.00 | 160 | 162 | 98.77 |
| Economically Disadvantaged | 77 | 77 | 100.00 | 77 | 77 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | 13 | 13 | 100.00 | 13 | 13 | 100.00 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 178 | 205 | 86.83 | 78.26 | 91.00 | 118 | 138 | 85.51 | 75.23 | 93.00 |
| Targeted Achievement Gap Group | 66 | 83 | 79.52 | 58.33 | 91.00 | 46 | 58 | 79.31 | 56.35 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 459 | 549 | 83.61 | 78.26 | 91.00 | 294 | 365 | 80.55 | 75.23 | 93.00 |
| Targeted Achievement Gap Group | 158 | 220 | 71.82 | 58.33 | 91.00 | 104 | 151 | 68.87 | 56.35 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 27 | 38 | 71.05 | 53.43 | | 21 | 26 | 80.77 | 50.00 | |
| Hispanic | 9 | 11 | 81.82 | 69.70 | | 8 | 10 | 80.00 | 76.19 | |
| White | 135 | 149 | 90.60 | 85.99 | | 85 | 98 | 86.73 | 83.77 | |
| Economically Disadvantaged | 60 | 76 | 78.95 | 59.12 | | 43 | 55 | 78.18 | 55.13 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 9 | 13 | 69.23 | 39.39 | | | | | 52.38 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | ACHIEVING | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 178 | 204 | 87.25 | 81.88 | 92.00 | 87 | 138 | 63.04 | 77.48 | 81.00 |
| Targeted Achievement Gap Group | 67 | 83 | 80.72 | 68.39 | 92.00 | 31 | 58 | 53.45 | 72.23 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 450 | 548 | 82.12 | 81.88 | 92.00 | 236 | 366 | 64.48 | 77.48 | 81.00 |
| Targeted Achievement Gap Group | 158 | 220 | 71.82 | 68.39 | 92.00 | 85 | 151 | 56.29 | 72.23 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 26 | 37 | 70.27 | 63.23 | | 14 | 26 | 53.85 | 66.67 | |
| Hispanic | 7 | 11 | 63.64 | 69.70 | | 6 | 10 | 60.00 | 64.28 | |
| White | 138 | 149 | 92.62 | 88.20 | | 65 | 98 | 66.33 | 81.60 | |
| Economically Disadvantaged | 61 | 76 | 80.26 | 70.13 | | 30 | 55 | 54.55 | 72.23 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 10 | 13 | 76.92 | 39.39 | | | | | 52.38 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: **ACADEMICS PLUS SCHOOL DISTRICT** Superintendent: **ROBERT MCGILL**
 School: **ACADEMICS PLUS** Principal: **SHARON WALKER**
 LEA: **6040703** Grades: **07-12**
 Address: **900 EDGEWOOD DRIVE** Enrollment: **257**
MAUMELLE, AR 72113 Attendance (3 QTR AVG): **96.57**
 Phone: **501-851-3333** Poverty Rate: **29.18**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 122 | 124 | 98.39 | 178 | 180 | 98.89 |
| Targeted Achievement Gap Group | 39 | 40 | 97.50 | 57 | 58 | 98.28 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 22 | 23 | 95.65 | 34 | 35 | 97.14 |
| Hispanic | | | | | | |
| White | 94 | 95 | 98.95 | 132 | 133 | 99.25 |
| Economically Disadvantaged | 34 | 35 | 97.14 | 51 | 52 | 98.08 |
| English Language Learners | | | | | | |
| Students with Disabilities | 10 | 11 | 90.91 | 12 | 13 | 92.31 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 94 | 116 | 81.03 | 75.33 | 91.00 | 55 | 67 | 82.09 | 73.68 | 93.00 |
| Targeted Achievement Gap Group | 24 | 36 | 66.67 | 69.44 | 91.00 | 12 | 18 | 66.67 | 67.39 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 282 | 362 | 77.90 | 75.33 | 91.00 | 182 | 228 | 79.82 | 73.68 | 93.00 |
| Targeted Achievement Gap Group | 78 | 117 | 66.67 | 69.44 | 91.00 | 55 | 77 | 71.43 | 67.39 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 8 | 21 | 38.10 | 75.69 | | 6 | 12 | 50.00 | 69.30 | |
| Hispanic | | | | 79.17 | | | | | 83.33 | |
| White | 81 | 89 | 91.01 | 75.28 | | 45 | 50 | 90.00 | 74.36 | |
| Economically Disadvantaged | 23 | 33 | 69.70 | 72.23 | | 12 | 18 | 66.67 | 69.70 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | | | | 33.33 | | | | | 16.67 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 106 | 169 | 62.72 | 74.43 | 92.00 | 38 | 67 | 56.72 | 74.78 | 81.00 |
| Targeted Achievement Gap Group | 27 | 54 | 50.00 | 66.67 | 92.00 | 5 | 18 | 27.78 | 74.64 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 356 | 531 | 67.04 | 74.43 | 92.00 | 146 | 228 | 64.04 | 74.78 | 81.00 |
| Targeted Achievement Gap Group | 102 | 183 | 55.74 | 66.67 | 92.00 | 40 | 77 | 51.95 | 74.64 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 12 | 33 | 36.36 | 65.81 | | 1 | 12 | 8.33 | 64.91 | |
| Hispanic | | | | 79.17 | | | | | 83.33 | |
| White | 85 | 125 | 68.00 | 76.74 | | 34 | 50 | 68.00 | 77.57 | |
| Economically Disadvantaged | 25 | 50 | 50.00 | 69.20 | | 5 | 18 | 27.78 | 73.48 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 2 | 10 | 20.00 | 27.08 | | | | | 44.44 | |

| 2012 SCHOOL GRADUATION RATE | | | | | |
|--------------------------------|-----------------------------|----------------------|------------|----------|-----------|
| GRADUATION RATE STATUS: | ACHIEVING | | | | |
| | 2012 SCHOOL GRADUATION RATE | | | | |
| ESEA Flexibility Indicators | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 35 | 37 | 94.59 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | | | | 66.67 | 94.00 |
| Three Year Average Performance | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 89 | 101 | 88.12 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 12 | 15 | 80.00 | 66.67 | 94.00 |
| ESEA Subgroups | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | |
| African American | | | | 83.33 | |
| Hispanic | | | | 100.00 | |
| White | 25 | 27 | 92.59 | 96.53 | |
| Economically Disadvantaged | | | | 66.67 | |
| English Language Learners | | | | | |
| Students with Disabilities | | | | 16.67 | |

District: **ACADEMICS PLUS SCHOOL DISTRICT** Superintendent: **ROBERT MCGILL**
 School: **ACADEMICS PLUS SCHOOL DISTRICT** Principal:
 LEA: **6040700** Grades: **K-12**
 Address: **900 EDGEWOOD DR** Enrollment: **648**
MAUMELLE, AR 72113 Attendance (3 QTR AVG): **96.74**
 Phone: **501-803-9730** Poverty Rate: **31.48**

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 342 | 344 | 99.42 | 397 | 403 | 98.51 |
| Targeted Achievement Gap Group | 123 | 124 | 99.19 | 141 | 142 | 99.30 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 64 | 65 | 98.46 | 75 | 78 | 96.15 |
| Hispanic | 15 | 15 | 100.00 | 19 | 19 | 100.00 |
| White | 254 | 255 | 99.61 | 292 | 295 | 98.98 |
| Economically Disadvantaged | 111 | 112 | 99.11 | 128 | 129 | 99.22 |
| English Language Learners | | | | | | |
| Students with Disabilities | 23 | 24 | 95.83 | 25 | 26 | 96.15 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 272 | 321 | 84.74 | 76.98 | 91.00 | 173 | 205 | 84.39 | 74.60 | 93.00 |
| Targeted Achievement Gap Group | 90 | 119 | 75.63 | 62.13 | 91.00 | 58 | 76 | 76.32 | 60.26 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 742 | 913 | 81.27 | 76.98 | 91.00 | 476 | 593 | 80.27 | 74.60 | 93.00 |
| Targeted Achievement Gap Group | 236 | 337 | 70.03 | 62.13 | 91.00 | 159 | 228 | 69.74 | 60.26 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 35 | 59 | 59.32 | 62.64 | | 27 | 38 | 71.05 | 58.33 | |
| Hispanic | 12 | 15 | 80.00 | 73.68 | | 10 | 13 | 76.92 | 79.17 | |
| White | 216 | 238 | 90.76 | 81.21 | | 130 | 148 | 87.84 | 79.98 | |
| Economically Disadvantaged | 83 | 109 | 76.15 | 63.54 | | 55 | 73 | 75.34 | 60.38 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 11 | 21 | 52.38 | 37.50 | | | | | 41.67 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 284 | 373 | 76.14 | 77.99 | 92.00 | 125 | 205 | 60.98 | 76.38 | 81.00 |
| Targeted Achievement Gap Group | 94 | 137 | 68.61 | 67.59 | 92.00 | 36 | 76 | 47.37 | 73.08 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 807 | 1081 | 74.65 | 77.99 | 92.00 | 382 | 594 | 64.31 | 76.38 | 81.00 |
| Targeted Achievement Gap Group | 260 | 403 | 64.52 | 67.59 | 92.00 | 125 | 228 | 54.82 | 73.08 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 37 | 68 | 54.41 | 64.61 | | 15 | 38 | 39.47 | 65.91 | |
| Hispanic | 13 | 19 | 68.42 | 73.68 | | 7 | 13 | 53.85 | 72.23 | |
| White | 203 | 244 | 83.20 | 82.09 | | 99 | 148 | 66.89 | 79.98 | |
| Economically Disadvantaged | 86 | 126 | 68.25 | 69.70 | | 35 | 73 | 47.95 | 72.68 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 12 | 23 | 52.17 | 34.21 | | | | | 50.00 | |

| 2012 SCHOOL GRADUATION RATE | | | | | |
|--------------------------------|-----------------------------|----------------------|------------|----------|-----------|
| GRADUATION RATE STATUS: | ACHIEVING | | | | |
| | 2012 SCHOOL GRADUATION RATE | | | | |
| ESEA Flexibility Indicators | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 35 | 37 | 94.59 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | | | | 66.67 | 94.00 |
| Three Year Average Performance | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 89 | 101 | 88.12 | 95.10 | 94.00 |
| Targeted Achievement Gap Group | 12 | 15 | 80.00 | 66.67 | 94.00 |
| ESEA Subgroups | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | |
| African American | | | | 83.33 | |
| Hispanic | | | | 100.00 | |
| White | 25 | 27 | 92.59 | 96.53 | |
| Economically Disadvantaged | | | | 66.67 | |
| English Language Learners | | | | | |
| Students with Disabilities | | | | 16.67 | |

Writing Prompt and Reading Open Response Scores

| | Grade Level | Pts. Possible | A+ 2011 | State 2011 | A+ 2012 | State 2012 | A+ 2013 | State 2013 |
|-------------------|-------------|---------------|-------------|-------------|-----------|------------|-----------|------------|
| Reading | | | | | | | | |
| Literary Passage | 3 | 8 | 3.2 | 4.1 | 3.8 | 3.6 | 3.9 | 4.4 |
| Content Passage | 3 | 8 | 4.9 | 4.9 | 4.5 | 4.1 | 5.5 | 4.8 |
| Practical Passage | 3 | 8 | 1.9 | 2.9 | 4.1 | 3.8 | 2.6 | 3.1 |
| Writing | | | | | | | | |
| Content Domain | 3 | 4 & 4 | 2.2 / 2.7 | 2.4 / 2.7 | 2.5 / 2.4 | 2.5 / 2.3 | 2.4 / 2.6 | 2.4 / 2.4 |
| Style Domain | 3 | 4 & 4 | 2.2 / 2.7 | 2.4 / 2.7 | 2.5 / 2.4 | 2.5 / 2.3 | 2.4 / 2.6 | 2.4 / 2.4 |
| Sent. Formation | 3 | 4 & 4 | 2.8 / 3.3 | 3.0 / 3.1 | 3.2 / 3.0 | 3.0 / 2.9 | 3.1 / 3.1 | 2.8 / 2.7 |
| Usage Domain | 3 | 4 & 4 | 3.3 / 3.7 | 3.5 / 3.6 | 3.7 / 3.5 | 3.4 / 3.3 | 3.4 / 3.4 | 3.2 / 3.2 |
| Mechanics Domain | 3 | 4 & 4 | 2.9 / 3.4 | 3.2 / 3.2 | 3.4 / 3.3 | 3.1 / 3.1 | 3.2 / 3.1 | 3.0 / 2.9 |
| Reading | | | | | | | | |
| Literary Passage | 4 | 8 | 5.7 | 5.8 | 4.4 | 4.7 | 4.9 | 3.8 |
| Content Passage | 4 | 8 | 3.7 | 4.5 | 4.5 | 4.3 | 5.6 | 5.4 |
| Practical Passage | 4 | 8 | 3.6 | 4.3 | 2 | 2.2 | 4.1 | 4 |
| Writing | | | | | | | | |
| Content Domain | 4 | 4 & 4 | 2.9 / 3.2 | 2.9 / 2.9 | 2.8 / 2.8 | 2.8 / 2.8 | 3.0 / 3.0 | 2.8 / 2.9 |
| Style Domain | 4 | 4 & 4 | 2.9 / 3.2 | 2.9 / 2.9 | 2.8 / 2.8 | 2.8 / 2.8 | 3.0 / 3.0 | 2.8 / 2.9 |
| Sent. Formation | 4 | 4 & 4 | 3.5 / 3.6 | 3.4 / 3.3 | 3.5 / 3.4 | 3.3 / 3.3 | 3.5 / 3.7 | 3.1 / 3.3 |
| Usage Domain | 4 | 4 & 4 | 3.6 / 3.8 | 3.6 & / 3.5 | 3.5 / 3.7 | 3.5 / 3.5 | 3.7 / 3.8 | 3.4 / 3.5 |
| Mechanics Domain | 4 | 4 & 4 | 3.4 / 3.6 | 3.4 / 3.3 | 3.3 / 3.6 | 3.4 / 3.4 | 3.5 / 3.7 | 3.2 / 3.3 |
| Reading | | | | | | | | |
| Literary Passage | 5 | 8 | 3.8 | 3.9 | 4.9 | 4.6 | 6.2 | 6.3 |
| Content Passage | 5 | 8 | 6.5 | 6.7 | 5.6 | 4.8 | 6.6 | 6.4 |
| Practical Passage | 5 | 8 | 6.7 | 6.4 | 5.1 | 5.6 | 4.4 | 4.6 |
| Writing | | | | | | | | |
| Content Domain | 5 | 4 & 4 | 3.0 / 2.8 | 3.0 / 2.8 | 3.0 / 2.9 | 3.0 / 3.0 | 2.8 / 2.9 | 2.9 / 2.9 |
| Style Domain | 5 | 4 & 4 | 3.0 / 2.8 | 3.0 / 2.8 | 3.0 / 2.9 | 3.0 / 3.0 | 2.9 / 2.9 | 2.9 / 2.9 |
| Sent. Formation | 5 | 4 & 4 | 3.3 / 3.3 | 3.5 / 3.4 | 3.8 / 3.7 | 3.4 / 3.5 | 3.5 / 3.4 | 3.4 / 3.4 |
| Usage Domain | 5 | 4 & 4 | 3.7 / 3.5 | 3.7 / 3.6 | 3.8 / 3.8 | 3.6 / 3.7 | 3.6 / 3.6 | 3.6 / 3.5 |
| Mechanics Domain | 5 | 4 & 4 | 3.7 / 3.6 | 3.6 / 3.5 | 3.7 / 3.8 | 3.5 / 3.6 | 3.6 / 3.5 | 3.6 / 3.4 |
| Reading | | | | | | | | |
| Literary Passage | 6 | 8 | 6.5 | 6.5 | 4.8 | 5.1 | 5.5 | 5.5 |
| Content Passage | 6 | 8 | 5.3 | 5.2 | 5.9 | 6.1 | 4.8 | 4.4 |
| Practical Passage | 6 | 8 | 5.8 | 5.6 | 2.8 | 3 | 5.4 | 5.5 |
| Writing | | | | | | | | |
| Content Domain | 6 | 4 & 4 | 2.8 & / 2.8 | 2.9 / 2.9 | 2.6 / 2.7 | 2.9 / 3.0 | 2.8 / 2.9 | 2.9 / 2.9 |
| Style Domain | 6 | 4 & 4 | 2.9 / 2.8 | 2.9 / 2.9 | 2.6 / 2.8 | 2.9 / 3.0 | 2.7 / 2.9 | 2.9 / 3.0 |
| Sent. Formation | 6 | 4 & 4 | 3.5 / 3.5 | 3.5 / 3.6 | 3.3 / 3.4 | 3.6 / 3.6 | 3.7 / 3.8 | 3.6 / 3.6 |
| Usage Domain | 6 | 4 & 4 | 3.7 / 3.6 | 3.7 / 3.7 | 3.7 / 3.7 | 3.7 / 3.7 | 3.7 / 3.8 | 3.7 / 3.8 |
| Mechanics Domain | 6 | 4 & 4 | 3.7 / 3.6 | 3.7 / 3.6 | 3.5 / 3.7 | 3.7 / 3.7 | 3.8 / 3.8 | 3.7 / 3.7 |
| Reading | | | | | | | | |
| Literary Passage | 7 | 8 | 4.1 | 4.7 | 5.8 | 5.2 | 2.7 | 3.6 |
| Content Passage | 7 | 8 | 5.6 | 6.2 | 4.1 | 4.9 | 5.3 | 5.6 |
| Practical Passage | 7 | 8 | 6 | 6.5 | 4.6 | 4.6 | 4 | 4.1 |
| Writing | | | | | | | | |
| Content Domain | 7 | 4 & 4 | 2.7 / 2.8 | 2.9 / 2.9 | 3.2 / 2.7 | 3.0 / 2.8 | 2.8 / 2.9 | 2.8 / 3.0 |
| Style Domain | 7 | 4 & 4 | 2.7 / 2.8 | 2.9 / 2.9 | 3.2 / 2.7 | 3.0 / 2.8 | 2.8 / 2.9 | 2.8 / 3.0 |
| Sent. Formation | 7 | 4 & 4 | 3.5 / 3.7 | 3.6 / 3.7 | 3.9 / 3.7 | 3.7 / 3.6 | 3.7 / 3.8 | 3.7 / 3.7 |
| Usage Domain | 7 | 4 & 4 | 3.5 / 3.8 | 3.7 / 3.7 | 3.8 / 3.8 | 3.8 / 3.7 | 3.9 / 3.9 | 3.7 / 3.8 |
| Mechanics Domain | 7 | 4 & 4 | 3.5 / 3.7 | 3.6 / 3.7 | 3.9 / 3.7 | 3.8 / 3.7 | 3.9 / 3.9 | 3.7 / 3.7 |
| Reading | | | | | | | | |
| Literary Passage | 8 | 8 | 5.2 | 5.1 | 5.4 | 4.9 | 6.6 | 6.4 |
| Content Passage | 8 | 8 | 5.2 | 5.2 | 5.7 | 5.6 | 5.4 | 5.4 |
| Practical Passage | 8 | 8 | 6.8 | 6 | 5.9 | 6 | 4.2 | 3.8 |
| Writing | | | | | | | | |
| Content Domain | 8 | 4 & 4 | 2.6 / 3.1 | 2.8 / 3.1 | 2.9 / 3.4 | 2.9 / 3.1 | 2.9 / 3.1 | 2.9 / 3.1 |
| Style Domain | 8 | 4 & 4 | 2.6 / 3.1 | 2.8 / 3.1 | 3.0 / 3.4 | 2.9 / 3.1 | 2.9 / 3.0 | 2.9 / 3.1 |
| Sent. Formation | 8 | 4 & 4 | 3.8 / 3.8 | 3.7 / 3.6 | 3.9 / 3.8 | 3.7 / 3.7 | 3.9 / 3.8 | 3.8 / 3.8 |
| Usage Domain | 8 | 4 & 4 | 3.9 / 3.9 | 3.8 / 3.7 | 3.9 / 3.9 | 3.8 / 3.8 | 3.8 / 3.9 | 3.8 / 3.8 |
| Mechanics Domain | 8 | 4 & 4 | 3.7 / 3.9 | 3.7 / 3.7 | 3.8 / 3.8 | 3.8 / 3.7 | 3.8 / 3.9 | 3.8 / 3.8 |

Sen. Bryan B. King
Senate Chair
Rep. Kim Hammer
House Chair
Sen. Linda Chesterfield
Senate Vice Chair
Rep. John W. Walker
House Vice Chair

Arkansas



Enclosure 4

Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

September 16, 2013

Academics Plus Charter School
Director and Board Members
Maumelle, Arkansas

Re: Academics Plus Charter School of Pulaski County
June 30, 2012

The Legislative Joint Auditing Committee, at its September 13, 2013 meeting filed the above referenced report.

The Committee appreciates the conscientious efforts of your personnel in achieving substantial compliance with Arkansas fiscal and financial laws applicable to the entity. We encourage you to continue these efforts as well as maintaining conformity with accepted accounting practices and procedures.

If you should have any questions or need any assistance, please feel free to contact us so that we may schedule one of our personnel to visit with you.

LEGISLATIVE JOINT AUDITING COMMITTEE

Handwritten signature of Bryan B. King in black ink.

Bryan B. King
Senate Co-chairman

Handwritten signature of Kim Hammer in black ink.

Kim Hammer
House Co-chairman

BK;KH:aw
EDCS00112

cc: Mike Hernandez
Assistant Commissioner for Fiscal
and Administrative Services



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

December 19, 2012

**State Board
of Education**

Jim Cooper
Melbourne
Chair

Brenda Gullett
Fayetteville
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Sam Ledbetter
Little Rock

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Mr. Rob McGill, Superintendent
Academics Plus Charter
900 Edgewood Drive
Maumelle, AR

Dear Mr. McGill:

On behalf of the review team, I wish to express our appreciation to you and your staff for the professional courtesy and hospitality received during our recent On-campus Standards Review.

Based on the On-campus Standards Review conducted on *November 19, 2012*, *Academics Plus District* is in compliance with all reviewed items contained in the On-campus Standards Review Checklist.

If you have any questions or need assistance, you may contact this office at (501)682-4380.

Sincerely,

Derryl Evans, Specialist
Standards Assurance Unit

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

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ARKANSAS
DEPARTMENT
OF EDUCATION

Enclosure 6

Dr. Tom W. Kimbrell
Commissioner

January 8, 2014

State Board
of Education

Mr. Rob McGill, Superintendent
Academics Plus Charter School
900 Edgewood Dr.
Maumelle, AR 72113

Brenda Gullett
Fayetteville
Chair

Dear Mr. McGill:

Sam Ledbetter
Little Rock
Vice Chair

On October 31 - November 1, 2013, the special education program of the Academics Plus Charter School was officially monitored. The information contained in this report reflects the findings regarding the district's compliance with state and federal regulations governing programs for students with disabilities. During the monitoring visit, a random sample of six folders was selected and reviewed. Other on-site and off-site data, including December 1 child count, were reviewed. Classroom observations and interviews were conducted.

Dr. Jay Barth
Little Rock

Joe Black
Newport

The review of the Academics Plus Charter School's implementation of state and federal regulations governing educational programs for the disabled verified the district's substantial compliance with said requirements. The district is commended for being in substantial compliance with state and federal regulations in each of the following areas:

Alice Mahony
El Dorado

Toyce Newton
Crossett

1. Child Find
2. Due Process
3. Protection in Evaluation Procedures
4. Procedures for Evaluating Specific Learning Disabilities
5. Individualized Education Programs
6. Free Appropriate Public Education
7. Least Restrictive Environment
8. Confidentiality of Information
9. System of Personnel Development
10. Children With Disabilities in Private Schools
11. Use of Funds

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

It is the intention of the Special Education Unit that this information will assist the Academics Plus Charter School in further developing its special education program. Please contact me if I can be of additional assistance.

Respectfully,

Kristin Hughes, State Supervisor
Non-traditional Programs
Special Education

Four Capitol Mall
Little Rock, AR
72201-1019
(501) 682-4475
ArkansasEd.org

cc: Lisa Haley, Administrator, Monitoring/Program Effectiveness
Donna Broyles, LEA Supervisor
File

An Equal Opportunity
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Academics Plus Charter School

Enclosure 7

900 Edgewood Drive
 Maumelle, AR 72113
 Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

Sample Budget Information for Academics Plus Charter School (APCS)

The overall budget for Academics Plus Charter School for the 2013-2014 school year (SY) is \$4,083,832 with an anticipated estimated surplus of approximately \$81,000. The following chart shows the estimated revenue and expenses for the next two years as compared to the current budget if the cap increase is approved.

| | 2014-2015 Difference from 2013-2014 Budget | 2015-2016 Difference from 2014-2015 Budget | Two Year Total Difference from 2013-2014 Budget | Total Recurring Year to Year |
|---|--|--|---|------------------------------------|
| Student Increase | 100 | 100 | 300 | 200 |
| Expenses due to Cap | | | | |
| 1% Increased to expenses above current budget | \$40,838 | \$41,246 | \$122,922 | \$82,084 |
| 2% Employee Salary Increase | \$56,000 | \$58,000 | \$170,000 | \$114,000 |
| Add Teachers | (3) \$135,000 | (3) \$140,000 | \$410,000 | \$275,000 |
| Add Para/Lunch Aide | (1) \$20,000 | (2) \$20,000 | \$60,000 | \$40,000 |
| Cafeteria Enlargement | (One Time) \$4,000 | | \$4,000 | \$0.00 |
| Classroom Materials | (One Time) \$30,000 | (One Time) \$30,000 | \$60,000 | \$0.00 |
| Bus Route Transportation | \$25,000 | | \$50,000 | \$25,000 |
| Elementary Dean of Students | \$61,000 | | \$122,000 | \$61,000 |
| Total Expenses | \$371,838 | \$289,246 | \$998,922 | \$597,084 |
| Revenue Increase | 639,300 (Growth Funding) | 639,300 (Growth Funding) | \$1,917,900 | \$1,278,600 |
| Balance | + \$267,462 | + \$350,054 | + \$918,978 | + \$681,516 |

APCS is in a strong financial position. Currently APCS has \$989,356 in operating fund reserve along with an additional \$880,000 in the building fund. This money will be used to take care of expenses due to the additional students until growth money is received in January.

PRODUCING HIGH PERFORMERS!

**DESEGREGATION ANALYSIS
ACADEMICS PLUS CHARTER SCHOOL**

This Desegregation Analysis is in support of the request to increase the student enrollment cap of Academics Plus Charter School in Pulaski County. To the extent that Ark. Code Ann. §6-23-106 applies to the amendment of an open-enrollment public charter school charter to increase the student enrollment cap, subsection (a) requires the applicant, the local school district in which the charter school is located, and the Charter Authorizer to “review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Subsection (b) requires the Charter Authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Subsection (c) provides that the Charter Authorizer “shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

The State Board last made the determination required by §106 in 2012 upon granting a three (3) year charter renewal to Academics Plus Charter School (Academics Plus). No person or school district appealed that determination. Increasing the student enrollment cap of Academics Plus will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

Since the renewal of Academics Plus’s charter in 2012:

- The Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- Academics Plus does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of Academics Plus.

Because all public school districts in Arkansas from which Academics Plus draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, increasing the student enrollment cap can have no negative effect on the desegregation efforts of any public school district in this state.

In addition, Academics Plus is an open-enrollment public charter school and therefore must admit all applicants who apply, unless there are more applicants than spaces, in which case

Academics Plus must fill spaces according to a random, anonymous lottery. Therefore, Academics Plus cannot predict its future student demographics.

Academics Plus's 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 22.9% minority students, including 101 African-American students, 34 Hispanic students, 12 Asian students, 1 Native American student, and 1 Pacific Islander student. The Asian, Hispanic, Native American, and Pacific Islander student enrollment at Academics Plus is basically identical to the Pulaski County population.

The proposed increase in the enrollment of Academics Plus from 650 students to 850 students over the course of the next two years would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,289 students enrolled in the public school districts in Pulaski County according to their enrollment data reflected in the records of the Arkansas Department of Education Data Center as of November 2013. The total enrollment of Academics Plus, with 850 students, would be approximately 1.7% of that number. It is therefore difficult to believe, based upon the data, that increasing the enrollment cap of Academics Plus would have any negative impact on the efforts of public school districts to achieve and maintain a unitary system.

In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the area of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, Academics Plus cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to create and maintain a unitary system of desegregated public schools.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985)(en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990). In the 1990 decision, the Eighth Circuit stated:

On remand from our en banc decision, several remedial developments occurred of relevance to the present appeals. For one thing, NLRSD proposed a plan to comply with our en banc opinion. The District Court approved the plan, 659 F.Supp. 363, 368 (E.D. Ark. 1987), and no one appealed. For another, the City of Little Rock annexed certain additional territory, and the question arose whether our direction that LRSD be expanded to the city limits referred to the city limits as they existed at the time of our en banc opinion, or to the city limits as they might exist from time to time in the future. The District Court held that LRSD would automatically expand whenever the city annexed new territory, so that LRSD would always be contiguous with the city as it existed from time to time. We reversed. We held that the remedy contemplated by our en banc opinion was intended to be a complete cure for all interdistrict violations that we had found. The en banc opinion, we said, prescribed “a full and sufficient correction of wrongs done in the past,” including all interdistrict violations. *Little Rock School District v. Pulaski County Special School District*, 805 F.2d 815, 816 (8th Cir. 1986) (per curiam).

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves Academics Plus, contends that the operation of Academics Plus interferes with the “M-M Stipulation” and the “Magnet Stipulation.” On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD’s motion in these words:

To sum up, LRSD and Joshua’s motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua’s favor, no reasonable fact finder could conclude that the State is in material breach of the parties’ 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has no, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation. *Roberts Contracting*, 2009 Ark. App. 437, at 8, 320 S.W.3d at 7.

4. Disposition. LRSD and Joshua’s motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court’s judgment, as a matter of law, the State did not do so.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

Therefore, Academics Plus submits to the Charter Authorizing Panel that increasing the student enrollment cap of its charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

**Materials Submitted
by Pulaski County
Special School
District**

M. Samuel Jones, III
Direct Dial: 501-688-8812
E-mail: sjones@mwlaw.com

425 West Capitol Avenue, Suite 1800
Little Rock, Arkansas 72201-3525
Telephone: 501-688-8800
Fax: 501-688-8807

January 27, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 State Capitol Mall
Little Rock, AR 72201

Re: Academics Plus Cap Increase

1. Academics Plus wishes to increase its enrollment from 650 to 850 over the next two years. This would result in an increase of about 30%. PCSSD writes to oppose the request and desires to speak in opposition at the meeting of the Charter Authorizing Panel. Attached are slides proposed by Academic's Plus itself which correspond to the paragraphs below.

With the rapid phase out of the M-to-M program, PCSSD will have more than ample space to accommodate these same students at Maumelle Middle School and Maumelle High School. Both are relatively new buildings offering instructional and facility advantages beyond the reach of Academics Plus.

Free and Reduced Lunch Issues

2. In its Annual Report from September, 2012 it was incorrectly recorded that free and reduced lunch students comprised 40.9% of the total enrollment. That was then corrected down to 33%. It has declined even more as of the September, 2013 report when it was reported to be only 28%.

Academics

3. In its Annual Report Academics Plus states its vision is to be the highest performing preparatory school in the country. Yet, as part of that same packet of information, it would appear it lags behind the state on ACT results in all categories except College English Composition. The same appears to be true from the next slide which includes English, Mathematics, Reading, Science and a composite score. The next few slides contain the Academics Plus three year ACT comparison. They appear to be sliding.

Priority No. 2 states that all students will increase math skills. The goal is to reduce the achievement gap among sub-groups in math. They have failed in this goal.

4. On the test score comparisons, Academics Plus opted to compare 2011-2013 to calculate its claimed percentage increases. However, they did provide the raw data for 2012. When one compares 2013 to 2012, a different picture is revealed. Percentage declines in 5th grade literacy,

6th grade literacy, 8th grade literacy, 5th grade math, 7th grade math, 8th grade math, Algebra I, 5th grade Science, 7th grade Science are revealed. No change is noted for 3rd grade literacy or 4th grade literacy.

5. Neither does Academics Plus “control” for the decline in free and reduced lunch kids when comparing 2013 to 2011. The correlation between socioeconomic status and academic performance is well established but obscured in the report.

For the high school Priority No. 1 is math and the goal is to improve math performance for all students with particular emphasis on the language of algebra and linear functions. They are falling far short of this goal.

No Transportation

In the Minutes from the last state board review and request for renewal and enrollment increase, Rob McGill said the school “had been more successful in attracting a diverse enrollment and was working with Central Arkansas Transit Authority to provide transportation.” However, there is no mention of transportation in their Annual Report or Request for Enrollment Increase.

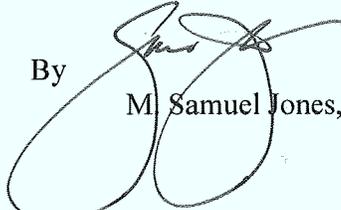
For the high school Priority No. 1 is math and the goal is to improve math performance for all students with particular emphasis on the language of algebra and linear functions. They are falling far short of this goal.

The State Board approved a three year renewal instead of a twenty year renewal but no increase in the enrollment cap.

Cordially yours,

MITCHELL, WILLIAMS, SELIG,
GATES & WOODYARD, P.L.L.C.

By


M. Samuel Jones, III

MSJ/lo

cc: Robert McGill
Jerry Guess
Robert Clowers

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS MISSION STATEMENT

The mission of Academics Plus Charter School is to provide an academically rigorous college preparatory program for all students regardless of race, ethnic origins, national background or socioeconomic level. All children can learn when challenged by high expectations. We believe that attitude, behavior, effort and attendance, as well as ability, determine academic success.

APCS VISION STATEMENT

It is our vision to be the highest performing college preparatory educational institution in America.

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS ELEMENTARY SCHOOL

PRIORITY 1: LITERACY

To improve students', including those with special needs, reading comprehension and written communication skills in all strands.

PRIORITY 2: MATH

To reduce the achievement gap among subgroups in comprehension of math in three areas, multi-step word problems, probability and statistics and estimation.

Academics Plus Charter

A Question of Mission, Vision, and Goals Met?

APCS HIGH SCHOOL

PRIORITY 1: MATH

To improve math performance for all students, including those with special needs, with particular emphasis on the language of algebra and linear functions items within all the Arkansas math standards.

PRIORITY 2: LITERACY

To improve literacy skills for all students by increasing reading comprehension and writing skills across the curriculum for all students to include those with special needs.

Compare 2013 Outcomes With 2012

Academics Plus Charter School

Attachment 1

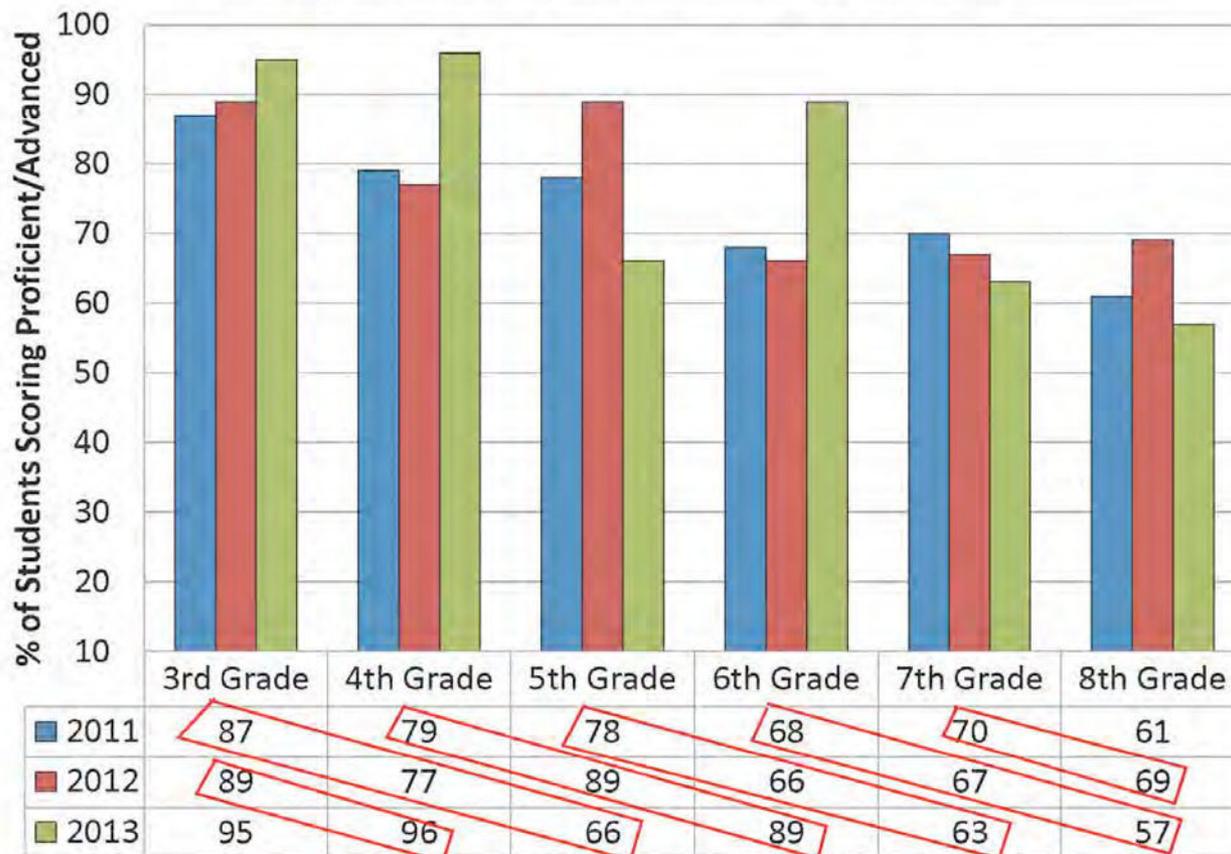
Test Score Comparison of 2011, 2012 and 2013

| Grade Level | Test | Subject | *PROF/ADV 2011 | *PROF/ADV 2012 | *PROF/ADV 2013 | Change from 2011 to 2013 |
|------------------------|---------------|----------|----------------|----------------|----------------|--------------------------|
| 3 rd Grade | Benchmark | Literacy | 66% | 90% | 90% | +24 |
| 4 th Grade | Benchmark | Literacy | 85% | 95% | 95% | +10 |
| 5 th Grade | Benchmark | Literacy | 79% | 95% | 89% | +10 |
| 6 th Grade | Benchmark | Literacy | 65% | 79% | 72% | +7 |
| 7 th Grade | Benchmark | Literacy | 58% | 77% | 85% | +27 |
| 8 th Grade | Benchmark | Literacy | 83% | 88% | 85% | +2 |
| 11 th Grade | End of Course | Literacy | 72% | 77% | 74% | +2 |
| 3 rd Grade | Benchmark | Math | 89% | 88% | 95% | +6 |
| 4 th Grade | Benchmark | Math | 74% | 76% | 96% | +22 |
| 5 th Grade | Benchmark | Math | 80% | 88% | 66% | -14 |
| 6 th Grade | Benchmark | Math | 71% | 68% | 89% | +18 |
| 7 th Grade | Benchmark | Math | 66% | 66% | 63% | -3 |
| 8 th Grade | Benchmark | Math | 64% | 67% | 57% | -7 |
| Algebra I | End of Course | Math | 76% | 87% | 64% | -12 |
| Geometry | End of Course | Math | 70% | 65% | 67% | -3 |
| 5 th Grade | Benchmark | Science | 40% | 55% | 51% | + 11 |
| 7 th Grade | Benchmark | Science | 26% | 40% | 32% | +6 |
| Biology | End of Course | Science | 44% | 41% | 67% | +23 |

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

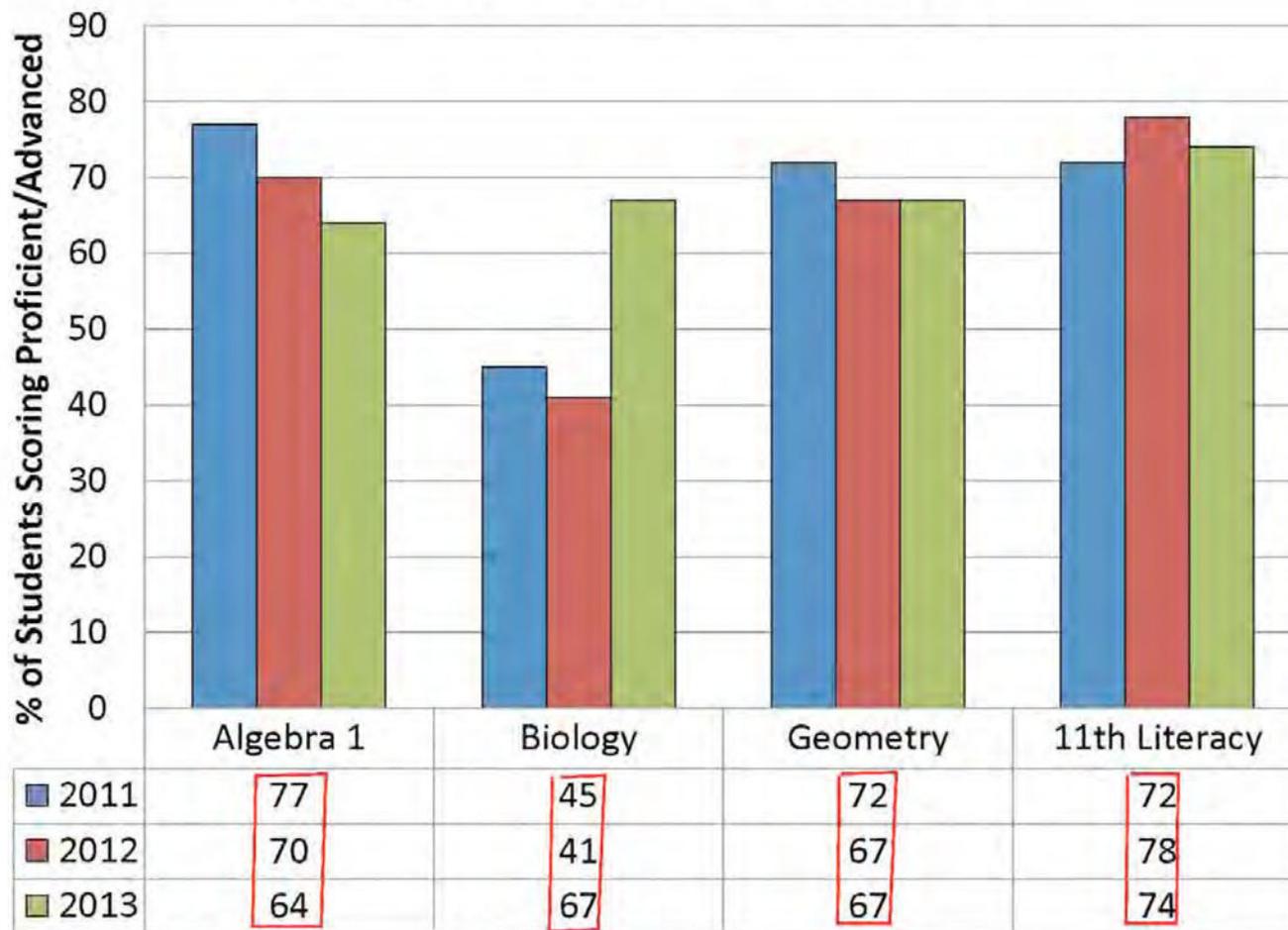
Math Cohort Outcomes Show Retreat From Mission & Goals

APCS 3-Year Comparison 3rd-8th Grade Math



Mathematics End-of-Course Results Not Advancing

APCS 3-Year Comparison EOC Exams



African-American Population Continues to Decline

Students Receiving Free/Reduced Lunch Declines

ACADEMICS PLUS CHARTER SCHOOL YEAR 2 REVIEW – SEPTEMBER 2013

DEMOGRAPHIC DATA

| | AS REPORTED IN SEPTEMBER 2012 | SEPTEMBER 2013 |
|---------------------------|-------------------------------|------------------------------------|
| Grades Served | K-12 | K-12 |
| Enrollment Cap | 650 | 650 |
| Current Enrollment | 650 | 650 |
| Caucasian | 74.30% | 77.00% |
| African American | 18.46% | 15.38% Total 20.00% High School |
| Hispanic | 4.92% | 5.00% |
| Asian | 1.84% | 2.15% |
| Native American | 0.15% | 0.15% |
| Pacific Islander | 0.30% | 0.5% |
| Other | 0.00% | 0.00% |
| Free/Reduced Lunch | 33%** | 28% |

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

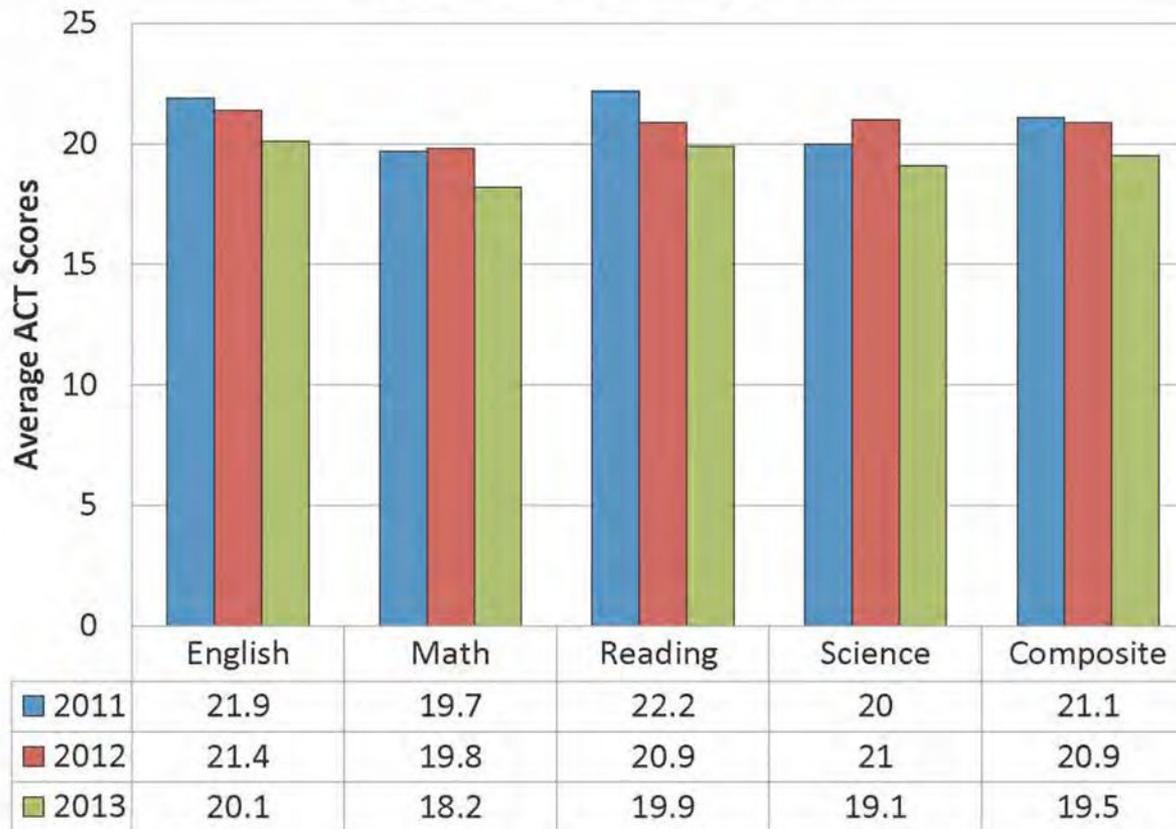
African-American Overall Literacy:

- at 59.3% Proficient or Advanced for Academics Charter Plus
- at 62.7% Proficient or Advanced for Pulaski County Special School District

Source: 2013 District Level ESEA Reports from the ADE

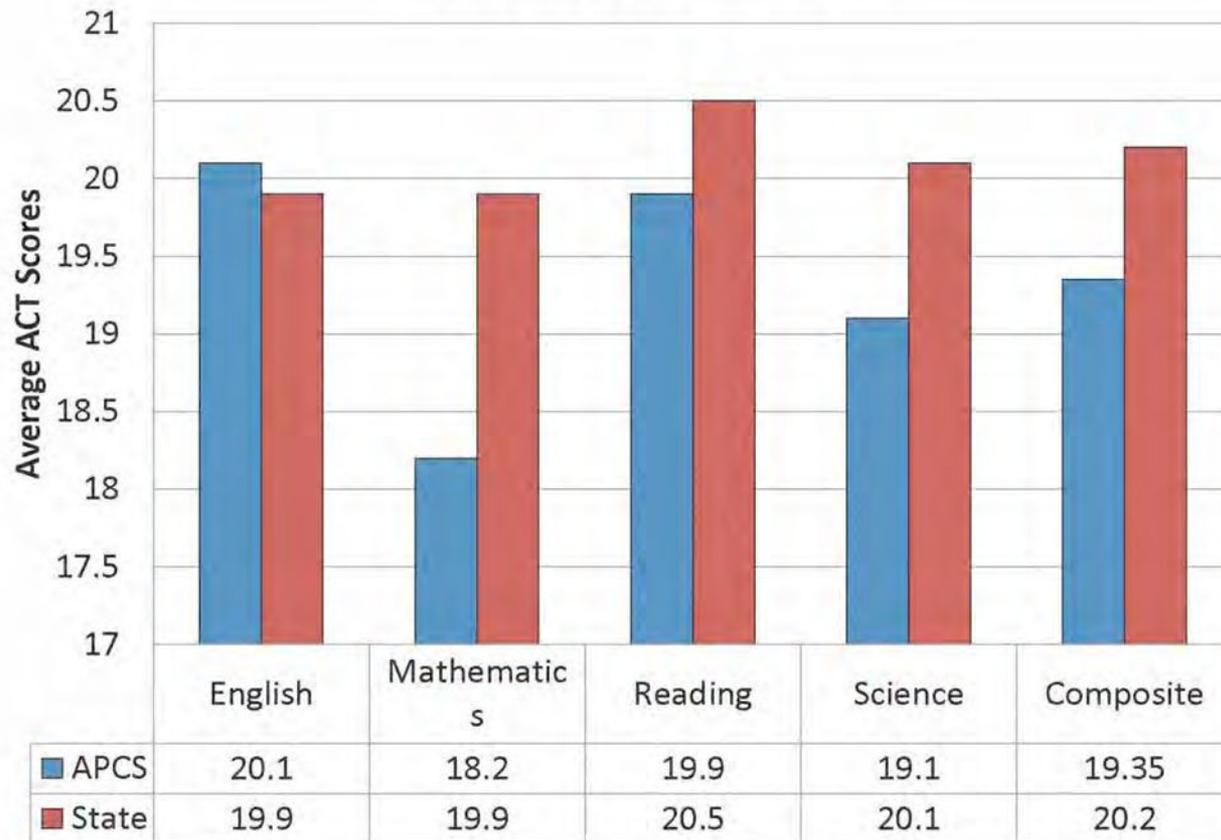
Declining ACT Outcomes

APCS 3-Year ACT Comparison



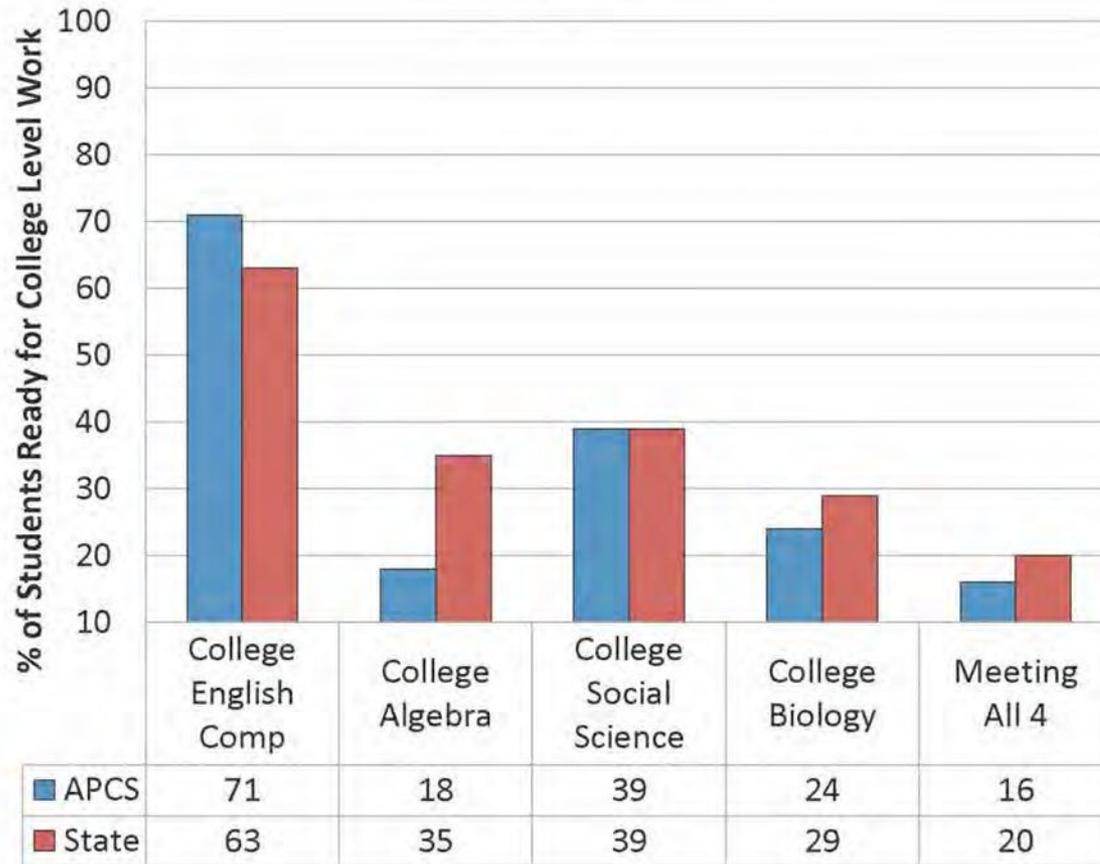
Academics Plus Lags Behind State ACT Outcomes

2013 ACT Comparison



Academics Plus Math is Barely Half That of The State College Readiness

2013 ACT



Conclusions . . .

Academics Plus is not demonstrating entitlement to extend or retain its charter.

**Academics Plus
Response to
Materials Submitted
by Pulaski County
Special School
District**



Academics Plus Charter School

900 Edgewood Drive
Maumelle, AR 72113
Ph 501.803.9730 • Fax 501.803.9742
rob.mcgill@academicsplus.org

February 5, 2014

Ms. Mary Perry
Charter School Program Director
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Ms. Perry,

Academics Plus Charter School (APCS) would like to submit this response to the Pulaski County Special School District's (PCSSD) opposition letter addressed to you dated January 27, 2014 and signed by Mr. Sam Jones.

1. APCS is an open enrollment public charter school and according to Arkansas Law has no legal means to control the racial makeup of the students applying or enrolling. APCS continually monitors the diversity of the school and makes efforts to attract a diverse population.

According to the Office of Desegregation Monitoring (ODM) report dated December 13, 2013, Maumelle High School is currently at 92% capacity, Maumelle Middle School is at 104% capacity and Pine Forest Elementary School is at 98% capacity. PCSSD states, "With the rapid phase out of the M-to-M program, PCSSD will have more than ample space to accommodate these same students at Maumelle Middle School and Maumelle High School." This infers that space will become available when the schools lose the African American students from Little Rock School District and North Little Rock School District. The following data was derived from the ADE Data Center and shows the number of M-to-M students enrolled during the 2nd Quarter of the 2012-2013 school year. 2013-2014 data is not available on the Data Center at this time. Maumelle High School had 179 M-to-M students (39% of the African American population), Maumelle Middle School had 128 M-to-M students (36% of African American population), Crystal Hill Elementary School had 101 M-to-M students (33% of African American population), and Pine Forest Elementary School had 23 M-to-M students (13% of African American population). The diversity of these schools will be significantly reduced when these students no longer attend and according to PCSSD it will occur "rapidly."

Please note: There is no mention in A.C.A. 6-23-102 that a lack of space at the local traditional school is a reason to allow charter schools to operate, and A.C.A 6-23-105 does not provide for modification, revocation or denial because the local traditional school has space for students. Therefore, the fact that the local traditional schools may have space for students in the future is irrelevant to the APCS cap increase request.

2. PCSSD makes the following claim regarding Maumelle High School and Maumelle Middle School, "Both are relatively new buildings offering instructional and facility advantages beyond the reach of Academics Plus." Maumelle Middle School is a Focus School as pertaining to school improvement status and PCSSD is currently under state directed take over. The facilities are relatively new, but there are obviously many parents and students who choose APCS offerings over the new schools PCSSD

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offers. APCS currently has 650 students enrolled with 152 students on this year's waiting list (17 of those waiting have siblings attending APCS). Every day, APCS receives new applications for the 2013-2014 school year. Currently there are an additional 165 students requesting to enter the lottery to be held on March 3, 2014 for attendance during the 2014-2015 school year. This number will continue to increase between now and March 3rd and the waiting list is also predicted to grow over the summer. APCS believes that parents/taxpayers and students should be allowed to choose the education they feel is best for their families. APCS has proven to be a quality choice for them and currently has physical space on campus to accommodate an additional 200 students.

3. PCSSD expressed concern that the APCS vision has not been obtained. It is the belief of APCS that an organization's vision should be a long-term view and concentrate on the future. For example, a charity working with the poor might have a vision statement which reads, "A World without Poverty." APCS makes no apology for having a lofty and difficult vision to achieve. Once we achieve this vision we will then develop another vision that will stretch us even further. Our ACT scores have slipped during the last couple of years, and the 2013 Annual Report and the 2013 Report to the Public appropriately identifies the steps we are taking to address these challenges. APCS has quickly addressed this challenge by making personnel changes and program adjustments. APCS strives to continuously improve.

4. PCSSD expressed concern over the 2013-2014 APCS Arkansas School Improvement Plan (ACSIP) priorities. Each year APCS examines student performance data to identify ACSIP priorities. The priorities listed in the 2013 Annual Report and in the 2013-2014 ACSIP have been identified as the areas with the most room for growth.

5. PCSSD expressed concern that APCS did not compare the 2012 testing data to the 2013 data. The decision to compare 2011 data to 2013 was reached because the last data the State Board of Education reviewed during the most recent charter renewal was the 2011 data. The determination was made that this comparison would be most reflective of our progress. For your convenience the full page of test data is attached as Attachment 1 and the following paragraph lists the areas where there was improvement from 2012 to 2013:

1st grade reading, 1st grade language, 1st grade math, 2nd grade reading, 2nd grade language, 2nd grade math, 3rd grade math, 4th grade math, 6th grade math, 7th grade literacy, 9th grade revising written materials, 9th grade math, geometry, and biology. (3rd grade math, 4th grade math and 9th grade reading were the same)

This data not only shows significant improvement from one year to the next, but also over the two year span since the most recent charter renewal.

6. APCS did not mention transportation in the 2013 Annual Report. The report focused on the data the Arkansas Department of Education requested, but APCS would like to offer transportation. If the requested cap increase is approved, APCS plans to offer transportation to the Oak Grove, Morgan, Marche and Palarm communities beginning August 2014. All three of these communities have a high percentage of low income residents. APCS wants to attract additional African American and low income students. Since APCS conducts a random anonymous lottery there is no guarantee that our diversity will increase by offering transportation, but the cap increase along with transportation will give APCS the opportunity to recruit and hopefully attract an even more diverse population.

APCS continues to offer free C.A.T. passes to any student requesting them. There are several students from Little Rock and North Little Rock who take advantage of this free transportation service.

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ADDITIONAL RELEVANT INFORMATION:

1. The APCS Elementary School has been recognized by the Arkansas Department of Education as a “REWARD SCHOOL.” This honor is given to schools in the top 20% of all Arkansas schools for academic achievement and growth. The school is to be rewarded \$18,114 for this accomplishment.
2. In December 2013 the Office of Education Policy at the University of Arkansas recognized APCS High School for Most Improved End-of-Course Geometry Exam Growth 2007 to 2013.
3. APCS Elementary School is the only school in the Maumelle area to receive “Achieving” status as outlined by the Arkansas Department of Education Accountability Report Card. APCS High School and Maumelle Middle School were the only other schools to receive at least one area of achievement on the reports (both in literacy). Please see Attachment 2 containing the ESEA reports for PCSSD, Maumelle High School, Maumelle Middle School, Pine Forest Elementary School and Crystal Hill Elementary School. The following chart compares the Total and TAGG proficient/advanced as well as the overall status for literacy and math for the Maumelle area schools:

LITERACY

| School | Total Prof/Adv | TAGG Prof/Adv | Status |
|-----------------|----------------|---------------|-------------------|
| APCS Elem | 86.83 | 79.52 | Achieving |
| Pine Forest | 85.77 | 72.80 | Needs Improvement |
| Crystal Hill | 84.70 | 70.70 | Needs Improvement |
| APCS High | 81.03 | 66.67 | Achieving |
| Maumelle Middle | 76.38 | 40.51 | Achieving |
| Maumelle High | 76.38 | 64.08 | Needs Improvement |

MATH

| School | Total Prof/Adv | TAGG Prof/Adv | Status |
|-----------------|----------------|---------------|-------------------|
| APCS Elem | 87.25 | 80.72 | Achieving |
| Pine Forest | 78.29 | 50.29 | Needs Improvement |
| Crystal Hill | 74.22 | 57.32 | Needs Improvement |
| APCS High | 62.72 | 50 | Needs Improvement |
| Maumelle Middle | 69.42 | 53.32 | Focus |
| Maumelle High | 62.93 | 51.20 | Needs Improvement |

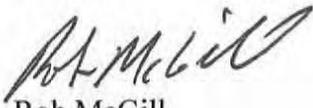
Academics Plus performed better than the local Maumelle schools in every category except high school math. This has been identified as a priority and APCS is making efforts to improve this area.

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4. Maumelle Mayor Mike Watson and the Maumelle City Council approved a letter and resolution in support of APCS receiving the requested cap increase. Please see Attachment 3.

If you have any further questions or concerns please feel free to contact the undersigned at 501.803.9730.

Sincerely,

A handwritten signature in black ink, appearing to read "Rob McGill". The signature is stylized and cursive.

Rob McGill
Executive Director

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Academics Plus Charter School

Test Score Comparison of 2011, 2012 and 2013

| Grade Level | Test | Subject | *PROF/ADV 2011 | *PROF/ADV 2012 | *PROF/ADV 2013 | Change from 2011 to 2013 |
|------------------------|---------------|----------|----------------|----------------|----------------|--------------------------|
| 3 rd Grade | Benchmark | Literacy | 66% | 90% | 90% | +24 |
| 4 th Grade | Benchmark | Literacy | 85% | 95% | 95% | +10 |
| 5 th Grade | Benchmark | Literacy | 79% | 95% | 89% | +10 |
| 6 th Grade | Benchmark | Literacy | 65% | 79% | 72% | +7 |
| 7 th Grade | Benchmark | Literacy | 58% | 77% | 85% | +27 |
| 8 th Grade | Benchmark | Literacy | 83% | 88% | 85% | +2 |
| 11 th Grade | End of Course | Literacy | 72% | 77% | 74% | +2 |
| 3 rd Grade | Benchmark | Math | 89% | 88% | 95% | +6 |
| 4 th Grade | Benchmark | Math | 74% | 76% | 96% | +22 |
| 5 th Grade | Benchmark | Math | 80% | 88% | 66% | -14 |
| 6 th Grade | Benchmark | Math | 71% | 68% | 89% | +18 |
| 7 th Grade | Benchmark | Math | 66% | 66% | 63% | -3 |
| 8 th Grade | Benchmark | Math | 64% | 67% | 57% | -7 |
| Algebra I | End of Course | Math | 76% | 87% | 64% | -12 |
| Geometry | End of Course | Math | 70% | 65% | 67% | -3 |
| 5 th Grade | Benchmark | Science | 40% | 55% | 51% | + 11 |
| 7 th Grade | Benchmark | Science | 26% | 40% | 32% | +6 |
| Biology | End of Course | Science | 44% | 41% | 67% | +23 |

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

| Grade Level | Test | Subject | **2011 Percentile Rank | **2012 Percentile Rank | **2013 Percentile Rank | Change from 2011 to 2013 |
|-----------------------|------|----------------------------|------------------------|------------------------|------------------------|--------------------------|
| 1 st Grade | ITBS | Reading | 71 st %tile | 69 th %tile | 80 th %tile | +9 |
| 1 st Grade | ITBS | Language | 69 th %tile | 69 th %tile | 88 th %tile | +19 |
| 1 st Grade | ITBS | Math | 70 th %tile | 74 th %tile | 84 th %tile | +14 |
| 2 nd Grade | ITBS | Reading | 62 nd %tile | 75 th %tile | 76 th %tile | +14 |
| 2 nd Grade | ITBS | Language | 54 th %tile | 71 st %tile | 72 nd %tile | +18 |
| 2 nd Grade | ITBS | Math | 65 th %tile | 75 th %tile | 84 th %tile | +19 |
| 9 th Grade | ITBS | Reading | 64 th %tile | 59 th %tile | 59 th %tile | -5 |
| 9 th Grade | ITBS | Revising Written Materials | 59 th %tile | 60 th %tile | 59 th %tile | Same |
| 9 th Grade | ITBS | Math | 57 th %tile | 51 st %tile | 52 nd %tile | -5 |

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

District:PULASKI CO. SPEC. SCHOOL DIST. Superintendent:JERRY GUESS
 School:PULASKI CO. SPEC. SCHOOL DIST. Principal:
 LEA:6003000 Grades:K-12
 Address:925 E. Dixon Rd Enrollment:17245
 Little Rock, AR 72206 Attendance (3 QTR AVG):95.39
 Phone:501-490-2000 Poverty Rate:56.74

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 8960 | 9084 | 98.63 | 10171 | 10385 | 97.94 |
| Targeted Achievement Gap Group | 5532 | 5624 | 98.36 | 6238 | 6388 | 97.65 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 3968 | 4028 | 98.51 | 4575 | 4680 | 97.76 |
| Hispanic | 529 | 536 | 98.69 | 611 | 619 | 98.71 |
| White | 4005 | 4060 | 98.65 | 4475 | 4573 | 97.86 |
| Economically Disadvantaged | 5154 | 5215 | 98.83 | 5808 | 5924 | 98.04 |
| English Language Learners | 263 | 266 | 98.87 | 296 | 299 | 99.00 |
| Students with Disabilities | 1086 | 1136 | 95.60 | 1163 | 1228 | 94.71 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 6044 | 8359 | 72.31 | 73.86 | 91.00 | 3946 | 5515 | 71.55 | 76.94 | 93.00 |
| Targeted Achievement Gap Group | 3211 | 5114 | 62.79 | 65.91 | 91.00 | 2160 | 3434 | 62.90 | 70.53 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 17928 | 24776 | 72.36 | 73.86 | 91.00 | 12339 | 16605 | 74.31 | 76.94 | 93.00 |
| Targeted Achievement Gap Group | 9725 | 15410 | 63.11 | 65.91 | 91.00 | 7006 | 10532 | 66.52 | 70.53 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 2311 | 3671 | 62.95 | 65.86 | | 1589 | 2492 | 63.76 | 71.34 | |
| Hispanic | 348 | 490 | 71.02 | 74.83 | | 217 | 299 | 72.58 | 78.09 | |
| White | 3053 | 3779 | 80.79 | 80.79 | | 1948 | 2479 | 78.58 | 81.57 | |
| Economically Disadvantaged | 3081 | 4760 | 64.73 | 67.22 | | 2071 | 3229 | 64.14 | 71.52 | |
| English Language Learners | 139 | 237 | 58.65 | 64.44 | | 96 | 140 | 68.57 | 77.19 | |
| Students with Disabilities | 269 | 1025 | 26.24 | 38.01 | | 197 | 639 | 30.83 | 46.55 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 6356 | 9457 | 67.21 | 74.58 | 92.00 | 2786 | 5516 | 50.51 | 68.95 | 81.00 |
| Targeted Achievement Gap Group | 3345 | 5762 | 58.05 | 67.48 | 92.00 | 1448 | 3435 | 42.15 | 62.28 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 19528 | 28223 | 69.19 | 74.58 | 92.00 | 9609 | 16608 | 57.86 | 68.95 | 81.00 |
| Targeted Achievement Gap Group | 10587 | 17557 | 60.30 | 67.48 | 92.00 | 5225 | 10535 | 49.60 | 62.28 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 2158 | 4096 | 52.69 | 64.68 | | 959 | 2492 | 38.49 | 60.30 | |
| Hispanic | 380 | 545 | 69.72 | 76.87 | | 167 | 299 | 55.85 | 68.46 | |
| White | 3064 | 3936 | 77.85 | 83.56 | | 1501 | 2480 | 60.52 | 77.08 | |
| Economically Disadvantaged | 3166 | 5361 | 59.06 | 68.40 | | 1383 | 3230 | 42.82 | 63.15 | |
| English Language Learners | 158 | 263 | 60.08 | 68.68 | | 72 | 140 | 51.43 | 62.28 | |
| Students with Disabilities | 344 | 1096 | 31.39 | 45.43 | | 129 | 640 | 20.16 | 40.48 | |

| 2012 SCHOOL GRADUATION RATE | | | | | |
|--------------------------------|-----------------------------|----------------------|------------|----------|-----------|
| GRADUATION RATE STATUS: | ACHIEVING | | | | |
| | 2012 SCHOOL GRADUATION RATE | | | | |
| ESEA Flexibility Indicators | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 799 | 1217 | 65.65 | 62.13 | 94.00 |
| Targeted Achievement Gap Group | 347 | 588 | 59.01 | 58.27 | 94.00 |
| Three Year Average Performance | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | 90TH PCTL |
| All Students | 2343 | 3888 | 60.26 | 62.13 | 94.00 |
| Targeted Achievement Gap Group | 1016 | 1826 | 55.64 | 58.27 | 94.00 |
| ESEA Subgroups | # Actual Graduates | # Expected Graduates | Percentage | 2012 AMO | |
| African American | 393 | 588 | 66.84 | 62.71 | |
| Hispanic | 34 | 57 | 59.65 | 52.08 | |
| White | 354 | 550 | 64.36 | 62.44 | |
| Economically Disadvantaged | 306 | 523 | 58.51 | 58.11 | |
| English Language Learners | | | | 51.39 | |
| Students with Disabilities | 90 | 141 | 63.83 | 62.56 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: MAUMELLE HIGH SCHOOL Principal: REBECCA GUTHRIE
 LEA: 6003151 Grades: 09-12
 Address: 100 Victory Lane Enrollment: 978
 Maumelle, AR 72113 Attendance (3 QTR AVG): 94.94
 Phone: 501-234-2510 Poverty Rate: 38.55

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 228 | 237 | 96.20 | 444 | 463 | 95.90 |
| Targeted Achievement Gap Group | 85 | 87 | 97.70 | 230 | 241 | 95.44 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 94 | 99 | 94.95 | 222 | 232 | 95.69 |
| Hispanic | | | | 18 | 18 | 100.00 |
| White | 116 | 120 | 96.67 | 187 | 196 | 95.41 |
| Economically Disadvantaged | 72 | 73 | 98.63 | 207 | 217 | 95.39 |
| English Language Learners | | | | | | |
| Students with Disabilities | 23 | 24 | 95.83 | 36 | 39 | 92.31 |

| STUDENT PERFORMANCE -- LITERACY | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | NEEDS IMPROVEMENT | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 132 | 212 | 62.26 | 61.68 | 91.00 |
| Targeted Achievement Gap Group | 32 | 79 | 40.51 | 47.68 | 91.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 268 | 443 | 60.50 | 61.68 | 91.00 |
| Targeted Achievement Gap Group | 77 | 185 | 41.62 | 47.68 | 91.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 41 | 85 | 48.24 | 49.61 | |
| Hispanic | | | | 50.00 | |
| White | 84 | 111 | 75.68 | 76.49 | |
| Economically Disadvantaged | 31 | 66 | 46.97 | 49.18 | |
| English Language Learners | | | | 16.67 | |
| Students with Disabilities | 1 | 22 | 4.55 | 16.67 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 258 | 410 | 62.93 | 81.83 | 92.00 |
| Targeted Achievement Gap Group | 107 | 209 | 51.20 | 78.98 | 92.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 695 | 1034 | 67.21 | 81.83 | 92.00 |
| Targeted Achievement Gap Group | 319 | 537 | 59.40 | 78.98 | 92.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 93 | 198 | 46.97 | 79.58 | |
| Hispanic | 10 | 17 | 58.82 | 81.48 | |
| White | 144 | 178 | 80.90 | 84.85 | |
| Economically Disadvantaged | 100 | 186 | 53.76 | 79.80 | |
| English Language Learners | | | | 58.33 | |
| Students with Disabilities | 10 | 34 | 29.41 | 65.28 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District:PULASKI CO. SPEC. SCHOOL DIST. Superintendent:JERRY GUESS
 School:MAUMELLE MIDDLE SCHOOL Principal:CHARLOTTE WALLACE
 LEA:6003149 Grades:06-08
 Address:1000 Carnahan DR Enrollment:884
 Maumelle, AR 72113 Attendance (3 QTR AVG):97.87
 Phone:501-851-8990 Poverty Rate:45.48

OVERALL SCHOOL STATUS: **FOCUS**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 873 | 884 | 98.76 | 987 | 1002 | 98.50 |
| Targeted Achievement Gap Group | 441 | 450 | 98.00 | 464 | 473 | 98.10 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 366 | 368 | 99.46 | 389 | 397 | 97.98 |
| Hispanic | 38 | 40 | 95.00 | 46 | 46 | 100.00 |
| White | 441 | 448 | 98.44 | 521 | 528 | 98.67 |
| Economically Disadvantaged | 405 | 410 | 98.78 | 428 | 433 | 98.85 |
| English Language Learners | 13 | 15 | 86.67 | 16 | 16 | 100.00 |
| Students with Disabilities | 71 | 76 | 93.42 | 71 | 76 | 93.42 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | ACHIEVING | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 611 | 800 | 76.38 | 71.83 | 91.00 | 542 | 715 | 75.80 | 74.00 | 93.00 |
| Targeted Achievement Gap Group | 248 | 387 | 64.08 | 56.99 | 91.00 | 228 | 350 | 65.14 | 60.93 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 1706 | 2306 | 73.98 | 71.83 | 91.00 | 1579 | 2114 | 74.69 | 74.00 | 93.00 |
| Targeted Achievement Gap Group | 646 | 1095 | 59.00 | 56.99 | 91.00 | 611 | 997 | 61.28 | 60.93 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 217 | 320 | 67.81 | 62.28 | | 195 | 285 | 68.42 | 65.13 | |
| Hispanic | 29 | 37 | 78.38 | 60.00 | | 25 | 34 | 73.53 | 64.28 | |
| White | 345 | 417 | 82.73 | 79.12 | | 307 | 376 | 81.65 | 80.91 | |
| Economically Disadvantaged | 237 | 354 | 66.95 | 59.70 | | 220 | 324 | 67.90 | 63.30 | |
| English Language Learners | 8 | 12 | 66.67 | 58.33 | | 8 | 11 | 72.73 | 76.19 | |
| Students with Disabilities | 12 | 62 | 19.35 | 30.18 | | 9 | 47 | 19.15 | 31.69 | |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 631 | 909 | 69.42 | 77.06 | 92.00 | 440 | 715 | 61.54 | 73.37 | 81.00 |
| Targeted Achievement Gap Group | 217 | 407 | 53.32 | 63.47 | 92.00 | 162 | 350 | 46.29 | 59.57 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 1860 | 2570 | 72.37 | 77.06 | 92.00 | 1407 | 2115 | 66.52 | 73.37 | 81.00 |
| Targeted Achievement Gap Group | 649 | 1153 | 56.29 | 63.47 | 92.00 | 508 | 998 | 50.90 | 59.57 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 187 | 342 | 54.68 | 63.68 | | 133 | 285 | 46.67 | 58.95 | |
| Hispanic | 35 | 43 | 81.40 | 72.23 | | 24 | 34 | 70.59 | 72.23 | |
| White | 390 | 495 | 78.79 | 86.08 | | 272 | 376 | 72.34 | 83.71 | |
| Economically Disadvantaged | 207 | 374 | 55.35 | 65.49 | | 156 | 324 | 48.15 | 61.49 | |
| English Language Learners | 9 | 13 | 69.23 | 75.00 | | 5 | 11 | 45.45 | 76.19 | |
| Students with Disabilities | 12 | 62 | 19.35 | 40.79 | | 6 | 47 | 12.77 | 37.16 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District:PULASKI CO. SPEC. SCHOOL DIST. Superintendent:JERRY GUESS
 School:PINE FOREST ELEMENTARY SCHOOL Principal:YOLANDA THOMAS
 LEA:6003142 Grades:K-05
 Address:400 Pine Forest DR Enrollment:556
 Maumelle, AR 72113 Attendance (3 QTR AVG):97.09
 Phone:501-851-5380 Poverty Rate:41.19

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 293 | 294 | 99.66 | 293 | 294 | 99.66 |
| Targeted Achievement Gap Group | 133 | 134 | 99.25 | 133 | 134 | 99.25 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 89 | 89 | 100.00 | 89 | 89 | 100.00 |
| Hispanic | 10 | 10 | 100.00 | 10 | 10 | 100.00 |
| White | 188 | 189 | 99.47 | 188 | 189 | 99.47 |
| Economically Disadvantaged | 122 | 122 | 100.00 | 122 | 122 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | 24 | 25 | 96.00 | 24 | 25 | 96.00 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 241 | 281 | 85.77 | 90.92 | 91.00 | 136 | 163 | 83.44 | 94.15 | 93.00 |
| Targeted Achievement Gap Group | 91 | 125 | 72.80 | 83.33 | 91.00 | 48 | 68 | 70.59 | 90.20 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 722 | 810 | 89.14 | 90.92 | 91.00 | 456 | 516 | 88.37 | 94.15 | 93.00 |
| Targeted Achievement Gap Group | 270 | 343 | 78.72 | 83.33 | 91.00 | 169 | 215 | 78.60 | 90.20 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 65 | 82 | 79.27 | 82.64 | | 39 | 52 | 75.00 | | 90.94 |
| Hispanic | 7 | 10 | 70.00 | 86.11 | | | | | | 100.00 |
| White | 164 | 183 | 89.62 | 94.88 | | 92 | 103 | 89.32 | 95.02 | |
| Economically Disadvantaged | 87 | 114 | 76.32 | 85.24 | | 46 | 63 | 73.02 | 91.80 | |
| English Language Learners | | | | 16.67 | | | | | | 77.19 |
| Students with Disabilities | 9 | 24 | 37.50 | 49.08 | | 5 | 13 | 38.46 | | 84.85 |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 220 | 281 | 78.29 | 92.48 | 92.00 | 64 | 163 | 39.26 | 82.94 | 81.00 |
| Targeted Achievement Gap Group | 74 | 125 | 59.20 | 85.72 | 92.00 | 22 | 68 | 32.35 | 82.84 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 698 | 810 | 86.17 | 92.48 | 92.00 | 328 | 516 | 63.57 | 82.94 | 81.00 |
| Targeted Achievement Gap Group | 249 | 343 | 72.59 | 85.72 | 92.00 | 129 | 215 | 60.00 | 82.84 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 53 | 82 | 64.63 | 82.64 | | 14 | 52 | 26.92 | 78.26 | |
| Hispanic | 4 | 10 | 40.00 | 86.11 | | | | | | 72.23 |
| White | 159 | 183 | 86.89 | 97.21 | | 48 | 103 | 46.60 | 85.04 | |
| Economically Disadvantaged | 70 | 114 | 61.40 | 87.85 | | 21 | 63 | 33.33 | 84.98 | |
| English Language Learners | | | | 16.67 | | | | | | 62.28 |
| Students with Disabilities | 6 | 24 | 25.00 | 72.23 | | 4 | 13 | 30.77 | | 69.70 |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: PULASKI CO. SPEC. SCHOOL DIST. Superintendent: JERRY GUESS
 School: CRYSTAL HILL ELEMENTARY Principal: STACY DONAGHY
 LEA: 6003093 Grades: P-05
 Address: 5001 Northshore Dr Enrollment: 784
 North Little Rock, AR 72118 Attendance (3 QTR AVG): 96.63
 Phone: 501-791-8000 Poverty Rate: 40.94

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| | LITERACY | | | MATHEMATICS | | |
| ESEA Flexibility Indicators | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 390 | 390 | 100.00 | 390 | 390 | 100.00 |
| Targeted Achievement Gap Group | 182 | 182 | 100.00 | 182 | 182 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 160 | 160 | 100.00 | 160 | 160 | 100.00 |
| Hispanic | 15 | 15 | 100.00 | 15 | 15 | 100.00 |
| White | 199 | 199 | 100.00 | 199 | 199 | 100.00 |
| Economically Disadvantaged | 154 | 154 | 100.00 | 154 | 154 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | 45 | 45 | 100.00 | 45 | 45 | 100.00 |

| STUDENT PERFORMANCE -- LITERACY | | | | | | | | | | |
|---------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 299 | 353 | 84.70 | 87.55 | 91.00 | 171 | 208 | 82.21 | 90.88 | 93.00 |
| Targeted Achievement Gap Group | 111 | 157 | 70.70 | 75.24 | 91.00 | 63 | 83 | 75.90 | 83.93 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 851 | 988 | 86.13 | 87.55 | 91.00 | 536 | 606 | 88.45 | 90.88 | 93.00 |
| Targeted Achievement Gap Group | 325 | 441 | 73.70 | 75.24 | 91.00 | 214 | 255 | 83.92 | 83.93 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 109 | 139 | 78.42 | 79.82 | | 70 | 88 | 79.55 | | 85.78 |
| Hispanic | 9 | 13 | 69.23 | 100.00 | | | | | | 100.00 |
| White | 166 | 185 | 89.73 | 91.93 | | 86 | 103 | 83.50 | 94.49 | |
| Economically Disadvantaged | 99 | 130 | 76.15 | 81.98 | | 58 | 71 | 81.69 | 85.92 | |
| English Language Learners | | | | 64.44 | | | | | | 77.19 |
| Students with Disabilities | 18 | 42 | 42.86 | 46.97 | | 9 | 18 | 50.00 | | 76.67 |

| STUDENT PERFORMANCE -- MATHEMATICS | | | | | | | | | | |
|------------------------------------|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | | | | | | |
| | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| ESEA Flexibility Indicators | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 262 | 353 | 74.22 | 89.83 | 92.00 | 94 | 208 | 45.19 | 78.58 | 81.00 |
| Targeted Achievement Gap Group | 90 | 157 | 57.32 | 81.28 | 92.00 | 34 | 83 | 40.96 | 71.89 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 818 | 988 | 82.79 | 89.83 | 92.00 | 384 | 606 | 63.37 | 78.58 | 81.00 |
| Targeted Achievement Gap Group | 308 | 441 | 69.64 | 81.28 | 92.00 | 143 | 255 | 56.08 | 71.89 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 82 | 139 | 58.99 | 85.03 | | 32 | 88 | 36.36 | 72.56 | |
| Hispanic | 8 | 13 | 61.54 | 100.00 | | | | | | 72.23 |
| White | 159 | 185 | 85.95 | 92.83 | | 53 | 103 | 51.46 | 82.78 | |
| Economically Disadvantaged | 78 | 130 | 60.00 | 85.73 | | 30 | 71 | 42.25 | 74.18 | |
| English Language Learners | | | | 68.68 | | | | | | 62.28 |
| Students with Disabilities | 15 | 42 | 35.71 | 60.23 | | 6 | 18 | 33.33 | | 56.67 |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

M A U M E L L E



February 3, 2014

Dr. Tom Kimbrell, Chairperson
Arkansas Department of Education
Charter Authorizer Committee
Four Capitol Mall, Room 403-A
Little Rock, Arkansas 72201

RE: Request to increase its enrollment for Academics Plus Charter School in Maumelle, AR

Dear Dr. Kimbrell:

On behalf of the Citizens of Maumelle and the Maumelle City Council, we want to express our wholehearted support for the request by Academics Plus Charter School (APCS) to increase its enrollment from 650 students to 850 students over the next two years. APCS has reached its approved capacity and will need an increase in order to continue meeting the needs of students in Maumelle and the surrounding areas. We understand that APCS currently has a waiting list of over 150 students for the 2014 - 2015 school year. This fact demonstrates that the citizens of Central Arkansas support and understand the benefits the school offers.

APCS offers many educational opportunities to its students, including college level classes with as many as 45 credit hours. Providing these advanced level classes to students gives them a better chance to be accepted into college and increases the likelihood that they will graduate.

Since APCS opened in 2001, it has provided an excellent alternative to other public and private schools in the area for students in kindergarten through twelfth grade. I believe that the competition for students is good for the entire school system in Central Arkansas. APCS students have met or exceeded state academic standards on a consistent basis in all areas tested by the State of Arkansas. The school has become a part of the community and has developed a reputation for excellence.

The City of Maumelle was the second fastest growing community in the State of Arkansas in 2010, based on a study by the Gadberry Group. However, Maumelle was the fastest growing city in a similar report in 2007 and 2009. Since 2000, the City's population has increased from 10,500 to 17,163 based on the most recent census in 2010, which is a 63% population increase during the life of the Charter School. The growth of Maumelle has contributed significantly in the last decade to the number of students that attend schools within Pulaski County. The new Maumelle High School opened in August 2011 with a current enrollment of over 1000 students. The Academics Plus Charter School has a waiting list for certain grades even with the opening of the new high school.

February 3, 2014

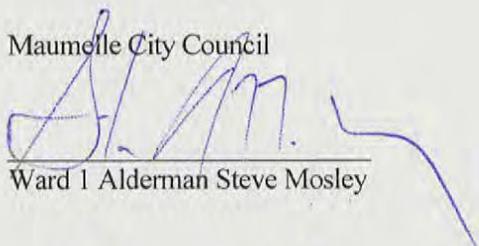
We appreciate each of you who serve Arkansas for your efforts in education and for your continued support for the schools in Maumelle. We respectfully request that you grant the petition for a new charter for APCS with an increased student enrollment cap to allow APCS to continue to grow with Maumelle. I assure you that it is a decision you will not regret and am confident that you will see continued support and an increased enrollment in APCS.

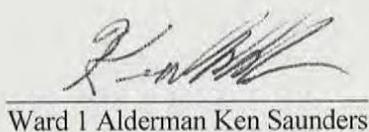
Thank you in advance for your time and your consideration.

Sincerely,

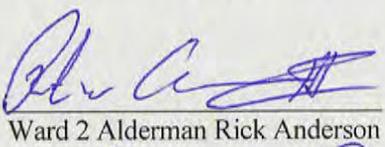
Michael Watson
Mayor

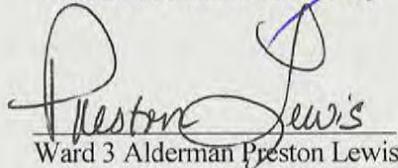
Maumelle City Council

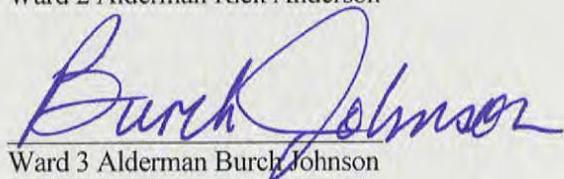

Ward 1 Alderman Steve Mosley

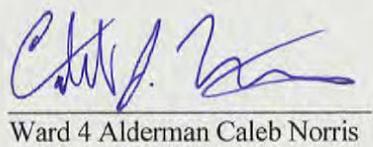

Ward 1 Alderman Ken Saunders

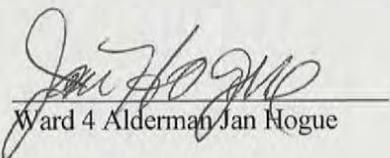

Ward 2 Alderman Marc Kelley


Ward 2 Alderman Rick Anderson


Ward 3 Alderman Preston Lewis


Ward 3 Alderman Burch Johnson


Ward 4 Alderman Caleb Norris


Ward 4 Alderman Jan Nogue

**A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF MAUMELLE,
COUNTY OF PULASKI, STATE OF ARKANSAS**

A RESOLUTION TO BE ENTITLED:

RESOLUTION NO. 2014-05

**A RESOLUTION IN SUPPORT OF THE ACADEMICS PLUS CHARTER SCHOOL IN THE
CITY OF MAUMELLE AND FOR OTHER PURPOSES**

WHEREAS, the City of Maumelle wishes to recognize and express its support for Academics Plus Charter School and the operation of the charter school in the City of Maumelle; and

WHEREAS, Academics Plus Charter School (“APCS”) has continued in operation in the City of Maumelle for more than a decade. The students have exhibited tremendous academic prowess and have met or exceeded state academic standards on a consistent basis in all areas tested by the State of Arkansas. APCS meets student needs for children in all grades from Kindergarten through 12th grade; APCS offers concurrent college credits for high school students in several courses; and

WHEREAS, the Academics Plus Charter School currently has an enrollment cap of 650 students set by the State of Arkansas and there are currently 158 students on the waiting list; and,

WHEREAS, there is physical space on the campus to accommodate more than 200 additional students; and

WHEREAS, The City Council supports the efforts of ACPS and their effort to increase enrollment and wishes to express said support to the Charter Authorizer Committee of the State Department of Education.

NOW, THEREFORE, BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF MAUMELLE:

SECTION 1. The City Council and the Mayor of the City of Maumelle hereby recognize and express their support for the Academics Plus Charter School in the City of Maumelle.

SECTION 2. The City Council and the Mayor support the request to the authorizing authority to increase the capacity of the Charter School from 650 to 850 over the next two years. The City supports the proposal to phase in the increase over the two year period by adding an additional 100 students per year. The proposal would result in the 2014-2015 school year capacity at 750 students and the 2015-2016 school year capacity would increase to 850 students.

SECTION 3. A copy of this Resolution shall be sent to the State Board of Education Charter Authorizer Committee, and any other subcommittee or reviewing agency for consideration as part of the review of the application of Academics Plus Charter School for increased enrollment.

2014 Renewal Application Cycle

Jacksonville Lighthouse Charter School

Summary

**Jacksonville Lighthouse Charter School
Jacksonville, Arkansas**

**JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL
RENEWAL SUMMARY
FEBRUARY 2014**

Sponsoring Entity Lighthouse Academies of Arkansas

School Addresses 251 North First Street, Jacksonville 72076
Little Rock Air Force Base, Building 1030, Jacksonville 72076

Grades Served K-12

Enrollment 816 (2013-2014)

Maximum Enrollment 1,019

Number of Years Requested 10

From 2013 Arkansas School ESEA Accountability Reports

District Needs Improvement District
District Attendance Rate 99.28% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Jacksonville Lighthouse Charter

Grades K-4 Needs Improvement School
School Attendance Rate 100% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Jacksonville Lighthouse Middle School

Grades 5-8 Needs Improvement School
School Attendance Rate 99.43% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Jacksonville Lighthouse College Prep Academy

Grades 9-12 (9 only in 12-13) Needs Improvement School
School Attendance Rate 99.03% (3 QTR AVG)
Achieving – Percent Tested
No Status – Literacy
Needs Improvement – Math

Jacksonville Lighthouse Flightline Upper Academy

Grades 5-8 Needs Improvement School
School Attendance Rate 98.19% (3 QTR AVG)
Achieving – Percent Tested
Needs Improvement – Literacy
Needs Improvement – Math

Special Education Monitoring

Monitored in 2013-2014; 90-day verification period ends on April 21, 2014

2012-2013 Accreditation Statuses

| | |
|--|------------|
| Jacksonville Lighthouse Charter | Accredited |
| Jacksonville Lighthouse Middle School | Accredited |
| Jacksonville Lighthouse College Prep Academy | Accredited |
| Jacksonville Lighthouse Flightline Upper Academy | Accredited |

Arkansas Comprehensive School Improvement Plans (ACSIP)

Working with ADE School Improvement Specialist

Annual Equity Compliance Report

Submitted the 2013-2014 report

Financial Balances

| FISCAL YEAR | GRADE LEVELS | ADM | ENROLLMENT CAP | LEGAL BALANCE | CATEGORICAL FUND BALANCE |
|-------------|--------------|--------|----------------|---------------|--------------------------|
| 2012 | K-8 | 616.94 | 619 | \$82,852 | \$11,063 |
| 2013 | K-9 | 691.69 | 694 | \$23,702 | \$5,622 |

2012 Financial Audit

No findings

New Waivers Requested

None

Waivers Requested to Be Rescinded

From the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

- 7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

Requested Amendments

None

Documentation Provided in Support of the Charter

Petitions (available for review)

279 signatures

Letters of Support (available for review)

| | |
|-----------------------------|---|
| Mayor Gary W. Fletcher | City of Jacksonville |
| Colonel Patrick J. Rhatigan | Commander, 19 th Airlift Wing, Little Rock AFB |
| Kari and Jody Urquhart | Parents |
| Cheryl Harris | Parent |
| Michael B. Curran | Parent |
| Billy J. Byrd | Parent |
| Chiquita Lennon | Parent |

Generic Letter of Support (available for review)

| | |
|---------------------------|--|
| Representative Mark Perry | State of Arkansas, District 42 |
| Amy Mattis | Jacksonville Chamber of Commerce |
| Larry Wilson | First Arkansas Bank & Trust |
| Michael K. Wilson | Attorney, Jacksonville, Arkansas |
| (Illegible Signature) | First United Methodist of Jacksonville, Arkansas |
| Phillip Carlisle | First Arkansas Investment Professionals |

Currently Approved Waivers from Title 6 of the Ark. Code Ann.

| | |
|-----------|---|
| 6-17-301 | Employment of certified personnel |
| 6-17-401 | Teacher licensure requirement |
| 6-17-702 | Staff development sessions |
| 6-17-919 | Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-2403 | Minimum teacher compensation schedule |
| 6-17-919 | Warrants void without valid certification and contract |
| 6-17-980 | Teacher's salary fund |
| 6-17-1001 | Minimum base salary |

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|---------|--|
| 7.02.2 | Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only) |
| 8.01 | Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support |
| 10.02.2 | Requiring kindergarten classes have no more than 20 students for 1 teacher or 22 students with a half-time aide (allows for 10% over the maximum of 22 per class so long as the enrollment cap of the charter is not exceeded) |
| 10.02.3 | Requiring an average student/teacher ratio for grades 1-3 of no more than 23 students per and no more than 25 students per teacher in any classroom (allows for 10% over the maximum of 25 per class so long as the enrollment cap of the charter is not exceeded) |
| 10.02.4 | Requiring an average student/teacher ratio for grades 4-6 of no more than 25 students per and no more than 28 students per teacher in any classroom |

15.01 School District Superintendent
15.03.1 Licensure and Renewal
16.01 Guidance and Counseling
16.02.3 Media Services
18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department



2014 Renewal Application Cycle

2013 ESEA REPORTS

**Jacksonville Lighthouse Charter School
Jacksonville, Arkansas**

District:JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent:**PHILLIS NICHOLS ANDERSON
School:JACKSONVILLE LIGHTHOUSE CHARTE **Principal:**
LEA:6050700 **Grades:**K-12
Address:251 NORTH FIRST ST **Enrollment:**695
JACKSONVILLE, AR 72076 **Attendance (3 QTR AVG):**99.28
Phone:501-985-1200 **Poverty Rate:**62.88

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 473 | 474 | 99.79 | 611 | 612 | 99.84 |
| Targeted Achievement Gap Group | 319 | 320 | 99.69 | 403 | 404 | 99.75 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 236 | 236 | 100.00 | 293 | 293 | 100.00 |
| Hispanic | 41 | 41 | 100.00 | 57 | 57 | 100.00 |
| White | 183 | 184 | 99.46 | 242 | 243 | 99.59 |
| Economically Disadvantaged | 300 | 301 | 99.67 | 378 | 379 | 99.74 |
| English Language Learners | 23 | 23 | 100.00 | 26 | 26 | 100.00 |
| Students with Disabilities | 47 | 48 | 97.92 | 56 | 57 | 98.25 |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 343 | 445 | 77.08 | 72.23 | 91.00 | 282 | 363 | 77.69 | 71.60 | 93.00 |
| Targeted Achievement Gap Group | 214 | 297 | 72.05 | 66.93 | 91.00 | 173 | 236 | 73.31 | 71.68 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 842 | 1126 | 74.78 | 72.23 | 91.00 | 684 | 908 | 75.33 | 71.60 | 93.00 |
| Targeted Achievement Gap Group | 493 | 711 | 69.34 | 66.93 | 91.00 | 412 | 564 | 73.05 | 71.68 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 158 | 221 | 71.49 | 64.28 | | 125 | 184 | 67.93 | 68.75 | |
| Hispanic | 27 | 38 | 71.05 | 76.19 | | 25 | 31 | 80.65 | 86.11 | |
| White | 147 | 173 | 84.97 | 79.97 | | 125 | 140 | 89.29 | 72.23 | |
| Economically Disadvantaged | 207 | 278 | 74.46 | 68.25 | | 167 | 223 | 74.89 | 72.79 | |
| English Language Learners | 14 | 22 | 63.64 | 58.33 | | 14 | 17 | 82.35 | | |
| Students with Disabilities | 11 | 46 | 23.91 | 46.97 | | 13 | 36 | 36.11 | 54.54 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 412 | 580 | 71.03 | 85.21 | 92.00 | 221 | 363 | 60.88 | 76.73 | 81.00 |
| Targeted Achievement Gap Group | 245 | 379 | 64.64 | 80.92 | 92.00 | 123 | 236 | 52.12 | 73.30 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 975 | 1336 | 72.98 | 85.21 | 92.00 | 569 | 908 | 62.67 | 76.73 | 81.00 |
| Targeted Achievement Gap Group | 549 | 832 | 65.99 | 80.92 | 92.00 | 311 | 564 | 55.14 | 73.30 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 168 | 269 | 62.45 | 75.45 | | 96 | 184 | 52.17 | 66.86 | |
| Hispanic | 33 | 52 | 63.46 | 82.14 | | 19 | 31 | 61.29 | 79.17 | |
| White | 174 | 216 | 80.56 | 96.79 | | 102 | 140 | 72.86 | 88.25 | |
| Economically Disadvantaged | 237 | 354 | 66.95 | 82.14 | | 119 | 223 | 53.36 | 75.34 | |
| English Language Learners | 17 | 25 | 68.00 | 58.33 | | 10 | 17 | 58.82 | | |
| Students with Disabilities | 19 | 55 | 34.55 | 54.54 | | 10 | 36 | 27.78 | 46.97 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent: PHILLIS NICHOLS ANDERSON**
 School: JACKSONVILLE LIGHTHOUSE CHARTE Principal: NORMAN WHITFIELD
 LEA: 6050701 Grades: K-04
 Address: 251 N. FIRST ST Enrollment: 248
 JACKSONVILLE, AR 72076 Attendance (3 QTR AVG): 100.00
 Phone: 501-985-1200 Poverty Rate: 72.58

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 101 | 101 | 100.00 | 101 | 101 | 100.00 |
| Targeted Achievement Gap Group | 83 | 83 | 100.00 | 83 | 83 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 59 | 59 | 100.00 | 59 | 59 | 100.00 |
| Hispanic | 13 | 13 | 100.00 | 13 | 13 | 100.00 |
| White | 28 | 28 | 100.00 | 28 | 28 | 100.00 |
| Economically Disadvantaged | 81 | 81 | 100.00 | 81 | 81 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | | | | | | |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 70 | 92 | 76.09 | 78.07 | 91.00 | 35 | 47 | 74.47 | 71.63 | 93.00 |
| Targeted Achievement Gap Group | 57 | 76 | 75.00 | 67.52 | 91.00 | 29 | 39 | 74.36 | 71.36 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 221 | 291 | 75.95 | 78.07 | 91.00 | 107 | 144 | 74.31 | 71.63 | 93.00 |
| Targeted Achievement Gap Group | 139 | 200 | 69.50 | 67.52 | 91.00 | 71 | 96 | 73.96 | 71.36 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 39 | 54 | 72.22 | 68.96 | | 16 | 28 | 57.14 | 68.39 | |
| Hispanic | 9 | 12 | 75.00 | 79.17 | | | | | 100.00 | |
| White | 21 | 25 | 84.00 | 89.58 | | 12 | 12 | 100.00 | 73.96 | |
| Economically Disadvantaged | 56 | 74 | 75.68 | 66.95 | | 29 | 38 | 76.32 | 70.43 | |
| English Language Learners | | | | 58.33 | | | | | | |
| Students with Disabilities | | | | 100.00 | | | | | 100.00 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 79 | 92 | 85.87 | 86.84 | 92.00 | 26 | 47 | 55.32 | 62.77 | 81.00 |
| Targeted Achievement Gap Group | 63 | 76 | 82.89 | 83.05 | 92.00 | 21 | 39 | 53.85 | 63.54 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 251 | 291 | 86.25 | 86.84 | 92.00 | 86 | 144 | 59.72 | 62.77 | 81.00 |
| Targeted Achievement Gap Group | 164 | 200 | 82.00 | 83.05 | 92.00 | 55 | 96 | 57.29 | 63.54 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 46 | 54 | 85.19 | 80.39 | | 13 | 28 | 46.43 | 56.90 | |
| Hispanic | 9 | 12 | 75.00 | 79.17 | | | | | 58.33 | |
| White | 23 | 25 | 92.00 | 95.83 | | 8 | 12 | 66.67 | 73.96 | |
| Economically Disadvantaged | 61 | 74 | 82.43 | 82.76 | | 20 | 38 | 52.63 | 65.05 | |
| English Language Learners | | | | 58.33 | | | | | | |
| Students with Disabilities | | | | 100.00 | | | | | 72.23 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent: PHILLIS NICHOLS ANDERSON**
 School: JACKSONVILLE LIGHTHOUSE MIDDLE Principal: NORMAN WHITFIELD
 LEA: 6050702 Grades: 05-08
 Address: 251 N. FIRST ST Enrollment: 203
 JACKSONVILLE, AR 72076 Attendance (3 QTR AVG): 99.43
 Phone: 501-985-1200 Poverty Rate: 64.04

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 199 | 200 | 99.50 | 226 | 227 | 99.56 |
| Targeted Achievement Gap Group | 133 | 134 | 99.25 | 148 | 149 | 99.33 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 107 | 107 | 100.00 | 114 | 114 | 100.00 |
| Hispanic | 19 | 19 | 100.00 | 23 | 23 | 100.00 |
| White | 71 | 72 | 98.61 | 86 | 87 | 98.85 |
| Economically Disadvantaged | 128 | 129 | 99.22 | 142 | 143 | 99.30 |
| English Language Learners | 15 | 15 | 100.00 | 18 | 18 | 100.00 |
| Students with Disabilities | 14 | 15 | 93.33 | 14 | 15 | 93.33 |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 141 | 189 | 74.60 | 68.13 | 91.00 | 137 | 183 | 74.86 | 71.59 | 93.00 |
| Targeted Achievement Gap Group | 88 | 125 | 70.40 | 66.43 | 91.00 | 87 | 121 | 71.90 | 71.83 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 373 | 524 | 71.18 | 68.13 | 91.00 | 371 | 504 | 73.61 | 71.59 | 93.00 |
| Targeted Achievement Gap Group | 228 | 333 | 68.47 | 66.43 | 91.00 | 230 | 319 | 72.10 | 71.83 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 68 | 102 | 66.67 | 60.38 | | 65 | 100 | 65.00 | 68.93 | |
| Hispanic | 10 | 17 | 58.82 | 75.00 | | 11 | 16 | 68.75 | 83.33 | |
| White | 61 | 68 | 89.71 | 73.96 | | 59 | 65 | 90.77 | 71.78 | |
| Economically Disadvantaged | 86 | 120 | 71.67 | 69.37 | | 85 | 116 | 73.28 | 73.88 | |
| English Language Learners | 9 | 14 | 64.29 | 58.33 | | 10 | 13 | 76.92 | | |
| Students with Disabilities | 3 | 14 | 21.43 | 27.08 | | 4 | 13 | 30.77 | 37.50 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 152 | 215 | 70.70 | 84.07 | 92.00 | 112 | 183 | 61.20 | 81.69 | 81.00 |
| Targeted Achievement Gap Group | 91 | 140 | 65.00 | 79.17 | 92.00 | 64 | 121 | 52.89 | 77.70 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 406 | 591 | 68.70 | 84.07 | 92.00 | 320 | 504 | 63.49 | 81.69 | 81.00 |
| Targeted Achievement Gap Group | 231 | 373 | 61.93 | 79.17 | 92.00 | 181 | 319 | 56.74 | 77.70 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 67 | 109 | 61.47 | 71.31 | | 53 | 100 | 53.00 | 71.75 | |
| Hispanic | 12 | 21 | 57.14 | 83.33 | | 9 | 16 | 56.25 | 83.33 | |
| White | 70 | 82 | 85.37 | 97.40 | | 50 | 65 | 76.92 | 91.93 | |
| Economically Disadvantaged | 89 | 134 | 66.42 | 81.62 | | 62 | 116 | 53.45 | 80.10 | |
| English Language Learners | 12 | 17 | 70.59 | 58.33 | | 7 | 13 | 53.85 | | |
| Students with Disabilities | 5 | 14 | 35.71 | 37.50 | | 5 | 13 | 38.46 | 37.50 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: JACKSONVILLE LIGHTHOUSE CHARTE
School: COLLEGE PREP ACADEMY
LEA: 6050703
Address: 251 N. FIRST ST.
 JACKSONVILLE, AR 72076
Phone: 501-985-1200

Superintendent: PHILLIS NICHOLS ANDERSON
Principal: CHRIS CARTER
Grades: 09-10
Enrollment: 71
Attendance (3 QTR AVG): 99.03
Poverty Rate: 60.56

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

| PERCENT TESTED | | | | | | |
|--------------------------------|-------------|------------|------------|-------------|------------|------------|
| PERCENT TESTED STATUS: | ACHIEVING | | | | | |
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | | | | 67 | 67 | 100.00 |
| Targeted Achievement Gap Group | | | | 44 | 44 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | | | | 39 | 39 | 100.00 |
| Hispanic | | | | | | |
| White | | | | 21 | 21 | 100.00 |
| Economically Disadvantaged | | | | 40 | 40 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | | | | | | |

| STUDENT PERFORMANCE--LITERACY | | | | | |
|--------------------------------|------------------------------|----------|------------|----------|-----------|
| LITERACY STATUS: | | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE--LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | | | | 72.23 | 91.00 |
| Targeted Achievement Gap Group | | | | 66.93 | 91.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | | | | 72.23 | 91.00 |
| Targeted Achievement Gap Group | | | | 66.93 | 91.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | | | | 64.28 | |
| Hispanic | | | | 76.19 | |
| White | | | | 79.97 | |
| Economically Disadvantaged | | | | 68.25 | |
| English Language Learners | | | | 58.33 | |
| Students with Disabilities | | | | 46.97 | |

| STUDENT PERFORMANCE--MATHEMATICS | | | | | |
|----------------------------------|---------------------------------|----------|------------|----------|-----------|
| MATHEMATICS STATUS: | NEEDS IMPROVEMENT | | | | |
| ESEA Flexibility Indicators | STATUS PERFORMANCE--MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 31 | 67 | 46.27 | 85.21 | 92.00 |
| Targeted Achievement Gap Group | 15 | 44 | 34.09 | 80.92 | 92.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 31 | 67 | 46.27 | 85.21 | 92.00 |
| Targeted Achievement Gap Group | 15 | 44 | 34.09 | 80.92 | 92.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 12 | 39 | 30.77 | 75.45 | |
| Hispanic | | | | 82.14 | |
| White | 16 | 21 | 76.19 | 96.79 | |
| Economically Disadvantaged | 15 | 40 | 37.50 | 82.14 | |
| English Language Learners | | | | 58.33 | |
| Students with Disabilities | | | | 54.54 | |

District: JACKSONVILLE LIGHTHOUSE CHARTE **Superintendent: PHILLIS NICHOLS ANDERSON**
 School: FLIGHTLINE UPPER ACADEMY Principal: JERRY MCGREW
 LEA: 6050705 Grades: 05-08
 Address: 251 N. FIRST ST Enrollment: 173
 JACKSONVILLE, AR 72076 Attendance (3 QTR AVG): 98.19
 Phone: 501-985-1200 Poverty Rate: 48.55

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 173 | 173 | 100.00 | 217 | 217 | 100.00 |
| Targeted Achievement Gap Group | 103 | 103 | 100.00 | 128 | 128 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 70 | 70 | 100.00 | 81 | 81 | 100.00 |
| Hispanic | | | | 15 | 15 | 100.00 |
| White | 84 | 84 | 100.00 | 107 | 107 | 100.00 |
| Economically Disadvantaged | 91 | 91 | 100.00 | 115 | 115 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | 26 | 26 | 100.00 | 28 | 28 | 100.00 |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|---|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 131 | 163 | 80.37 | 81.38 | 91.00 | 109 | 132 | 82.58 | 78.57 | 93.00 |
| Targeted Achievement Gap Group | 69 | 96 | 71.88 | 73.00 | 91.00 | 57 | 76 | 75.00 | 77.50 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 246 | 308 | 79.87 | 81.38 | 91.00 | 205 | 258 | 79.46 | 78.57 | 93.00 |
| Targeted Achievement Gap Group | 125 | 176 | 71.02 | 73.00 | 91.00 | 111 | 148 | 75.00 | 77.50 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 51 | 65 | 78.46 | 64.28 | | 44 | 56 | 78.57 | 68.75 | |
| Hispanic | | | | 76.19 | | | | | 86.11 | |
| White | 64 | 79 | 81.01 | 79.97 | | 53 | 62 | 85.48 | 72.23 | |
| Economically Disadvantaged | 65 | 84 | 77.38 | 68.25 | | 53 | 69 | 76.81 | 72.79 | |
| English Language Learners | | | | 58.33 | | | | | | |
| Students with Disabilities | 6 | 25 | 24.00 | 46.97 | | 6 | 17 | 35.29 | 54.54 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 149 | 205 | 72.68 | 78.38 | 92.00 | 82 | 132 | 62.12 | 67.14 | 81.00 |
| Targeted Achievement Gap Group | 76 | 119 | 63.87 | 69.36 | 92.00 | 38 | 76 | 50.00 | 56.25 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 285 | 384 | 74.22 | 78.38 | 92.00 | 162 | 258 | 62.79 | 67.14 | 81.00 |
| Targeted Achievement Gap Group | 138 | 213 | 64.79 | 69.36 | 92.00 | 75 | 148 | 50.68 | 56.25 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 50 | 75 | 66.67 | 75.45 | | 30 | 56 | 53.57 | 66.86 | |
| Hispanic | 11 | 15 | 73.33 | 82.14 | | | | | 79.17 | |
| White | 76 | 101 | 75.25 | 96.79 | | 43 | 62 | 69.35 | 88.25 | |
| Economically Disadvantaged | 72 | 106 | 67.92 | 82.14 | | 37 | 69 | 53.62 | 75.34 | |
| English Language Learners | | | | 58.33 | | | | | | |
| Students with Disabilities | 10 | 27 | 37.04 | 54.54 | | 3 | 17 | 17.65 | 46.97 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

ADE

Evaluation and

Applicant

Responses

JACKSONVILLE LIGHTHOUSE CHARTER SCHOOL

| | |
|---------------------------------------|--|
| Sponsoring Entity | Lighthouse Academies of Arkansas, Inc. |
| Addresses | 251 North First Street Jacksonville, Arkansas 72076 Little Rock Air Force Base Building 1030 Jacksonville, Arkansas 72076 |
| Grades Served | K-10 (approved to serve K-12; adding a grade per year) |
| Enrollment | 816 (2013-2014) |
| Maximum Enrollment | 1,019 |
| Number of Years Requested for Renewal | 10 |

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Partially Responsive – FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide the mailing address, phone number, fax number, and email address for Dr. Phillis Anderson, Director.

Dr. Phillis N. Anderson, Director
401 Main St. Suite 203 North Little Rock, AR
501-374-5001 (phone)
501-374-5010 (fax)
Pnicholsanderson@lighthouseacademies.org

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive

Comments and Additional Questions

Provide sources for the data in Tables 1-5.

Table 1 Source – Arkansas Department of Education 2013 Annual Report Data – School Level

Table 2 Source – Arkansas Department of Education 2013 Annual Report Data – School Level

Table 3 Source - Arkansas Department of Education 2013 Annual Report Data – School Level

Table 4 Source - Arkansas Department of Education 2013 Annual Report Data – School Level

Table 5 Source – ACT - The Condition of Career and College Readiness Arkansas - 2013

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Fully Responsive

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS**Part A: Composition of Governing Board**

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter’s administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school’s governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide a revised student retention data table that uses a consistent method of rounding. The current student retention data table includes the following:

- 11.56% of students eligible for free and reduced-price lunches noted as 11%;
- 10.52% of Asian students noted as 11%;
- 7.95% of Hispanic students noted as 7%;
- 20.68% of White/Caucasian students noted as 20%;
- 9.58% of Special Education students noted as 10%; and
- 12.50% of English Language Learners noted as 10%.

Student Retention Table

| Group Combined Over All Years | Total Number | Number Left without Completing the Highest Grade Offered | % Left the Charter | % Left for Other Charter | % Left for Traditional Public | % Left for Private School | % Left for Home School | % Left the State | % Left for Unknown Reasons |
|--------------------------------------|---------------------|---|---------------------------|---------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| All | 2055 | 310 | 15% | 7% | 36% | 3% | 3% | 35% | 16% |
| Free/ Reduced Lunch | 1193 | 138 | 12% | 0% | 34% | 0% | 0% | 32% | 34% |
| Two or More Races | 3 | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian | 19 | 2 | 11% | 50% | 0% | 0% | 0% | 50% | 0% |
| African American | 1021 | 126 | 12% | 10% | 35% | 2% | 0% | 25% | 28% |
| Hispanic | 176 | 14 | 8% | 0% | 25% | 0% | 0% | 75% | 0% |
| Native American | 11 | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| White/ Caucasian | 822 | 170 | 21% | 5% | 38% | 4% | 5% | 40% | 8% |
| Special Education | 146 | 14 | 10% | 0% | 30% | 0% | 14% | 50% | 6% |
| English Language Learner | 40 | 5 | 13% | 0% | 40% | 0% | 0% | 60% | 0% |

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

Provide a revised teacher retention data table that uses the same consistent method of rounding used in the revision of the student retention data table. The current teacher retention data table includes the following:

- 70.58% of teachers returning after 2009-2010 rounded to 71%;
- 59.09% of teachers returning after 2010-2011 rounded to 60%; and
- 66.66% of teachers returning after 2011-2012 rounded to 68%.

Teacher Retention Chart

| School Year | Total Number of Teachers | Number Who Returned to Teach at the School the Following Year | % Returned | Number Took Other Positions with the Charter Organization | % Took Other Positions with Charter Organization | Relocation |
|-------------|--------------------------|---|------------|---|--|------------|
| 2009-2010 | 17 | 12 | 71% | 0 | 0 | 2 |
| 2010-2011 | 22 | 13 | 59% | 0 | 0 | 6 |
| 2011-2012 | 36 | 24 | 67% | 0 | 0 | 6 |
| 2012-2013 | 40 | 32 | 80% | 0 | 0 | 4 |

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive

Comments and Additional Questions

Provide sources for the data in Tables 9-10.

Table 9 – Source – Assessment Scores Comparison to District 2010-2013 – Arkansas Research

Table 10 – Source – Assessment Scores Comparison to District 2010-2013 – Arkansas Research

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Fully Responsive

Part B: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals –
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings**;
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive

SECTION 7: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter's waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request **or a statement saying that no new waivers are requested**.

Fully Responsive

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request **or a statement saying that the charter wishes to maintain all currently approved waivers**.

Fully Responsive

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

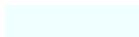
Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested**;
- A rationale for each amendment requested; and

- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive



2014 Renewal Application Cycle

Renewal Application

**Jacksonville Lighthouse Charter School
Jacksonville, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

**Open-Enrollment Public Charter School
Renewal Application**

Deadline for Submission: January 16, 2014



Charter School: Jacksonville Lighthouse Charter School

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313**

Contact Information

| | |
|---|--|
| Sponsoring Entity: | Lighthouse Academies of Arkansas, Inc. |
| Name of Charter School: | Jacksonville Lighthouse Charter School |
| School LEA # | 6050700- District: 6050701, 6050702,6050703,6050705 |
| Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address: | Dr. Phillis N. Anderson, Director |
| Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address: | Keri Urquhart 2814 Gray Fox Lane Jacksonville, AR 72076 501-786-0917 Kju822@centurytel.net |

Number of Years Requested for Renewal (1-20) _____ 10 _____

Renewal Application Approval Date by the School/Entity Board(s) 1/14/14

Section 1 – General Description of the Charter School’s Progress and Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Lighthouse Academies of Arkansas (LAA) is the sponsoring entity for Jacksonville Lighthouse Charter School (JLCS). The mission of JLCS is to prepare scholars for college through a rigorous, arts-infused program. College is the overarching goal. Arts-infusion is a strategy to achieve this goal. JLCS goals measure progress toward achieving this mission and preparing scholars academically and socially for college.

JLCS opened in 2009 with 344 scholars in grades K-6. These students were enrolled in several different school districts and home schools the previous year. After only four years of operation, JLCS enrolls over 800 scholars and continues to have one of the most diverse student populations in the state. JLCS enjoys strong community support and a healthy waitlist. Over the first four years of operations academic results show growth towards higher percentages of students achieving Proficient or Advanced status in both the Combined Population and in the disaggregated performance for Economically Disadvantaged students. Overall, in 2012-2013, JLCS outperformed the resident district (Pulaski County Special School District).

JLCS is a part of Lighthouse Academies, Inc., national nonprofit network of charter schools. Through that network, JLCS is connected to a growing community of more than 7,100 students and families and more than 830 teachers, principals and staff members.

JLCS Academic Success

Four individual schools make up the JLCS District.¹ The main JLCS campus includes three schools, JLCS Lower Academy (K-4), JLCS Upper Academy (5-8) and the JLCS College Prep Academy (9-12). The fourth school is Flightline Upper Academy (5-8) located on the Little Rock Air Force base. One way to examine JLCS’s success as a local educational option is to compare how JLCS scholars perform in comparison to other Jacksonville public schools. In general, JLCS outperformed most local schools in Math and many comparable local schools in Literacy. Comparable schools are those with similar percentages of Free and Reduced Lunch students (FRL).

- In 2012-2013, the JLCS Lower Academy had 84% of scholars at the Proficient or Advanced level in Math in 2013 on Arkansas State assessments. This compared to an average of 71% Proficient or Advanced at four local elementary schools (Pine Forest, Arnold Drive, Pinewood and Warren Dupree). Arnold Drive was the only local school with comparable performance (83% Proficient or Advanced). However, Arnold Drive’s FRL rate is about half that of JLCS Lower Academy. The JLCS Lower Academy outperformed Pine Forest, Pinewood and Warren Dupree by 6% to 24% (Proficient or Advanced).
- In 2012-2013 the JLCS Upper Academy and Flightline Upper Academy outperformed area middle schools in Math. The JLCS Upper Academy had 67% of scholars scoring Proficient or Advanced and the Flightline Upper Academy had 72% of scholars scoring the same. This compared to 45% and 65% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively.

Table 1 shows the 2012-2013 performance of local comparable elementary schools in Math. Table 2 shows the performance of local comparable middle schools in Math.

Table 1. Performance of Local Elementary Schools in Math

| School | Total % Proficient or Advanced Math | School % FRL |
|--|-------------------------------------|--------------|
| Jacksonville Lighthouse Charter School | 84% | 73% |

¹ The Jacksonville Lighthouse schools became a district with the opening of Flightline Upper Academy in 2011. When referring to results over the entire charter period, the term JLCS District is used.

| | | |
|---------------------------------|-----|-----|
| Arnold Drive Elementary School | 83% | 38% |
| Pine Forest Elementary School | 78% | 41% |
| Pinewood Elementary School | 64% | 77% |
| Warren Dupree Elementary School | 60% | 79% |

Table 2. Performance of Local Middle Schools in Math

| School | Total % Proficient or Advanced Math | School % FRL |
|--------------------------------|-------------------------------------|--------------|
| Flightline Upper Academy | 72% | 49% |
| Jacksonville Lighthouse Middle | 67% | 64% |
| Northwood Middle School | 65% | 65% |
| Jacksonville Middle School | 45% | 76% |

In Literacy, JLCS outperformed Warren Dupree by 2% for scholars scoring Proficient or Advanced, but underperformed Pinewood by 4%. Both of these schools have FRL rates within 6% of JLCS Lower Academy. JLCS Lower Academy has an Achieving Status in Literacy.

JLCS Upper Academy and Flightline Upper Academy significantly outperformed area middle schools in Literacy. The JLCS Upper Academy had 75% of the scholars scoring Proficient or Advanced and Flightline Upper Academy had 82% of scholars scoring the same. This compared to 44% and 71% Proficient or Advanced at Jacksonville and Northwood Middle Schools respectively. Table 3 shows the performance of local elementary schools in Literacy.

Table 3. Performance of Local Elementary Schools in Literacy

| School | Total % Proficient or Advanced Literacy | School % FRL |
|--|---|--------------|
| Arnold Drive Elementary School | 88% | 38% |
| Pine Forest Elementary School | 85% | 41% |
| Pinewood Elementary School | 80% | 77% |
| Jacksonville Lighthouse Charter School | 76% | 73% |
| Warren Dupree Elementary School | 74% | 79% |

Table 4 shows the performance of local middle schools in Literacy.

Table 4. Performance of Local Middle School in Literacy

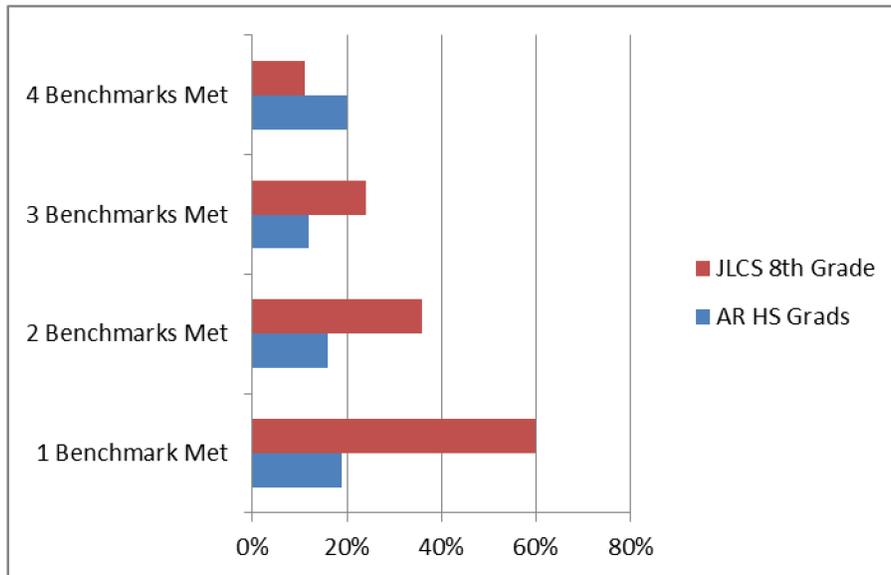
| School | Total % Proficient or Advanced Literacy | School % FRL |
|--------------------------------|---|--------------|
| Flightline Upper Academy | 82% | 49% |
| Jacksonville Lighthouse Middle | 75% | 64% |
| Northwood Middle School | 71% | 65% |
| Jacksonville Middle School | 44% | 76% |

College Readiness Analysis

JLCS is preparing its scholars well for success in college. Data from the ACT Explore exam suggests that JLCS scholars are taking the necessary coursework and are exposed to a level of rigor that puts them in a good position to do well in college level course work. The data also suggests that JLCS scholars are prepared *early* for college success, which gives JLCS the opportunity to build on a solid college ready foundation for scholars while they are still in high school. Over half of JLCS 8th graders are already college ready in at least one subject area.

JLCS is also outperforming the State in relation to college readiness as measured by performance on the ACT benchmarks. Table 5 shows the performance of JLCS 8th grade scholars on the ACT Explore Exam as compared to the performance of the 2013 Arkansas high school graduates on the ACT.

Table 5. JLCS 8th Grade College Benchmarks Met vs. AR High School Grads.



In summary, JLCS outperforms local schools with similar levels of Free and Reduced Lunch in Math and performs almost as well as those same schools in Literacy. JLCS 8th graders outperform the state in the ACT college readiness assessment.

JLCS Fiscal and Operational Strength

Since its first year of operations, JLCS has been fully enrolled with an active wait list approaching 600 scholars with fewer than 100 openings each year, including the entering Kindergarten class of 44 students. JLCS families are continually engaged to ensure that the mission is carried through into the home. Parents have consistently expressed a high level of satisfaction with the educational opportunity being provided to their children. On the 2012-2013 parent survey, 95% of the parents rank JLCS as excellent or good and said that they would recommend the school to others.

With a focus on sound accounting policies, an adequate and efficient accounting system, safeguarding assets, authorizing transactions, retaining supporting documentation for transactions, and maintaining a system of internal controls, the LAA Board has demonstrated the ability to prepare proper financial statements and to comply with applicable laws and regulations. This is evident in the fact that the LAA Board has received four consecutive unmodified audit reports with no audit findings in its four years of operations. Furthermore, JLCS’ long-term financial sustainability withstood the scrutiny of lenders, including the Arkansas Development Finance Authority, in closing on a \$5M in bond financing for the construction of the JLCS College Prep Academy. JLCS has been able to maintain positive cash flows and meets the required debt service coverage ratio. JLCS is in compliance with its charter and all state laws and regulations. Annually, the appropriate assurances have been submitted and cycle reports completed on time. JLCS has received appropriate approvals for its Special Education program, Child Nutrition, Technology, Parental Involvement, and ACSIP plans. The four schools are fully accredited and have never received any findings in the financial audit.

The stable enrollment, strong academic performance, and well-managed finances have enabled the LAA Board to expand the facility to support its projected growth to 1,019 scholars in grades K-12 by the 2015–2016 school year.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

Ark. Code Ann. §6-23-106 requires the applicant, the local school district in which the charter school is located, and the Charter Authorizer to “review the potential impact of an application for a public charter school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” Subsection (b) requires the Charter Authorizer to “attempt to measure the likely impact of a proposed public charter school on the efforts of public school districts to achieve and maintain a unitary system.” Subsection (c) provides that the Charter Authorizer “shall not approve any public charter school...that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.”

The Arkansas State Board of Education made the determination required by §106 in 2008 upon granting the initial application of JLCS. No person or school district appealed that determination. Renewal of the charter of JLCS will not affect any public school district in Arkansas with respect to compliance with any court orders or statutory desegregation obligations, or efforts to desegregate or to maintain unitary status.

Current Desegregation Analysis

Since the initial grant of the charter to JLCS in 2008:

- The Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been determined by the federal courts to be unitary in all respects;
- Pulaski County Special School District (PCSSD) has been determined by the federal courts to be unitary in all respects concerning interdistrict student assignment;
- JLCS does not draw students from any other public school district other than LRSD, NLRSD, and PCSSD in Arkansas that has operated under a desegregation plan or has been involved in desegregation litigation during the existence of JLCS.

Because all public school districts in Arkansas from which Jacksonville Lighthouse draws students are unitary in student assignment or are otherwise not under any court orders to desegregate, the renewal of its charter can have no negative effect on the desegregation efforts of any public school district in this state.

In addition, JLCS is an open-enrollment public charter school, and therefore, must admit all applicants who apply, unless there are more applicants than spaces, in which case Jacksonville Lighthouse must fill spaces according to a random, anonymous lottery. Therefore, JLCS cannot predict its future student demographics.

JLCS’ 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 64.5% minority students, including 422 African-American students, 83 Hispanic students, 14 Asian students, 7 Native American students, and 1 student of two or more races.

The African-American and Hispanic enrollment at JLCS exceeds the percentage of these minority groups in the population of Pulaski County according to the 2010 census, while the Native American and Asian enrollment at JLCS is basically identical to the Pulaski County population, and the Caucasian enrollment at JLCS is below the County population.

The current enrollment of JLCS of 816 students would have no material impact on the racial composition of the public school districts in Pulaski County. There are 49,289 students enrolled in the public school

districts in Pulaski County according to their enrollment data reflected in the records of the Arkansas Department of Education Data Center as of November 2013. The total enrollment of JLCS is approximately 1% of that number.

Renewal of JLCS will have no negative impact on the efforts of traditional public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of the segregated public schools. In view of the unitary status of NLRSD and LRSD and the status of PCSSD as unitary in the area of interdistrict student assignment, those school districts have no further obligations to comply with court orders in these areas. Therefore, JLCS cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to create and maintain a unitary system of desegregated public schools.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989.

In 2010, LRSD filed a motion to enforce the 1989 settlement agreement in the Pulaski County School Desegregation case. That motion, to the extent it involves LISA Academy North, contends that the operation of LISA Academy North interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion.

4. Disposition. LRSD and Joshua's motions to enforce and for summary judgment, *Document No. 4440 & 4704*, are denied without prejudice on all issues except charter schools and denied with prejudice on that issue. The State and Charter Intervenors have prevailed on whether the State has violated the 1989 Settlement Agreement in authorizing open-enrollment charter schools in Pulaski County. In the Court's judgment, as a matter of law, the State did not do so.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

Therefore, JLCS submits to the Charter Authorizer that the renewal of JLCS' charter will not in any way hamper, delay, or in any manner negatively affect the desegregation efforts of a public school district or districts in this state.

Section 2 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

The five member LAA Board of Directors is a stable team that provides competent governance and oversight of the institution through a wide range of expertise and professional experiences. Community members including parents make an application and are appointed by the existing board members as required by the Board’s bylaws. An effective Board of Directors is essential to the success of the school. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job. The Board of Directors makes crucial decisions regarding the school’s long term strategy and direction. These decisions include, hiring and firing of the principal, approving the principal’s recommendations concerning the employment of other staff, approval of the budget, engaging of auditors, management of the property, oversight of Lighthouse Academies and the establishment of policies regarding such issues as curriculum, employment and discipline.

Ms. Keri Urquhart serves as the Department Head of the Rehabilitation Department at Woodland Hills Nursing and Rehab. Ms. Urquhart started her occupational therapy career at the University of Arkansas for Medical Sciences working with critical care patients. She was born and raised in Jacksonville. Ms. Urquhart has been an active member of the Jacksonville Junior Auxiliary and is now a Lifetime Member. Ms. Urquhart holds a B.S. in Occupational Therapy from University of Central Arkansas. Ms. Urquhart serves as Board Chair.

Deacon Curtis Green is a Deacon as well as the Church Clerk for the Mount Pisgah Baptist Church in Jacksonville. He also serves as the Chairman of the Deacon Board. Deacon Green spent 26 years in the Air Force and retired as a Master Sergeant. He spent 26 years as Lead Custodian in the Pulaski County Special School District. He also spent ten years as a Commissioner for the Parks and Recreation Department in Jacksonville.

Mr. Kevin McCleary is an Alderman in Jacksonville, Ward 1. He holds a City Council seat as well as seats on the boards of the Boys and Girls Club and Senior Citizens. He has also served on the Board of Adjustment and the Planning Commission. Mr. McCleary has been an active member of the Jacksonville community for more than 25 years.

Dr. Phillis Nichols Anderson has more than 20 years of experience in public education. She is a Senior Vice President for Lighthouse Academies, Inc. and is responsible for the Southern and Eastern Regions. She has led the fastest growing region in the Lighthouse Network. She opened Jacksonville Lighthouse Charter School, and then led the expansion of the school on the Little Rock Air Force base. Dr. Anderson also led the opening of Pine Bluff Lighthouse Charter School. As an educator, her career has spanned from serving as a teacher in a tiny rural school district, Humnoke School District, to a teacher and administrator in the Little Rock School District, District of Columbia Public Schools and Prince George’s County Public Schools. Dr. Nichols-Anderson is a product of the University of Arkansas system, earning her Bachelor’s, Master’s and Doctorate degrees from those institutions. She participated in Harvard University’s Charter Schools Institute.

Mrs. Angie Curran is the Business Manager at Morgan Teeter Financial in Maumelle. She holds a B.S. in Business Management from Troy State University. Ms. Curran grew up in a military family and moved to Jacksonville 12 years ago with her husband who is still active duty Air Force. She has two children that attend Jacksonville Lighthouse Charter School. Ms. Curran serves as a Board Parent Representative and serves as the Board’s treasurer.

Board Member Selection

Each Board member serves a term of two years and may be reappointed for additional terms. Prospective board members are required to complete an application. The applicant is required to provide details on their work and education background and what expertise they believe that they will bring to the board. A board subcommittee interviews prospective board members and then shares its recommendations with the full board. The board votes to appoint new board members subject to completion of a background check. New board members are provided with an orientation and are also required to complete annual training required by Arkansas regulations. Board members are also required to complete a conflict of interest form annually.

Shared Authority

The Board of Directors intends to continue to contract with Lighthouse Academies Inc. (LHA) to provide business and education services. LHA provides the same services to twenty schools across the country. To insure appropriate controls, the Board contracts with an independent auditor to conduct an annual audit.

The nature of the Board's governance role must be understood in the context of an institutional partnership with LHA. Each school in the LHA Network contributes to and learns from the other schools. Each school is organized to support the implementation of the LHA school design. While the Board has the ultimate responsibility for and authority over the school, LHA has a distinct and equally important role to play in the success of the school. The success of the school ultimately depends on each partner's clear understanding of its own and other partners' roles.

Board of Directors

The Board's governance role requires that the Board perform the following functions:

- Strategic Oversight: Through the charter application the Board adopts and upholds the Lighthouse Academies' mission and vision for the school.
- Operational Oversight: The Board oversees the operations of the school, while delegating day-to-day operational authority to LHA and the school's Principal.
- Financial Oversight: The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- Personnel: The Board approves all employment compensation at the school, including benefits through approval of the annual budget.
- Contracts: The Board, in consultation Lighthouse Academies, approves all major contracts.
- Consultant Support: The Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.
- Community Relationships: The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.

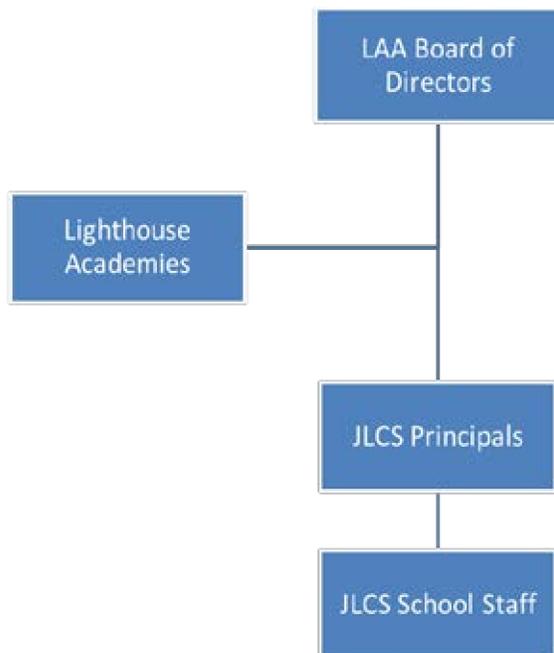
Lighthouse Academies

Lighthouse Academies is the institutional partner of the Board of Directors. Although its technical relationship with the Board is that of a service provider, the success of any Lighthouse Academies school depends on a true partnership between the Board and LHA. In this partnership, LHA may hold one or more Board seats and works closely with both the Board and the Principal to provide guidance, training and support to ensure that each may carry out its respective responsibilities in the most effective manner. The essential functions of LHA include the following:

- Charter Application: LHA develops the master charter application and coordinates the charter application and renewal process.
- Principal Recruitment: LHA recruits, screens and proposes principal candidates to the Board. The Board makes the decision on hiring.
- Curriculum: LHA assists the schools with curriculum development and alignment, provides strategic recommendations on programs, instructional resources, and professional development.

- Evaluation & Assessment: LHA works with school leaders to create an accountability plan, school improvement plan for the school and provides the Board information and data to facilitate the evaluation by the Board of the performance of the principal, the scholars and the school.
- Manuals and Handbooks: LHA provides the school with an Operations and Procedures Manual, an Employee Handbook and a Scholar Handbook that are customized to meet Arkansas rules and regulations.
- Operations Assistance and Oversight: LHA provides day-to-day assistance with and oversight of the implementation of the school’s education and staff development programs.
- Administrative Support: LHA provides administrative support including purchasing, financial management and human resources services.
- Budget: LHA develops the annual school budget with the principal for approval by the Board.
- Professional Development: LHA provides the school with initial pre-opening staff development and ongoing staff development for the school’s administrators.
- Marketing: LHA develops an initial marketing plan for recruiting and enrolling scholars using methods best suited to the local community

See below organizational chart showing the relationship of the LAA Board of Directors, the JLCS schools, and Lighthouse Academies Inc.



Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member’s family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Relationship Disclosures

In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, and custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, and sibling).

| Charter School Board Member's Name and Contact Information | Name and Title of Individual Related to Board Member | Relationship |
|--|--|--------------|
| Angie Curran 8414 Counts Massie Rd. North Little Rock, AR 72113 501-960-0200 Babs41@centurytel.net | NONE | |
| Curtis Green 4 Georgeann Jacksonville, AR 72076 501-982-6305 Dec.green1@comcast.net | NONE | |
| Kevin McCleary 416 Oak Street Jacksonville, AR 72076 501-982-5144 Kevenee69@yahoo.com | NONE | |
| Phillis Nichols-Anderson 251 N. First St. Jacksonville, AR 72076 501-265-9366 pnicholsanderson@lighthouse-academies.org | NONE | |
| Keri Urquhart 2814 Gray Fox Lane Jacksonville, AR 72076 501-786-0917 Kju822@centurytel.net | NONE | |

Lighthouse Academies of Arkansas entered into a five year service agreement with Lighthouse Academies Inc. for education and business services in 2008. Dr. Phillis N. Anderson is an employee of Lighthouse Academies Inc. Dr. Anderson recuses herself from all board votes related to the service agreement or other matters which may pose a conflict.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

Table 6. Student Retention

| Group Combined Over All Years | Total Number | Number Left without Completing the Highest Grade Offered | % Left the Charter | % Left for Other Charter | % Left for Traditional Public | % Left for Private School | % Left for Home School | % Left the State | % Left for Unknown Reasons |
|--------------------------------------|---------------------|---|---------------------------|---------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| All | 2055 | 310 | 15% | 7% | 36% | 3% | 3% | 35% | 16% |
| Free/ Reduced Lunch | 1193 | 138 | 11% | 0% | 34% | 0% | 0% | 32% | 34% |
| Two or More Races | 3 | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian | 19 | 2 | 11% | 50% | 0% | 0% | 0% | 50% | 0% |
| African American | 1021 | 126 | 12% | 10% | 35% | 2% | 0% | 25% | 28% |
| Hispanic | 176 | 14 | 7% | 0% | 25% | 0% | 0% | 75% | 0% |
| Native American | 11 | 0 | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| White/ Caucasian | 822 | 170 | 20% | 5% | 38% | 4% | 5% | 40% | 8% |
| Special Education | 146 | 14 | 10% | 0% | 30% | 0% | 14% | 50% | 6% |
| English Language Learner | 40 | 5 | 12% | 0% | 40% | 0% | 0% | 60% | 0% |

Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Over a four year period, JLCS experienced 16% scholar attrition. The 310 scholars that left JLCS represented approximately 247 families. Of those who left, 35% relocated out of state. A large proportion of those who relocated out of state were scholars attending JLCS Flightline Upper Academy, which is located on the Little Rock Air Force Base. Approximately 50% of the scholars who attend this school are military personnel dependents.

The JLCS Lower Academy, Upper Academy and College Preparatory Academy also serve many military families and also experience significant mobility as a result. When relocations are factored out of the data, JLCS has a student retention rate of approximately 90%.

The data shows that out of the 36% of the students who left JLCS and returned to a traditional public school, the majority (approximately 60%) enrolled in schools outside of the Jacksonville area. Further analysis of the data does reveal a disparity in the race of the scholars who left the school. JLCS lost approximately one in ten African American scholars over the four year period of the charter and approximately two in ten White scholars. However, in the case of White scholars who left the school, nearly half left the state, many of which were departures of military families relocating out of state. If the scholars who left the state are removed from the calculation, then the retention rate for African American and White scholars is nearly equal at approximately 90%.

In addition to the turn-over that comes from serving military families, there are other factors that impact the retention rate. The longer instructional day sometimes conflicts with other family responsibilities or work schedules as does the extended school year. Other reason cited by families for leaving the school includes sports and the uniform requirement.

Overall, parent surveys suggest that JLCS families are highly satisfied with the school curriculum and culture and that the student turnover is not the result dissatisfaction with the academic program. For example, with over a response rate of over 90% on the 2012 -2013 parent survey, 95% of the parents at Flightline Upper Academy believe that the school prepares their child academically for success in a four year college. 95% felt that the school has helped their child develop social skills, and 98% felt that the school is a safe place where their child feels welcomed and part of the community. Almost 100% of the respondents state that they would recommend this school to other families.

Another indicator of the JLCS' overall strength is the fact that the school has maintained a waitlist of over 500 students since its inception. And, although the student population has changed, the school demographics have been consistent over the years with 37% White; 50% African American and 10% Hispanic. The schools' service to students with disabilities has increased over the term of the charter. The school opened serving just over 40 students with I.E.P's (11.6%) and now serves over 100 students (12.5%) with special needs.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

Table 7. Teacher Retention

| School Year | Total Number of Teachers | Number Who Returned to Teach at the School the Following Year | % Returned | Number Took Other Positions with the Charter Organization | % Took Other Positions with Charter Organization | Relocation |
|--------------------|---------------------------------|--|-------------------|--|---|-------------------|
| 2009-2010 | 17 | 12 | 71% | 0 | 0 | 2 |
| 2010-2011 | 22 | 13 | 60% | 0 | 0 | 6 |
| 2011-2012 | 36 | 24 | 68% | 0 | 0 | 6 |
| 2012-2013 | 40 | 32 | 80% | 0 | 0 | 4 |

Review the data in the Teacher Retention Table and discuss the reasons that teachers leave the charter. Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

JLCS focuses on hiring and retaining high quality teachers, leaders and support staff. Based on the intensity of the instructional model and the unique nature of the arts infusion process, which requires a high level of collaboration and co-teaching, it has always been clear that JLCS teachers and administrators would need to be both exceptional educational professionals and dedicated learners themselves.

Entering the fifth year of the charter, JLCS has a four year teacher retention rate of 70%. When staff relocations are factored out of the data, the retention rate is 86% over four years. Seven teachers, or 40 % the founding staff, remain on the JLCS team. Of the founding instructional staff that remains, three have moved into leadership positions and the others continue to serve the school as teachers or academic interventionists.

Despite JLCS best retention efforts, turn-over is inevitable for a variety of reasons. Approximately, 5% of teacher attrition is due to nonrenewal. Other teachers have left voluntarily to relocate or in some instances due the challenging nature of the work and the longer day and a longer year.

Section 4 – Test Data

Review the following testing data summary, 2010-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of or progress toward achieving the charter’s current approved academic goals.

Respond below in 11 point Times New Roman font. This response can be no longer than 6 pages.

Table 8. Assessment Scores Comparison to District 2010-2013

| Jacksonville Lighthouse Charter School | | | | | | | |
|---|-------------------------|----------|-------------|--------|------------|----------|------------|
| State-Mandated Assessment Scores, 2010-2013 | | | | | | | |
| Year | Description | # Tested | Below Basic | Basic | Proficient | Advanced | Prof + Adv |
| Benchmark/Literacy - Combined Population | | | | | | | |
| 2010 | JACKSONVILLE LIGHTHOUSE | 180 | 5.00% | 27.22% | 41.67% | 26.11% | 67.78% |
| | PULASKI COUNTY SPECIAL | 7133 | 6.90% | 25.28% | 40.85% | 26.97% | 67.83% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 231 | 3.90% | 29.44% | 41.99% | 24.68% | 66.67% |
| | PULASKI COUNTY SPECIAL | 7042 | 6.12% | 22.45% | 40.23% | 31.20% | 71.43% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 448 | 3.79% | 19.42% | 45.54% | 31.25% | 76.79% |
| | PULASKI COUNTY SPECIAL | 6913 | 5.01% | 15.94% | 36.63% | 42.43% | 79.05% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 441 | 3.63% | 19.05% | 43.54% | 33.79% | 77.32% |
| | PULASKI COUNTY SPECIAL | 7281 | 6.46% | 19.06% | 36.63% | 37.85% | 74.48% |
| Benchmark/Literacy - Econ. Disadvantaged | | | | | | | |
| 2010 | JACKSONVILLE LIGHTHOUSE | 82 | 8.54% | 28.05% | 39.02% | 24.39% | 63.41% |
| | PULASKI COUNTY SPECIAL | 4338 | 9.50% | 30.96% | 41.17% | 18.37% | 59.54% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 126 | 5.56% | 32.54% | 42.86% | 19.05% | 61.90% |
| | PULASKI COUNTY SPECIAL | 4159 | 8.32% | 28.35% | 42.20% | 21.13% | 63.33% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 267 | 4.49% | 23.60% | 47.19% | 24.72% | 71.91% |
| | PULASKI COUNTY SPECIAL | 4129 | 6.95% | 21.22% | 40.37% | 31.46% | 71.83% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 275 | 4.00% | 21.45% | 46.18% | 28.36% | 74.55% |
| | PULASKI COUNTY SPECIAL | 4261 | 8.52% | 24.95% | 38.68% | 27.86% | 66.53% |
| Benchmark/Math - Combined Population | | | | | | | |
| 2010 | JACKSONVILLE LIGHTHOUSE | 180 | 9.44% | 22.22% | 35.00% | 33.33% | 68.33% |
| | PULASKI COUNTY SPECIAL | 7135 | 13.62% | 17.31% | 32.98% | 36.09% | 69.07% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 231 | 4.76% | 12.99% | 43.29% | 38.96% | 82.25% |
| | PULASKI COUNTY SPECIAL | 7042 | 12.06% | 16.15% | 32.59% | 39.21% | 71.80% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 448 | 11.16% | 17.41% | 37.72% | 33.71% | 71.43% |
| | PULASKI COUNTY SPECIAL | 6914 | 11.24% | 15.49% | 32.67% | 40.60% | 73.27% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 442 | 12.44% | 14.71% | 38.91% | 33.94% | 72.85% |
| | PULASKI COUNTY SPECIAL | 7286 | 14.36% | 17.65% | 33.72% | 34.27% | 67.99% |
| Benchmark/Math - Econ. Disadvantaged | | | | | | | |
| 2010 | JACKSONVILLE LIGHTHOUSE | 82 | 14.63% | 23.17% | 31.71% | 30.49% | 62.20% |
| | PULASKI COUNTY SPECIAL | 4338 | 17.61% | 21.07% | 34.62% | 26.69% | 61.32% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 126 | 4.76% | 16.67% | 46.03% | 32.54% | 78.57% |
| | PULASKI COUNTY SPECIAL | 4159 | 15.82% | 20.25% | 34.72% | 29.21% | 63.93% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 267 | 14.61% | 20.60% | 36.33% | 28.46% | 64.79% |
| | PULASKI COUNTY SPECIAL | 4129 | 15.45% | 20.22% | 34.25% | 30.08% | 64.33% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 276 | 14.13% | 15.94% | 39.49% | 30.43% | 69.93% |
| | PULASKI COUNTY SPECIAL | 4264 | 18.95% | 21.55% | 34.83% | 24.67% | 59.50% |

| Benchmark/Science - Combined Population | | | | | | | |
|--|-------------------------|------|--------|--------|--------|--------|--------|
| 2010 | JACKSONVILLE LIGHTHOUSE | 44 | 13.64% | 45.45% | 36.36% | 4.55% | 40.91% |
| | PULASKI COUNTY SPECIAL | 2342 | 30.66% | 44.41% | 22.76% | 2.18% | 24.94% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 89 | 15.73% | 49.44% | 33.71% | 1.12% | 34.83% |
| | PULASKI COUNTY SPECIAL | 2278 | 27.04% | 40.83% | 28.88% | 3.25% | 32.13% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 180 | 15.56% | 43.33% | 34.44% | 6.67% | 41.11% |
| | PULASKI COUNTY SPECIAL | 2320 | 23.28% | 42.67% | 29.87% | 4.18% | 34.05% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 167 | 14.37% | 35.93% | 40.72% | 8.98% | 49.70% |
| | PULASKI COUNTY SPECIAL | 2407 | 26.55% | 39.88% | 28.87% | 4.69% | 33.57% |
| Benchmark/Science - Econ. Disadvantaged | | | | | | | |
| 2010 | JACKSONVILLE LIGHTHOUSE | 18 | 22.22% | 44.44% | 27.78% | 5.56% | 33.33% |
| | PULASKI COUNTY SPECIAL | 1428 | 38.94% | 43.84% | 16.53% | 0.70% | 17.23% |
| 2011 | JACKSONVILLE LIGHTHOUSE | 46 | 15.22% | 52.17% | 30.43% | 2.17% | 32.61% |
| | PULASKI COUNTY SPECIAL | 1325 | 34.94% | 44.53% | 19.40% | 1.13% | 20.53% |
| 2012 | JACKSONVILLE LIGHTHOUSE | 114 | 21.05% | 43.86% | 28.95% | 6.14% | 35.09% |
| | PULASKI COUNTY SPECIAL | 1400 | 30.29% | 44.71% | 22.71% | 2.29% | 25.00% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 90 | 21.11% | 42.22% | 30.00% | 6.67% | 36.67% |
| | PULASKI COUNTY SPECIAL | 1392 | 35.92% | 41.88% | 20.26% | 1.94% | 22.20% |
| Alg/Geo/EOC - Combined Population | | | | | | | |
| 2012 | JACKSONVILLE LIGHTHOUSE | 75 | 1.33% | 29.33% | 57.33% | 12.00% | 69.33% |
| | PULASKI COUNTY SPECIAL | 1930 | 7.15% | 27.36% | 43.89% | 21.61% | 65.49% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 135 | 4.44% | 30.37% | 51.11% | 14.07% | 65.19% |
| | PULASKI COUNTY SPECIAL | 2045 | 6.99% | 28.17% | 44.25% | 20.59% | 64.84% |
| Alg/Geo/EOC - Econ. Disadvantaged | | | | | | | |
| 2012 | JACKSONVILLE LIGHTHOUSE | 37 | 2.70% | 35.14% | 56.76% | 5.41% | 62.16% |
| | PULASKI COUNTY SPECIAL | 1060 | 9.91% | 32.64% | 42.17% | 15.28% | 57.45% |
| 2013 | JACKSONVILLE LIGHTHOUSE | 76 | 6.58% | 38.16% | 40.79% | 14.47% | 55.26% |
| | PULASKI COUNTY SPECIAL | 1011 | 8.11% | 34.82% | 44.31% | 12.76% | 57.07% |

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and Economically Disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center (<http://arc.arkansas.gov/>).

Summary

JLCS Charter Goals in the 2009 application focused on the idea that through a unique educational model JLCS will steadily increase the academic performance of scholars who have attended JLCS schools for several years. In that way, JLCS distinguishes itself as an attractive, local, educational option for families in the region. Overall the data in Table 5 above shows JLCS scholars are continuing to progress towards higher percentages of Proficient or Advanced across nearly every subject area that has been assessed over the past four school years. The data shows steadily increasing percentages of Proficient or Advanced scholars in both the Combined Population and in the disaggregated performance for Economically

Disadvantaged. The data also shows that in many subject areas where JLCS matched the performance of the resident district at the opening of the charter, JLCS is now outperforming the resident district.

Increasing Proficient and Advanced Scholars

JLCS Charter Goals are based on a commitment to consistently increase the percentage of scholars who are performing at Proficient or Advanced levels. Since inception, JLCS has steadily increased the number of scholars designated as Proficient or Advanced in nearly every subject area tested. Overall, the percentage of all scholars (Combined Population) testing Proficient or Advanced in Literacy, Math and Science has increased an average of 8% from 2010 to 2013. During that same time period, the percentage of Economically Disadvantaged scholars testing Proficient or Advanced in the same subject areas increased an average of 7%.

JLCS scholars have shown the most growth in Literacy. In 2010, 67.78% of all scholars scored Proficient or Advanced. By 2013, that percentage had increased to 77.32%. This is an increase of almost 10%. During that same time period, the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Literacy increased by 11%.

Math has also been a growth area for JLCS scholars. In 2010, 68.33% scored Proficient or Advanced. By 2013, that number had increased by nearly 5% to 72.85%. Economically Disadvantaged scholars slightly outperformed the Combined Population during this time frame. In 2010, 62.20% of those scholars were scoring Proficient or Advanced and by 2013, 69.93% were performing at those levels. The increase of over 7% demonstrates a narrowing of the achievement gap between the Combined Population of JLCS scholars and Economically Disadvantaged scholars.

In Science, there has been significant improvement in the performance of the Combined Population and more modest improvement in the performance of Economically Disadvantaged Scholars during the last four years. The percent of all scholars scoring Proficient or Advanced has increased by 9% over the four year period, and the percent of Economically Disadvantaged scholars performing at that level has increased by 4%. Table 9 shows the percent change in Proficient/Advanced scholars during the first four years of JLCS charter.

Table 9. JLCS Change in Percentage Proficient/Advanced

| Year | Literacy - Combined | Literacy-ED | Math - Combined | Math -ED | Science - Combined | Science-ED |
|-----------------------|----------------------------|--------------------|------------------------|-----------------|---------------------------|-------------------|
| 2010 | 67.78 | 63.41 | 68.33 | 62.2 | 40.91 | 33.33 |
| 2011 | 66.67 | 61.9 | 82.25 | 78.57 | 34.83 | 32.61 |
| Change | -1.11 | -1.51 | 13.92 | 16.37 | -6.08 | -0.72 |
| 2012 | 76.79 | 71.91 | 71.43 | 64.79 | 41.11 | 35.09 |
| Change | 10.12 | 10.01 | -10.82 | -13.78 | 6.28 | 2.48 |
| 2013 | 77.32 | 74.55 | 72.85 | 69.93 | 49.7 | 36.67 |
| Change | 0.53 | 2.64 | 1.42 | 5.14 | 8.59 | 1.58 |
| Overall Change | 9.54 | 11.14 | 4.52 | 7.73 | 8.79 | 3.34 |

Discussed in Section 5 below is the progress made with JLCS scholars who have been at the school several consecutive years. Disaggregating the data in this way shows the impact JLCS has on scholars over time and the strength of continued exposure to our academic program.

JLCS District Performance vs. Resident District

The four JLCS schools are referred to as the JLCS District. Pulaski County Special School District (PCSSD) is referred to as the resident district. The charter goals in the 2009 application were based on the idea that the JLCS District would provide a viable alternative to local educational options wherein scholars have the opportunity to achieve at higher levels. When examining percentage rates for Advanced

and Proficient, JLCS matched or exceeded the performance of the resident district in 6 out of 8 areas during the 2013 testing. The JLCS District has an average of 13% more scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district. In addition, JLCS has an average of 11% more Economically Disadvantaged scholars performing at Proficient or Advanced levels in Literacy, Math and Science than the resident district.

In 2010, 67.78% of JLCS scholars were Proficient or Advanced in Literacy, compared to 67.83% of the resident district students. In 2013, the JLCS District was outperforming the resident district by 3%. In 2013 8% more Economically Disadvantaged students enrolled in the JLCS District attained Proficient or Advanced status than Economically Disadvantaged students enrolled in the resident district.

In 2010, 68.33% of the JLCS scholars were performing at Proficient or Advanced in Math compared to 69.07% of resident district students. Data from 2013 shows that while performance levels for the resident district have dropped by a little over 1%, Proficient and Advanced levels for students in the JLCS District increased by over 3%. In 2013, scholars in the JLCS District outperformed the resident district in Proficient and Advanced levels in Math by just under 5%.

The difference is more pronounced when looking at the performance of Economically Disadvantaged students in Math. In 2010, JLCS and the resident district had essentially the same levels of Proficient and Advanced students: 62.2% for JLCS and 61.32% for resident district. By 2013, JLCS had increased the percentage of Proficient or Advanced scholars to 69.93% while the resident district's performance level had dropped to 59.5%. In 2012-2013, the JLCS District outperformed the resident district by slightly more than 10% in the percentage of Economically Disadvantaged scholars scoring Proficient or Advanced in Math.

In Science, both the JLCS District and the resident district have improved the percentage of scholars performing at Proficient or Advanced level from 2010 to 2013. In 2013, the Proficient or Advanced percentage for Combined Population of scholars in the JLCS District was 16% higher than the Combined Population in the resident district. In 2012- 2013, Economically Disadvantaged scholars in the JLCS District had a Proficient or Advanced rate that was 14% higher than the resident district.

For Algebra/Geometry/End of Course testing, JLCS scholars performed on par with the resident district in 2013. For the Combined Populations in these courses, there was less than 1% difference in the Proficient and Advanced percentages, and less than 2% difference Economically Disadvantaged students. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district. Table 10 compares the performance of JLCS scholars with the resident district across the first four years of the current charter.

Table 10. JLCS vs. Resident District Comparison of Proficient/Advanced Rates

| | Literacy - Combined | Literacy -ED | Math - Combined | Math - ED | Science - Combined | Science - ED | AL/GEO - Combined | AL/GEO - ED |
|-------------------|---------------------|---------------|-----------------|--------------|--------------------|---------------|-------------------|--------------|
| 2010 JLCS | 67.78% | 63.41% | 68.33% | 62.20% | 40.91% | 33.33% | NA | NA |
| 2010 PCSSD | 67.83% | 59.54% | 69.07% | 61.32% | 24.94% | 17.23% | NA | NA |
| Difference | -0.05% | 3.87% | -0.74% | 0.88% | 15.97% | 16.10% | NA | NA |
| 2011 JLCS | 66.67% | 61.90% | 82.25% | 78.57% | 34.83% | 32.16% | NA | NA |
| 2011 PCSSD | 71.43% | 63.33% | 71.80% | 69.93% | 32.13% | 20.53% | NA | NA |
| Difference | -4.76% | -1.43% | 10.45% | 8.64% | 2.70% | 11.63% | NA | NA |
| 2012 JLCS | 76.79% | 71.91% | 71.43% | 64.79% | 41.11% | 35.09% | 69.33% | 62.16% |
| 2012 PCSSD | 79.05% | 71.83% | 73.27% | 64.33% | 34.05% | 25.00% | 65.49% | 57.45% |
| Difference | -2.26% | 0.08% | -1.84% | 0.46% | 7.06% | 10.09% | 3.84% | 4.71% |

| | | | | | | | | |
|-------------------|--------------|--------------|--------------|---------------|---------------|---------------|--------------|---------------|
| 2013 JLCS | 77.32% | 74.55% | 72.85% | 69.93% | 49.07% | 36.67% | 65.19% | 55.26% |
| 2013 PCSSD | 74.48% | 66.53% | 67.99% | 59.50% | 33.57% | 22.20% | 64.84% | 57.07% |
| Difference | 2.84% | 8.02% | 4.86% | 10.43% | 15.50% | 14.47% | 0.35% | -1.81% |

Data analysis in Section 5 below presents a more detailed look at the performance of scholars who have been at JLCS three or more years.

School Level Performance, Annual Measurable Objectives (AMO)

It is also useful to examine the performance of the four individual schools that make up the JLCS District from the perspective of Annual Measurable Objective (AMO). As stated above, the main JLCS campus includes three schools: JLCS Lower Academy (grades K-4), JLCS Upper Academy (grades 5-8) and the JLCS College Prep Academy (grades 9-12). The JLCS campus on the Little Rock Air Force Base is Flightline Upper Academy. Each school received an individual performance designation based on their performance relative to the AMO set by Arkansas Department of Education.

The JLCS Lower Academy is currently designated Achieving in Literacy and Needs Improvement in Math. The school missed the Status Performance AMO target in Math by less than 1% and the Three Year Average Status Performance AMO by less than 1%. Additionally, the disaggregated performance data shows that African American scholars exceeded their Status Performance AMO in Math by nearly 5%.

The JLCS Upper Academy has the same designation, Achieving in Literacy and Needs Improvement in Math. Upper Academy scholars exceeded the Status Performance AMO in Literacy by more than 8% for all scholars, and approximately 4% for Targeted Achievement Gap Group (TAGG) scholars. In the area of Math, ELL scholars met the Performance AMO and Students with Disabilities and ELL students met the Growth AMO.

The Flightline Upper Academy is designated as Needs Improvement in both Math and Literacy. It is worth noting that for all scholars at Flightline Upper Academy, the Status Performance AMO for Literacy was missed by only 1%, and for TAGG scholars the Literacy AMO was missed by just over 1%.

Subgroups also performed well at Flightline Upper Academy, where African American scholars exceeded the Literacy Status Performance AMO by over 14%, and Economically Disadvantaged scholars exceeded the Literacy Status Performance AMO by nearly 10%. Both groups also did well in the Growth Performance AMO. African American scholars exceeded the Growth Performance AMO by nearly 10% and Economically Disadvantage scholars exceeded the Growth Performance AMO by 4%. Flightline Upper Academy has been the highest performing middle school in the Jacksonville area since its opening.

The JLCS College Prep Academy (CPA) is designated Needs Improvement in Math. However, the CPA is only in its 2nd year of operation. The initial Performance AMO for the CPA was based on JLCS District's AMO.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter’s student academic performance goals, approved by the State Board of Education is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

REDACT ALL STUDENT IDENTIFIABLE INFORMATION.

Summary

In 2009, JLCS committed to achieving 16 goals in the original charter application. Of those 16 goals, four are no longer applicable based on changes in state testing and are being assessed using Northwest

Evaluation Association (NWEA) assessments and Iowa Tests of Basic Skills (ITBS). The JLCS District met 10 of the remaining 12 goals and partially met one. JLCS did not make one out of the original 16 goals.

Goals in Reading

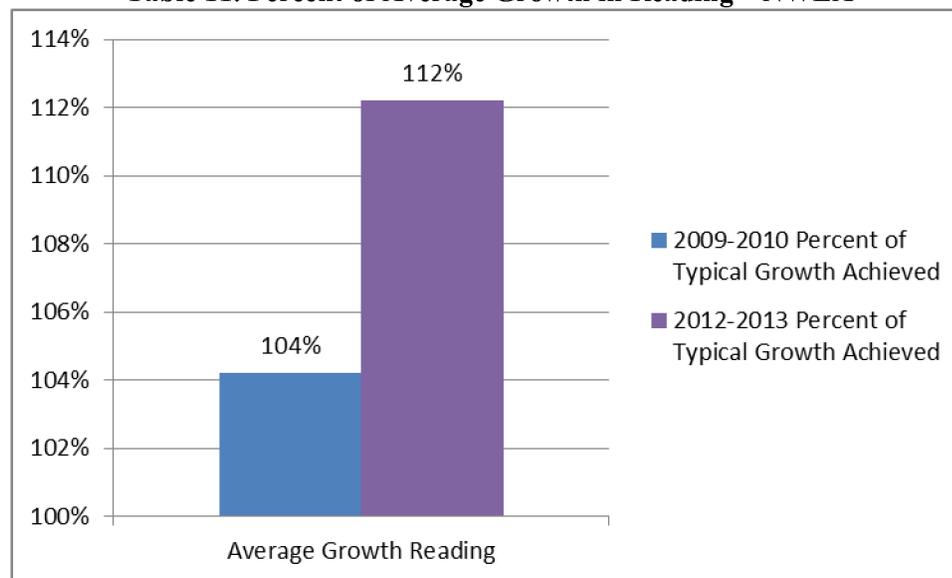
1. Students taking the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's reading exam (where applicable).

Goal Met – *NA*- State did not administer this exam after 2009-2010. School opted to use NWEA test to measure growth.

Explanation/Analysis - The school administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in reading in each year of the current charter.

On average, over four years, JLCS District scholars have shown 118% of typical growth. Table 11 shows the average percent of typical growth on reading for all JLCS scholars.

Table 11. Percent of Average Growth in Reading – NWEA



2. Students who have spent three full years at the school will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in the resident district with comparable demographic compositions.

Goal Met – Yes

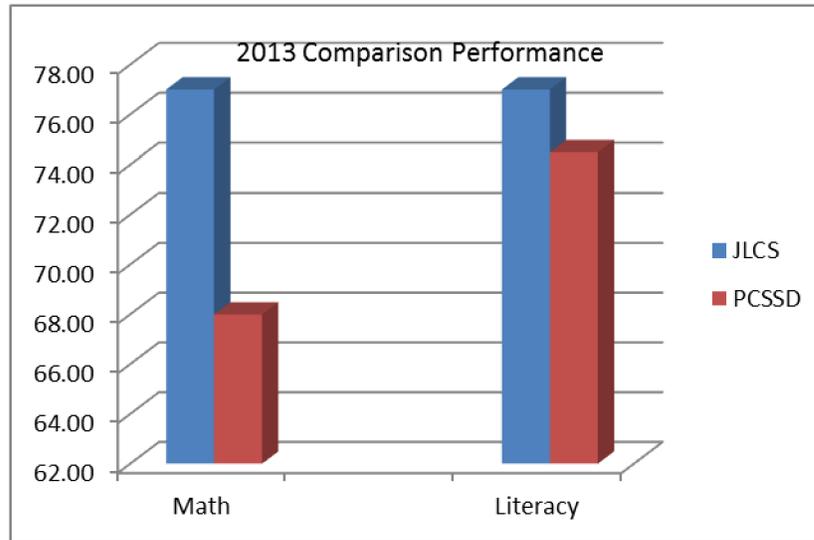
Explanation/Analysis - In 2013, students who spent three full years in the JLCS District, on average, scored as well or better on Arkansas Augmented Benchmark Exams in Literacy than students in schools in resident district with comparable demographic.

In 2013, students who spent three full years in the JLCS District, on average, scored better on the Arkansas Augmented Benchmark Exams in Literacy than students who attended Jacksonville Middle School, the nearest resident district school.

In 2013, an average of 76% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Literacy.

Table 12 shows the performance of JLCS District scholars who have spent three full years at the school as compared to the resident district.

Table 12. JLCS District Scholars Performance vs. Resident District in Literacy



(Source: JLCS benchmark results in TLI data system & Arkansas Department of Education website> test scores by year)

- At the end of its third year, the school will meet its AYP Targets in Literacy.

Goal Met – Yes

Explanation/Analysis - In 2012, the JLCS District achieved Achieving Status in the area of Literacy. AMO was 69.45% and JLCS scored 76.67% for all students. The TAGG Group AMO was 63.62% and JLCS scored 70.67%.

In 2013, the JLCS District earned an Achieving Status. The AMO was 72.23 and the JLCS District scored 77.08 for all students. The TAGG Group AMO was 66.93 and the JLCS District scored 72.05. Jacksonville Lower Academy and Upper Academy also earned Achieving Status in Literacy. Table 13 compares the percent of JLCS District scholars scoring Proficient or Advanced as compared the AMOs for 2012 and 2013.

Table 13. JLCS District Performance at Proficiency or Advanced vs. AMO

| AMO 2012 | JLCS 2012 | State 2012 | AMO 2013 | JLCS 2013 | State 2013 |
|----------|-----------|------------|----------|-----------|------------|
| 69.45 | 76.67 | 75.51 | 72.23 | 77.08 | 77.73 |

- Among students who have spent three full years at the school, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the reading test (for students taking this test).

Goal Met – NA- State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

Explanation/Analysis – While JLCS District did not utilize the Stanford – 10, the Iowa Test of Basic Skills (ITBS) provided a comparable measurement of Literacy proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2nd grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students, which is the target metric for the goal.

In 2010, the Kindergarten cohort completing the ITBS showed a 22% gap between the percentage of White students scoring proficient or above in Literacy and the percentage of Black students scoring proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 4%, and in 2012, it was only 5%.

In the 1st grade cohort tested in 2010, the performance gap of White scholars outscoring African American scholars was 26%. By 2011, the gap for the same cohort decreased to 20%.

The 1st grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 15% decrease in the difference in performance between African American and White students from 2012 to 2013.

- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in reading will increase by 10% each year as measured via the NWEA.

Goal Met – Yes

Explanation/Analysis - The 8th grade proficiency cut score of 212 was determined in NWEA’s Scale Link Study conducted in 2011, JLCS’ scores have increase each year for students in grades from grades 4 through 8. Proficiency levels have increased by an average of 21.5 percent during the last three years. Table 14 shows the current 8th grade reading proficiency levels at each grade.

Table 14. Reading Proficiency Percentages for Grade Level Cohorts

| Grade | SY 10-11 | SY 11-12 | SY 12-13 | Average Difference |
|-------|----------|----------|----------|--------------------|
| 4 | 30% | | | |
| 5 | 35% | 45% | | |
| 6 | 56% | 48% | 65% | 17.5% |
| 7 | 75% | 79% | 84% | 24.5% |
| 8 | | 89% | 100% | 22.5% |

Goals in Reading Comprehension

- All students who have spent two full years at the school will demonstrate the ability to select a reading strategy (determining importance, using inferences, asking questions, summarizing and synthesizing, activating prior knowledge, etc.) and apply it on internally created assessments, scored by rubrics.

Goal Met – Yes

Explanation/Analysis – JLCS District scholars demonstrated the ability to select a reading strategy and apply it on internally created assessments by scoring 70% or higher on the assessment rubrics utilized to measure skills. For the years 2010 through 2013, all students assessed who have spent two full years at the school scored the required 70% or higher with the exception of a small group of 1st grade students assessed in 2011.

In 2010-2011, all scholars who spent two full years at JLCS met the desired goal of scoring 70% or higher on the assessment rubrics. In 2011-2012, the average score for this cohort was 78%, and in 2013 it was 79%.

Table 15 shows the average score earned by each grade level for scholars who attended the JLCS District for two years or more.

Table 15. Average Reading Rubric Score by Grade Level and Year

| Literacy Rubric Results Analysis | | | |
|----------------------------------|-----------|-----------|-----------|
| Literacy | 2010-2011 | 2011-2012 | 2012-2013 |
| Grade 1 | 75% | 61% | 70% |
| Grade 2 | 77% | 75% | 81% |
| Grade 3 | 80% | 79% | 76% |
| Grade 4 | 84% | 85% | 81% |
| Grade 5 | 83% | 81% | 82% |
| Grade 6 | 86% | 86% | 74% |
| Grade 7 | | 79% | 77% |
| Grade 8 | | | 88% |
| | 81% | 78% | 79% |

- All students who spent two full years at the school will generate evidence of daily reading and successful participation in grade-level appropriate reading activities (author studies, discussions, etc.) indicated through reading logs by earning passing grades (70%) on JLCS rubrics.

Goal Met – Yes

Explanation/Analysis - JLCS scholars generate evidence of daily reading and successful participation in grade-level appropriate reading activities by a earning passing grades (70%) on JLCS rubrics.

In 2010-2011 all students who spent two full years at the school earned a passing grade of 70% or higher. In 2010-2011, the overall average score was 74.1%. In 2011-2012, the JLCS District exceeded the goal by 83.61%, and in 2012-2013, the average score was 82.5%. Table 16 shows the average rubric score by grade and by year.

Table 16. Average Rubric Score by Grade and Year

| | 2010-2011 | 2011-2012 | 2012-2013 |
|---------|-----------|-----------|-----------|
| Grade 5 | 76% | 78% | 82.60% |
| Grade 6 | 72.00% | 85% | 81.10% |
| Grade 7 | 74.30% | 86% | 83.25% |
| Grade 8 | NA* | 82.60% | 82.88% |
| Average | 74.1% | 82.65% | 82.5% |

*In 2010-2011, JLCS included grades K through 7.

- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Augmented Benchmark Exams in Literacy.

Goal Met – Yes

Explanation/Analysis - In grades 3-8 the state assessment scores shows that 76.79% of scholars in 2012 and 77.32% of scholars in 2013 scored Proficient or Advanced on the Literacy benchmarks.

For both years, JLCS exceeded the 75% goal by approximately 2%. In the first year of testing in 2010, JLCS was at 67.78%. However, by the second year of the charter, JLCS scholars were exceeding the goal, and by 2012-2013, JLCS scholars had increased their Proficient and Advanced rate by 9.54%.

Goals in Mathematics

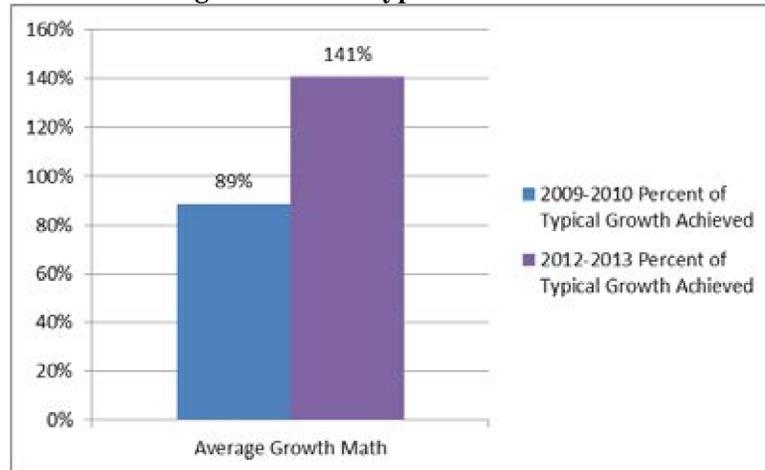
1. Students who take the SAT-10 will demonstrate improvement of at least 4 Normal Curve Equivalent (NCE) points (1/3 of a standard deviation) between annual administrations of the test's Mathematics exam (where applicable).

Goal Met – NA- - State did not administer this exam after 2009-2010. School opted to use NWEA to measure growth as an assessment.

Explanation/Analysis - The JLCS District administered the SAT-10 exam in the first year but not in subsequent years. Another valid measure of academic growth year to year is the NWEA. On this assessment, JLCS scholars have generally exceeded 100% of typical growth in each year of the current charter.

On average, over four years, JLCS District scholars have shown 126% of typical growth. Table 17 shows the average percent of typical growth on Math for all JLCS District during the first four years of the current charter.

Table 17. Average Percent of Typical Growth Achieved in Math



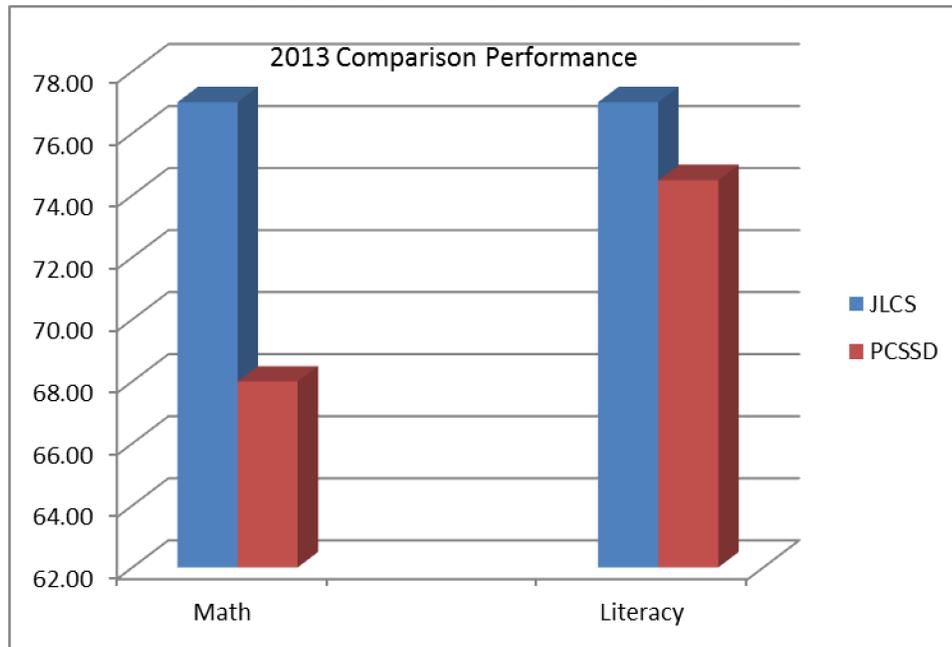
2. Students who have spent three full years in the District will, on average, score as well as or better on Arkansas Augmented Benchmark Exams in Mathematics than students in schools in the resident district with comparable demographics.

Goal Met – Yes

Explanation/Analysis - In 2013, students who spent three full years in the JLCS District on average, scored as well or better on Arkansas Augmented Benchmark Exams in Math than students in schools in resident district with comparable demographics.

In 2013, 77% of JLCS students who have spent three full years in the JLCS District demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics. Table 18 shows JLCS scholar performance vs. the resident district.

Table 18. JLCS Scholar Performance vs. Resident District



- At the end of its third year, the school will meet its AYP Targets in Mathematics.

Goal met – No

Explanation/Analysis – JLCS District missed the Math AMO, but it is important to note that several subgroups did meet the Performance and Growth AMOs, and the individual JLCS schools were very close to meeting the goal.

For example, JLCS Lower Academy combined performance was 85.87% with an AMO Performance of 86.84 missing the mark by less than one point or one scholar. The TAGG group AMO Performance was 82.89 with an AMO goal of 83.05, which is less than one percent or a single scholar difference.

African Americans also met the AMO at the JLCS Lower Academy in Math is evidence that the school is meeting the needs of the at risk population. While JLCS Upper Academy and Flightline Upper Academy did not meet the AMO, both schools are the highest performing middle schools in the Jacksonville area in Math. Table 19 shows the comparison Math performance of the Jacksonville area middle schools.

Table 19. JLCS Math Performance vs. Resident District Middle Schools

| School | Total % Proficient or Advanced Math | School % FRL |
|--------------------------------|-------------------------------------|--------------|
| Flightline Upper Academy | 72% | 49% |
| Jacksonville Lighthouse Middle | 67% | 64% |
| Northwood Middle School | 65% | 65% |
| Jacksonville Middle School | 45% | 76% |

Additionally, ELL scholars met the Performance and Growth AMO goal, and Students with Disabilities met AMO Growth goal.

As noted above, JLCS College Prep Academy did not meet AMO in their first year of operation. However, it is important to note that the AMO set for the school was the AMO of the JLCS District’s and not based on previous student performance of the scholars enrolled at the school. The AMO for Math for 2014 is 52, which is significantly less than the 2013 AMO of 85.21. The school has strategically planned to meet these benchmarks.

This year, the JLCS District implemented new Math curriculum in grades 5-8. The McGraw Hill My Math was developed after the completion of the Common Core State Standards and follows the intended scope and conceptual development as prescribed by the CCSSM. The majority of lessons in this curriculum are devoted to the coverage of the CCSSM standards with emphasis on the major and supporting clusters. This includes attention to supporting the goals of proficiency and fluency for computational skills while emphasizing real world Mathematical connections. Remediation time is built into the daily schedule along with an intensive afterschool program.

As mentioned earlier, JLCS scholars performed on par with the resident district in 2013. For Algebra/Geometry/End of Course testing, the JLCS District Combined Populations outperformed the resident district by close to 1% in the proficient and advanced percentage and the JLCS’ Economically Disadvantaged students underperformed the resident district by less than 2% difference. In both comparisons, the Proficient and Advanced rates declined for both JLCS scholars and students in the resident district

4. Among students who have spent three full years in the JLCS District, disaggregation of Stanford-10 data will show no significant difference between groups of students from different demographic groups within the school on the Mathematics test.

Goal met – State did not administer this exam after 2009-2010. ITBS assessment data analysis is used to measure this goal.

Explanation/Analysis –ITBS provided a comparable measurement of Math proficiency in the early grades. JLCS administration of ITBS includes scholars in K – 2nd grade. A cohort analysis of ITBS results shows a consistent and significant closing of the performance gap between African American and White students (the target metric for the goal).

In 2010, the Kindergarten cohort completing the ITBS showed a 23% gap between the percentage of White students scoring Proficient or above in Math and the percentage of Black students scoring Proficient or above. In 2011, the difference in proficiency in the same cohort for the two groups had decreased to 5%, and in 2012, it was 4%.

In the 1st grade cohort tested in 2010, the performance gap was 26% of White scholars outscoring African American scholars. By 2011, the performance gap for the same cohort was decreased to 11%.

The 1st grade cohort tested in 2012 showed a similar decrease in the proficient gap with a 13% decrease in the difference in Math performance between African American and White students from 2012 to 2013.

- For grade level cohorts that have been at the school for three full years, the percent on track to reach 8th grade proficiency in Math will increase by 10% each year as measured via the NWEA.

Goal met – Yes

Explanation/Analysis –The 8th grade proficiency cut score of 229 was determined in NWEA’s Scale Link Study conducted in 2011. Grade level cohort data shows consistent progress towards 8th grade proficiency cut score in Math for JLCS scholars. Across all grades, JLCS showed an average increase of 20% growth towards proficiency across the 3 schools years measured. That growth was most pronounced in the cohort beginning in 5th grade and least pronounced with the cohort beginning in 6th grade.

Table 20 shows the percentage of proficient students by cohort as indicated by color coding.

Table 20. Percent Proficient in Math by Cohort

| Grade | SY 10-11 | SY 11-12 | SY 12-13 | Average % Change |
|-------|----------|----------|----------|------------------|
| 4 | 8% | | | |
| 5 | 24% | 34% | | |
| 6 | 52% | 44% | 56% | 22% |
| 7 | 48% | 68% | 73% | 25.5% |
| 8 | | 72% | 78% | 13% |

- All students who have spent two full years at the school will demonstrate the ability to accurately arrive at solutions to grade-level computation problems, as shown by passing grades on tests and JLCS rubrics.

Goal Met: Partially Met

Explanation /Analysis: JLCS partially met the goal all students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning and apply it on internally created assessments, as shown by passing grades on JLCS rubrics with passing scores of 70% or higher.

In 2010-2011, all grade levels met the desired goal. In 2011-2012, the overall average score for the school was 75%, which is 5% higher than the established goal. All grade levels except Grade 7 and Algebra I students met the goal. In 2012-2013, the overall average score exceeded the goal by 4%. All grades levels except grade 3, 7, Algebra 1, and Geometry met the goal.

Table 21 shows the average rubric score by grade level for scholars who have attended the JLCS District for two years or more.

Table 21. Average Math Rubric Score by Grade Level

| Math Rubric Results Analysis | | | |
|------------------------------|-----------|-----------|-----------|
| Math | 2010-2011 | 2011-2012 | 2012-2013 |
| Grade 1 | 93% | 87% | 82% |
| Grade 2 | 75% | 82% | 90% |
| Grade 3 | 70% | 72% | 68% |
| Grade 4 | 85% | 71% | 70% |
| Grade 5 | 77% | 76% | 76% |
| Grade 6 | 71% | 70% | 73% |
| Grade 7 | 93% | 67% | 66% |
| Grade 8 | | 71% | 68% |
| Algebra I | | 59% | 67% |
| Geometry | | | 54% |
| Average for Year- | 81% | 75% | 74% |

After reviewing the end of course results in Table 21, the school adopted College Board’s SpringBoard Curriculum for Pre-Algebra, Algebra, Geometry and Algebra II. SpringBoard offers a flexible framework that helps math teachers build students’ college and career readiness by successfully implementing the powerful shifts demanded by the Common Core. SpringBoard’s unique instructional design enables teachers to focus instruction on fewer topics in greater depth, ensure that major topics are presented coherently across grade levels, and provide ample opportunity for rigor with a balanced emphasis on procedural fluency, conceptual understanding, and proficiency with mathematical practices.

Four key differentiators set the SpringBoard math program apart:

- Instructional strategies supporting CCSS content and practice standards are embedded throughout the program.
- SpringBoard’s instructional approach emphasizes mathematical reasoning and communication while providing more practice to build procedural fluency.
- Based on the “Understanding by Design” model, the program is vertically aligned from Grade 6 through Pre-Calculus so that all students benefit from coherence, rigor, and a consistent culture of high expectations.
- Mathematical procedures, concepts, and practices are presented in career-relevant contexts.

JLCS math and ELA teachers attended a three day College Board Regional Institute that also provided them with Pre-AP curriculum training in the summer of 2013 and will attend advanced level training in the summer of 2014.

Goals in Mathematical Reasoning

1. All students who have spent two full years at the school will demonstrate the ability to use Mathematical reasoning (comparing values or figures, determining best answers or explanations, modeling scenarios and equations, demonstrating techniques of problem solving, representing Mathematical concepts in words and diagrams, and explaining their thinking and decision-making) and apply it on internally created assessments, as shown by passing grades on JLCS rubrics.

See narrative above.

- 75% or more of the students who have spent three full years at the school will demonstrate proficiency on the Arkansas Benchmark Exam in Mathematics.

Goal met – Yes

Explanation/Analysis - In 2013, 76% of JLCS scholars who spent three full years at the school demonstrated proficiency on the Arkansas Augmented Benchmark Exam in Mathematics.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure the a academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

Measuring Effectiveness of School

Assessment

Jacksonville Lighthouse Charter School District (JLCS) will comply with federal ESEA requirements as contained in the No Child Left Behind Act and will comply with the Common Core Standards, federal, state, and district assessment measures. JLCS will annually administer the Arkansas Comprehensive Testing, Assessment and Accountability Assessments, or next generation assessments, and report in accordance with the Arkansas Annual Assessment Calendar for each school year of the charter. JLCS will design and execute its programs to meet all of the proposed educational goals and expectations in the Arkansas State statutes.

Table 22. Academic Goal – Reading

| | |
|--------------------------------------|--|
| Performance Goal | The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Literacy. |
| Assessment Tools and Measures | State benchmark exams (will be replaced by PARCC) |
| Baseline Data | SY 14.15 performance |
| Annual Targets | Set by ADE |
| Performance Goal | Reading Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in reading as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in reading. |
| Assessment Tools and Measures | Each year, students at JLCS will take the NWEA’s MAP reading assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration. |
| Baseline Data | Fall baseline data will be collected in the first three weeks of school each year. |

| | |
|-----------------------|--|
| Annual Targets | <i>Does not meet standard:</i> Less than 125% growth is made for reading. <i>Meets standard:</i> 125% growth in reading is achieved <i>Exceeds standard:</i> 126% growth or better in reading is achieved. |
|-----------------------|--|

Table 23. Academic Goal – Mathematics

| | |
|--------------------------------------|---|
| Performance Goal | The district will meet the Performance Annual Measureable Objective set by the state or will meet the Growth Annual Measureable Objective in Math. |
| Assessment Tools and Measures | State benchmark exams (will be replaced by PARCC) |
| Baseline Data | SY 14.15 performance |
| Annual Targets | Set by ADE. |
| Performance Goal | Math Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels (125% of typical growth according to national norms) in Mathematics as measured by Northwest Evaluation Association’s Measurement of Academic Progress (NWEA MAP) in Mathematics. |
| Assessment Tools and Measures | Each year, students at JLCS will take the NWEA’s MAP Math assessment in the fall, winter and spring. The fall data will serve as the baseline data and individual student growth will be measured after the spring administration. |
| Baseline Data | Fall baseline data will be collected in the first three weeks of school each year. |
| Annual Targets | <i>Does not meet standard:</i> Less than 125% growth is made for Mathematics. <i>Meets standard:</i> 125% growth in Mathematics is achieved <i>Exceeds standard:</i> 126% growth or better in Mathematics is achieved. |

Table 24. College Readiness Goals

| | |
|-------------------------------------|--|
| Performance Goal | Scholars will take rigorous courses. |
| Assessment Tools and Measure | Each College Prep Academy (CPA) scholar will take a minimum of 2 AP courses over the course of their high school career. College readiness will be tracked progressively from 7th grade by student performance on assessments such as: ReditStep, PSAT, SAT, Explore Testing, and ACT. |
| Baseline Data | Data will be collected annually. |
| Annual Targets | 100% of 10 th -12 th graders will take a PreAP or AP course. |
| Performance Goal | 100% of scholars enrolled at JLCS since at least 9th grade will graduate high school in 4 years; 90% of scholars who enroll in CCLCS after 9th grade will graduate high school in 4 years and 100% of scholars who join us after 9th grade will graduate high school in 5 years. |
| Assessment Tools and Measure | Annual completion of 8 credits successfully. |
| Baseline Data | Credits earned by scholars enrolled as 9 th graders during the SY 14.15. |
| Annual Targets | Earned a least 7 credits per year. |

| | |
|-------------------------------------|--|
| Performance Goals | 100% of 12th grade graduates are accepted to at least one four-year college. |
| Assessment Tools and Measure | Acceptance status of each scholar during his/her Senior year. |
| Baseline Data | Class of 2016. |

Non-Academic Goal- Family Satisfaction

| | |
|--------------------------------------|---|
| Mission Statement | <i>We prepare students for college through a rigorous arts-infused program.</i> |
| Performance Goal | Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey in which the school will receive an overall rating of good or excellent with a survey return rate of 75% or higher. |
| Assessment Tools and Measures | Jacksonville Lighthouse Charter School Family Survey will be administered at least once annually at the third quarter Student – Family – Teacher Conferences. |
| Baseline Data | Spring 2015 will be the first administration of the JLCS Family Survey. |
| Annual Target | <i>Does not meet standard:</i> Overall rating is Fair, Poor or Very Poor and/or survey return rate is less than 75% <i>Meets standard:</i> Overall rating is Good or Excellent with a return rate of at least 75%. <i>Exceeds standard:</i> Overall rating is Excellent with a return rate greater than 75% |

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

There were no findings for in the 2011-2012 annual financial audit. No additional response is needed.

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

| | |
|-----------|---|
| 6-17-301 | Employment of certified personnel |
| 6-17-401 | Teacher licensure requirement |
| 6-17-702 | Staff development sessions |
| 6-17-919 | Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher’s salary only upon filing of a teacher’s certificate with the county clerk’s office, if the requirement of a teacher’s certificate is waived for such teacher) |
| 6-17-2403 | Minimum teacher compensation schedule |

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|--------|--|
| 7.02.2 | Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only) |
|--------|--|

- 8.01 Each school district shall form a coalition of parents, and representatives of agencies and institutions, and of business and industry to develop and implement a comprehensive plan for effective and efficient community involvement in the delivery of comprehensive youth services and support
- 15.01 School District Superintendent
- 15.03.1 Licensure and Renewal
- 16.01 Guidance and Counseling
- 16.02.3 Media Services
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages.

No new waivers are requested.

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

- 7.02.2 Publication of a report in a newspaper of general circulation in the district before November 15 a report detailing the progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies (waiver for first year only)
- 18.01 Requiring the development of procedures to identify gifted and talented students in accordance with guidelines established by the Department

If the charter wishes to maintain all currently approved waivers, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages.

JLCS wishes to maintain all current waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus.** The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Respond below in 11 point Times New Roman font. Contact staff in the Charter and Home Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

There are no charter amendments requested at this time.

**PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

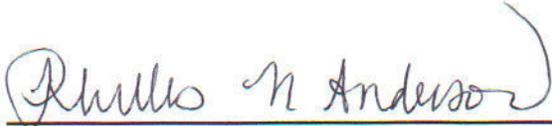
The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public 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.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public 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 Annotated § 6-23-101 *et seq.* as determined by the Commissioner 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

- (g) Health and safety codes as established by the State Board of Education and local governmental entities.
14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntary close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader

1/15/14

Date

Dr. Phillis N. Anderson

Printed Name/Position

2014 Renewal Application Cycle

Data for Districts with Similar Demographics

**Jacksonville Lighthouse Charter School
Jacksonville, Arkansas**

JACKSONVILLE LIGHTHOUSE CHARTER

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|-----------------|---------------------------------|-------------|---------------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 6601000 | FORT SMITH SCHOOL DISTRICT | 6601006 | BONNEVILLE ELEMENTARY SCHOOL | 361 | 278 | 77.01% | K | 06 | 88.89% | 86.99% | 81.48% | 80.49% |
| 5803000 | HECTOR SCHOOL DISTRICT | 5803009 | HECTOR ELEMENTARY SCHOOL | 298 | 228 | 76.51% | K | 06 | 85.71% | 83.33% | 79.43% | 74.64% |
| 3212000 | CEDAR RIDGE SCHOOL DISTRICT | 3212026 | NEWARK ELEMENTARY SCHOOL | 268 | 205 | 76.49% | K | 06 | 83.78% | 80.39% | 74.32% | 68.63% |
| 6001000 | LITTLE ROCK SCHOOL DISTRICT | 6001058 | OTTER CREEK ELEMENTARY SCHOOL | 593 | 453 | 76.39% | K | 05 | 80.99% | 79.35% | 72.31% | 70.11% |
| 5008000 | NEVADA SCHOOL DISTRICT | 5008013 | NEVADA ELEMENTARY SCHOOL | 191 | 144 | 75.39% | K | 06 | 78.57% | 75.00% | 78.57% | 75.00% |
| 6050700 | JACKSONVILLE LIGHTHOUSE CHARTER | 6050701 | JACKSONVILLE LIGHTHOUSE CHARTER | 251 | 188 | 74.90% | K | 04 | 76.09% | 75.68% | 85.87% | 82.43% |
| 7311000 | SEARCY SCHOOL DISTRICT | 7311046 | SIDNEY DEENER ELEM. SCHOOL | 438 | 327 | 74.66% | K | 03 | 73.81% | 71.43% | 75.00% | 71.43% |
| 0503000 | HARRISON SCHOOL DISTRICT | 0503011 | EAGLE HEIGHTS ELEM. SCHOOL | 170 | 126 | 74.12% | K | 04 | 92.45% | 91.18% | 94.34% | 94.12% |
| 6003000 | PULASKI COUNTY SPECIAL SCHOOL | 6003130 | PINEWOOD ELEMENTARY SCHOOL | 426 | 315 | 73.94% | K | 05 | 81.54% | 81.63% | 65.64% | 64.63% |
| 5707000 | COSSATOT RIVER SCHOOL DISTRICT | 5707016 | UMPIRE ELEMENTARY SCHOOL | 69 | 51 | 73.91% | K | 06 | 85.00% | 85.00% | 75.00% | 75.00% |
| ; all others K- | MAGNOLIA SCHOOL DISTRICT | 1402007 | EAST SIDE ELEMENTARY SCHOOL | 870 | 643 | 73.91% | K | UG | 68.42% | 63.04% | 83.68% | 78.99% |

JACKSONVILLE LIGHTHOUSE MIDDLE

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|--------------|--|-------------|--------------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 6502000 | SEARCY COUNTY SCHOOL DISTRICT | 6502001 | LESLIE ELEMENTARY SCHOOL | 137 | 94 | 68.61% | 05 | 06 | 82.76% | 75.00% | 83.45% | 78.00% |
| 3001000 | BISMARCK SCHOOL DISTRICT | 3001002 | BISMARCK MIDDLE SCHOOL | 317 | 212 | 66.88% | 05 | 08 | 84.16% | 77.95% | 80.50% | 75.38% |
| 4203000 | PARIS SCHOOL DISTRICT | 4203013 | PARIS MIDDLE SCHOOL | 338 | 226 | 66.86% | 05 | 08 | 84.24% | 81.52% | 79.39% | 75.56% |
| 3209000 | SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE) | 3209041 | SOUTHSIDE MIDDLE SCHOOL | 251 | 166 | 66.14% | 05 | 06 | 83.83% | 80.77% | 75.74% | 68.46% |
| 0802000 | EUREKA SPRINGS SCHOOL DISTRICT | 0802008 | EUREKA SPRINGS MIDDLE SCHOOL | 182 | 120 | 65.93% | 05 | 08 | 86.19% | 83.33% | 74.62% | 70.15% |
| 6050700 | JACKSONVILLE LIGHTHOUSE CHARTER | 6050702 | JACKSONVILLE LIGHTHOUSE MIDDLE | 213 | 140 | 65.73% | 05 | 08 | 74.60% | 71.67% | 70.70% | 66.42% |
| 7204000 | GREENLAND SCHOOL DISTRICT | 7204029 | GREENLAND MIDDLE SCHOOL | 265 | 174 | 65.66% | 05 | 08 | 72.31% | 66.47% | 58.43% | 48.33% |
| 2808000 | PARAGOULD SCHOOL DISTRICT | 2808028 | OAK GROVE MIDDLE SCHOOL | 488 | 319 | 65.37% | 05 | 06 | 72.84% | 66.43% | 67.07% | 59.36% |
| 0104000 | STUTT GART SCHOOL DISTRICT | 0104023 | MEEKINS MIDDLE SCHOOL | 275 | 177 | 64.36% | 05 | 07 | 76.56% | 67.08% | 71.88% | 60.87% |
| 6804000 | HIGHLAND SCHOOL DISTRICT | 6804011 | HIGHLAND MIDDLE SCHOOL | 397 | 255 | 64.23% | 05 | 07 | 79.76% | 78.10% | 80.36% | 75.62% |
| 5805000 | RUSSELLVILLE SCHOOL DISTRICT | 5805026 | RUSSELLVILLE UPPER ELEM. SCH. | 353 | 226 | 64.02% | 05 | UG | 87.60% | 84.55% | 71.07% | 62.27% |

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting

FLIGHTLINE UPPER ACADEMY

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|--------------|---------------------------------|-------------|---------------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 7203000 | FAYETTEVILLE SCHOOL DISTRICT | 7203025 | HOLT MIDDLE SCHOOL | 576 | 319 | 55.38% | 05 | 07 | 82.54% | 75.92% | 82.17% | 72.87% |
| 0503000 | HARRISON SCHOOL DISTRICT | 0503018 | HARRISON MIDDLE SCHOOL | 406 | 223 | 54.93% | 05 | UG | 90.02% | 85.84% | 83.21% | 76.55% |
| 6605000 | LAVACA SCHOOL DISTRICT | 6605058 | LAVACA MIDDLE SCHOOL | 257 | 138 | 53.70% | 05 | 08 | 76.65% | 66.94% | 72.69% | 60.33% |
| 3002000 | GLEN ROSE SCHOOL DISTRICT | 3002010 | GLEN ROSE MIDDLE SCHOOL | 303 | 162 | 53.47% | 05 | 08 | 75.17% | 70.35% | 82.86% | 80.66% |
| 2301000 | CONWAY SCHOOL DISTRICT | 2301017 | RAY/PHYLLIS SIMON MIDDLE SCHOOL | 425 | 221 | 52.00% | 05 | 07 | 80.30% | 69.65% | 84.54% | 77.61% |
| 6050700 | JACKSONVILLE LIGHTHOUSE CHARTER | 6050705 | FLIGHTLINE UPPER ACADEMY | 194 | 98 | 50.52% | 05 | 08 | 80.37% | 77.38% | 72.68% | 67.92% |
| 7302000 | BEEBE SCHOOL DISTRICT | 7302011 | BEEBE MIDDLE SCHOOL | 476 | 240 | 50.42% | 05 | 06 | 85.03% | 82.06% | 64.17% | 56.50% |
| 2301000 | CONWAY SCHOOL DISTRICT | 2301004 | CARL STUART MIDDLE SCHOOL | 780 | 379 | 48.59% | 05 | 07 | 87.54% | 75.67% | 87.56% | 76.14% |
| 6301000 | BAUXITE SCHOOL DISTRICT | 6301003 | BAUXITE MIDDLE SCHOOL | 500 | 237 | 47.40% | 05 | 08 | 81.54% | 78.88% | 73.91% | 70.36% |
| 2301000 | CONWAY SCHOOL DISTRICT | 2301016 | RUTH DOYLE MIDDLE SCHOOL | 545 | 258 | 47.34% | 05 | UG | 84.91% | 71.63% | 84.71% | 71.63% |
| 7206000 | PRAIRIE GROVE SCHOOL DISTRICT | 7206038 | PRAIRIE GROVE MIDDLE SCHOOL | 565 | 264 | 46.73% | 05 | 08 | 83.30% | 76.69% | 80.51% | 72.34% |

COLLEGE PREP ACADEMY

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|--------------|--|-------------|---------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 5801000 | ATKINS SCHOOL DISTRICT | 5801002 | ATKINS HIGH SCHOOL | 302 | 166 | 54.97% | 09 | 12 | 69.84% | 65.71% | 65.73% | 60% |
| 0403000 | GENTRY SCHOOL DISTRICT | 0403014 | GENTRY HIGH SCHOOL | 435 | 239 | 54.94% | 09 | 12 | 84.71% | 73.91% | 86.67% | 81.61% |
| 1507000 | SOUTH CONWAY COUNTY SCHOOL DISTRICT | 1507036 | MORRILTON SR. HIGH SCHOOL | 655 | 359 | 54.81% | 09 | 12 | 73.08% | 64.47% | 58.82% | 51.37% |
| 5802000 | DOVER SCHOOL DISTRICT | 5802006 | DOVER HIGH SCHOOL | 449 | 246 | 54.79% | 09 | 12 | 72.94% | 64.58% | 82.56% | 78.43% |
| 1705000 | VAN BUREN SCHOOL DISTRICT | 1705027 | VAN BUREN HIGH SCHOOL | 1,816 | 977 | 53.80% | 09 | 12 | 69.82% | 62.31% | 71.53% | 64.65% |
| 6050700 | JACKSONVILLE LIGHTHOUSE CHARTER | 6050703 | COLLEGE PREP ACADEMY | 158 | 85 | 53.80% | 9 | 10 | | | 46.27% | 37.50% |
| 4603000 | FOUKE SCHOOL DISTRICT | 4603010 | FOUKE HIGH SCHOOL | 317 | 170 | 53.63% | 09 | 12 | 69.01% | 70.27% | 71.43% | 64.86% |
| 0104000 | STUTTGART SCHOOL DISTRICT | 0104025 | STUTTGART HIGH SCHOOL | 531 | 284 | 53.48% | 09 | 12 | 65.12% | 47.83% | 80.20% | 72.58% |
| 3209000 | SOUTHSIDE SCHOOL DISTRICT (INDEPENDENCE) | 3209039 | SOUTHSIDE HIGH SCHOOL | 503 | 267 | 53.08% | 09 | 12 | 80.61% | 87.23% | 88.44% | 87.50% |
| 4301000 | LONOKE SCHOOL DISTRICT | 4301029 | LONOKE HIGH SCHOOL | 608 | 321 | 52.80% | 09 | 12 | 76.12% | 66.67% | 79.37% | 77.78% |
| 1905000 | WYNNE SCHOOL DISTRICT | 1905017 | WYNNE HIGH SCHOOL | 838 | 438 | 52.27% | 09 | 12 | 72.77% | 61.76% | 86.49% | 83.87% |

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting

2014 Renewal Application Cycle

Little Rock Preparatory Academy

Summary

**Little Rock Preparatory Academy
Little Rock, Arkansas**

**LITTLE ROCK PREPARATORY ACADEMY
RENEWAL SUMMARY
FEBRUARY 2014**

Sponsoring Entity Collegiate Choices, Inc.
School Addresses 1616 S. Spring St., Little Rock 72207
4520 S. University, Little Rock 72204
Grades Served K-8
Enrollment 417 (2013-2014)
Maximum Enrollment 432
Number of Years Requested 5

From 2013 Arkansas School ESEA Accountability Reports

District Needs Improvement District
District Attendance Rate 83.10% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Elementary School
Grades K-4 Needs Improvement School
School Attendance Rate 87.06% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Middle School
Grades 5-8 Needs Improvement School
School Attendance Rate 85.16% (3 QTR AVG)
Achieving – Percent Tested
Achieving – Literacy
Needs Improvement – Math

Special Education Monitoring

May 13, 2013 Letter – Commended for being in substantial compliance with state and federal special education regulations

2012-2013 Accreditation Statuses

Elementary School Accredited
Middle School Accredited

Arkansas Comprehensive School Improvement Plans (ACSIP)

Working with ADE School Improvement Specialist

Annual Equity Compliance Report

Submitted the 2013-2014 report

Financial Balances

| FISCAL YEAR | GRADE LEVELS | LEGAL BALANCE | CATEGORICAL FUND BALANCE | ADM | ENROLLMENT CAP |
|-------------|--------------|---------------|--------------------------|--------|----------------|
| 2012 | K-7 | \$41,815 | \$40,460 | 261.28 | 294 |
| 2013 | K-8 | \$158,162 | \$10,056 | 376.16 | 432 |

2012 Financial Audit

Two findings (one repeat finding) discussed on pp. 37-38 of renewal application

New Waivers Requested

From Title 6 of the Ark. Code Ann.

| | |
|-------------------|--|
| 6-13-109 | School superintendent |
| 6-16-102 | School day hours |
| 6-17-114 | Daily planning period |
| 6-17-117 | Noninstructional duties |
| 6-17-427 | Superintendent license—Superintendent mentoring program required |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |
| 6-20-2208(c)(6) | Monitoring of expenditures (gifted and talented) |
| 6-42-101 et seq. | General Provisions (gifted and talented) |
| 6-18-1001 et seq. | Public School Student Services Act (concerning guidance and counseling services) |

From Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|-------|--------------------------------|
| 15.01 | School District Superintendent |
| 18 | Gifted and Talented Education |

From Other Rules

- Arkansas Department of Education Rules Governing Educator Licensure
- Arkansas Department of Education Rules Governing the School Superintendent Mentoring Program
- Sections 1-7 of Arkansas Department of Education Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Waivers Requested to Be Rescinded

None

Requested Amendments

Increase in enrollment cap from 432 to 540

Currently Approved Waivers from Title 6 of the Ark. Code Ann.

| | |
|-------------------|---|
| 6-10-106 | School year dates |
| 6-13-601 et seq. | District Boards of Directors Generally |
| 6-14-101 et seq. | School Elections |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-16-124 | Arkansas history |
| 6-17-111 | Duty-free lunch periods |
| 6-17-201 et seq. | Requirements—Written personnel policies—Teacher salary schedule |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-301 | Employment of certified personnel |
| 6-17-302 | Principals—Responsibilities |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 | Teacher licensure requirement |
| 6-17-418 | Teacher licensure—Arkansas history requirement |
| 6-17-902 | Definition (definition of a teacher as licensed) |
| 6-17-919 | Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |

Currently Approved Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|----------|---|
| 9.03.3.4 | Grades 5-8 Social Studies |
| 10.02 | Class Size and Teaching Load (maximum of 34 students per class) |
| 10.03 | Instructional Materials |
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03.1 | Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license |
| 15.03.2 | Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned |
| 16.01.3 | Requiring a certified counselor at each school at a ratio of 1 to 450 |
| 16.02.3 | Requiring a licensed library media specialist |
| 16.02.4 | Establishing minimum requirements for the school's media collection |
| 16.03.1 | School Nurse |
| 18.02 | Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability |

Currently Approved Waivers from Other Rules

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule

2014 Renewal Application Cycle

2013 ESEA REPORTS

**Little Rock Preparatory Academy
Little Rock, Arkansas**

District: LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST
School: LITTLE ROCK PREPARATORY ACADEM **Principal:**
LEA: 6049700 **Grades:** K-08
Address: 1205 S. SCHILLER **Enrollment:** 391
LITTLE ROCK, AR 72202 **Attendance (3 QTR AVG):** 83.10
Phone: 501-683-1855 **Poverty Rate:** 80.56

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 200 | 203 | 98.52 | 200 | 203 | 98.52 |
| Targeted Achievement Gap Group | 169 | 171 | 98.83 | 169 | 171 | 98.83 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 190 | 193 | 98.45 | 190 | 193 | 98.45 |
| Hispanic | | | | | | |
| White | | | | | | |
| Economically Disadvantaged | 166 | 168 | 98.81 | 166 | 168 | 98.81 |
| English Language Learners | | | | | | |
| Students with Disabilities | 13 | 13 | 100.00 | 13 | 13 | 100.00 |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 105 | 182 | 57.69 | 53.70 | 91.00 | 73 | 119 | 61.34 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 86 | 152 | 56.58 | 50.98 | 91.00 | 58 | 98 | 59.18 | 50.68 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 225 | 402 | 55.97 | 53.70 | 91.00 | 172 | 288 | 59.72 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 173 | 316 | 54.75 | 50.98 | 91.00 | 130 | 223 | 58.30 | 50.68 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 102 | 172 | 59.30 | 53.98 | | 70 | 111 | 63.06 | 55.73 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 16.67 | | | | | 16.67 | |
| Economically Disadvantaged | 86 | 149 | 57.72 | 53.90 | | 58 | 95 | 61.05 | 53.70 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 1 | 12 | 8.33 | 16.67 | | | | | 16.67 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 86 | 182 | 47.25 | 54.86 | 92.00 | 47 | 119 | 39.50 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 73 | 152 | 48.03 | 54.25 | 92.00 | 38 | 98 | 38.78 | 45.58 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 186 | 402 | 46.27 | 54.86 | 92.00 | 106 | 288 | 36.81 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 143 | 316 | 45.25 | 54.25 | 92.00 | 82 | 223 | 36.77 | 45.58 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 80 | 172 | 46.51 | 52.73 | | 43 | 111 | 38.74 | 44.01 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 72.23 | | | | | 58.33 | |
| Economically Disadvantaged | 73 | 149 | 48.99 | 55.68 | | 38 | 95 | 40.00 | 46.30 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 0 | 12 | 0.00 | 27.08 | | | | | 27.08 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: LITTLE ROCK PREPARATORY ACADEM **Superintendent:** BEN LINDQUIST
School: LITTLE PREP ACADEMY ELEMENTARY **Principal:** CHANTELE WILLIAMS
LEA: 6049701 **Grades:** K-04
Address: 1205 S. SCHILLER ST **Enrollment:** 255
LITTLE ROCK, AR 72202 **Attendance (3 QTR AVG):** 82.03
Phone: 501-683-1855 **Poverty Rate:** 87.06

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 79 | 79 | 100.00 | 79 | 79 | 100.00 |
| Targeted Achievement Gap Group | 71 | 71 | 100.00 | 71 | 71 | 100.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 78 | 78 | 100.00 | 78 | 78 | 100.00 |
| Hispanic | | | | | | |
| White | | | | | | |
| Economically Disadvantaged | 71 | 71 | 100.00 | 71 | 71 | 100.00 |
| English Language Learners | | | | | | |
| Students with Disabilities | | | | | | |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 45 | 72 | 62.50 | 53.70 | 91.00 | 22 | 28 | 78.57 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 41 | 64 | 64.06 | 50.98 | 91.00 | 21 | 26 | 80.77 | 50.68 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 45 | 72 | 62.50 | 53.70 | 91.00 | 22 | 28 | 78.57 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 41 | 64 | 64.06 | 50.98 | 91.00 | 21 | 26 | 80.77 | 50.68 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 44 | 71 | 61.97 | 53.98 | | 21 | 27 | 77.78 | 55.73 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 16.67 | | | | | 16.67 | |
| Economically Disadvantaged | 41 | 64 | 64.06 | 53.90 | | 21 | 26 | 80.77 | 53.70 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | | | | 16.67 | | | | | 16.67 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 33 | 72 | 45.83 | 54.86 | 92.00 | 12 | 28 | 42.86 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 31 | 64 | 48.44 | 54.25 | 92.00 | 10 | 26 | 38.46 | 45.58 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 33 | 72 | 45.83 | 54.86 | 92.00 | 12 | 28 | 42.86 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 31 | 64 | 48.44 | 54.25 | 92.00 | 10 | 26 | 38.46 | 45.58 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 32 | 71 | 45.07 | 52.73 | | 11 | 27 | 40.74 | 44.01 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 72.23 | | | | | 58.33 | |
| Economically Disadvantaged | 31 | 64 | 48.44 | 55.68 | | 10 | 26 | 38.46 | 46.30 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | | | | 27.08 | | | | | 27.08 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

District: LITTLE ROCK PREPARATORY ACADEM **Superintendent: BEN LINDQUIST**
 School: LITTLE ROCK PREP ACADEMY Principal: ROXIE BROWNING
 LEA: 6049702 Grades: 05-08
 Address: 4520 S UNIVERSITY Enrollment: 136
 LITTLE ROCK, AR 72204 Attendance (3 QTR AVG): 85.16
 Phone: 501-683-3855 Poverty Rate: 68.38

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

| PERCENT TESTED STATUS: ACHIEVING | | | | | | |
|---|-------------|------------|------------|-------------|------------|------------|
| ESEA Flexibility Indicators | LITERACY | | | MATHEMATICS | | |
| | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| All Students | 121 | 124 | 97.58 | 121 | 124 | 97.58 |
| Targeted Achievement Gap Group | 98 | 100 | 98.00 | 98 | 100 | 98.00 |
| ESEA Subgroups | # Attempted | # Expected | Percentage | # Attempted | # Expected | Percentage |
| African American | 112 | 115 | 97.39 | 112 | 115 | 97.39 |
| Hispanic | | | | | | |
| White | | | | | | |
| Economically Disadvantaged | 95 | 97 | 97.94 | 95 | 97 | 97.94 |
| English Language Learners | | | | | | |
| Students with Disabilities | 11 | 11 | 100.00 | 11 | 11 | 100.00 |

STUDENT PERFORMANCE -- LITERACY

| LITERACY STATUS: ACHIEVING | | | | | | | | | | |
|-----------------------------------|--------------------------------|----------|------------|----------|-----------|--------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- LITERACY | | | | | GROWTH PERFORMANCE -- LITERACY | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 60 | 110 | 54.55 | 53.70 | 91.00 | 51 | 91 | 56.04 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 45 | 88 | 51.14 | 50.98 | 91.00 | 37 | 72 | 51.39 | 50.68 | 93.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 177 | 323 | 54.80 | 53.70 | 91.00 | 146 | 254 | 57.48 | 55.88 | 93.00 |
| Targeted Achievement Gap Group | 132 | 252 | 52.38 | 50.98 | 91.00 | 109 | 197 | 55.33 | 50.68 | 93.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 58 | 101 | 57.43 | 53.98 | | 49 | 84 | 58.33 | 55.73 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 16.67 | | | | | 16.67 | |
| Economically Disadvantaged | 45 | 85 | 52.94 | 53.90 | | 37 | 69 | 53.62 | 53.70 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 1 | 10 | 10.00 | 16.67 | | | | | 16.67 | |

STUDENT PERFORMANCE -- MATHEMATICS

| MATHEMATICS STATUS: NEEDS IMPROVEMENT | | | | | | | | | | |
|--|-----------------------------------|----------|------------|----------|-----------|-----------------------------------|----------|------------|----------|-----------|
| ESEA Flexibility Indicators | STATUS PERFORMANCE -- MATHEMATICS | | | | | GROWTH PERFORMANCE -- MATHEMATICS | | | | |
| | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 53 | 110 | 48.18 | 54.86 | 92.00 | 35 | 91 | 38.46 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 42 | 88 | 47.73 | 54.25 | 92.00 | 28 | 72 | 38.89 | 45.58 | 81.00 |
| Three Year Average Performance | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL | # Achieved | # Tested | Percentage | 2013 AMO | 90TH PCTL |
| All Students | 150 | 323 | 46.44 | 54.86 | 92.00 | 92 | 254 | 36.22 | 46.08 | 81.00 |
| Targeted Achievement Gap Group | 112 | 252 | 44.44 | 54.25 | 92.00 | 72 | 197 | 36.55 | 45.58 | 81.00 |
| ESEA Subgroups | # Achieved | # Tested | Percentage | 2013 AMO | | # Achieved | # Tested | Percentage | 2013 AMO | |
| African American | 48 | 101 | 47.52 | 52.73 | | 32 | 84 | 38.10 | 44.01 | |
| Hispanic | | | | 100.00 | | | | | 100.00 | |
| White | | | | 72.23 | | | | | 58.33 | |
| Economically Disadvantaged | 42 | 85 | 49.41 | 55.68 | | 28 | 69 | 40.58 | 46.30 | |
| English Language Learners | | | | | | | | | | |
| Students with Disabilities | 0 | 10 | 0.00 | 27.08 | | | | | 27.08 | |

Report created on October 31, 2013 - 3:00PM

**** FINAL REPORT - REDACTED ****

ADE

Evaluation and

Applicant

Responses

LITTLE ROCK PREPARATORY ACADEMY

| | |
|---------------------------------------|--|
| Sponsoring Entity | Collegiate Choices, Inc. |
| Addresses | 1616 South Spring Street Little Rock, Arkansas 72207 4520 S. University Little Rock, Arkansas 72204 |
| Grades Served | K-8 |
| Enrollment | 417 (2013-2014) |
| Maximum Enrollment | 432 |
| Number of Years Requested for Renewal | 5 |

CONTACT INFORMATION

Applicants are requested to provide complete contact information.

Evaluation Criteria:

A response that is fully responsive will include the following:

- The names of the sponsoring entity and charter school;
- The LEA number;
- Complete contact information for the school principal/director and board chair;
- The number of years requested for renewal, that does not exceed 20; and
- Date of the governing board's approval of the renewal application.

Fully Responsive

SECTION 1: GENERAL DESCRIPTION OF THE CHARTER SCHOOL'S PROGRESS AND DESEGREGATION ANALYSIS

Part A: Charter School Progress

Applicants are requested to provide a narrative about the successes of the charter during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include:

- A comprehensive narrative that identifies and describes multiple successes of the charter school during the current contractual period.

Fully Responsive

Part B: Desegregation Analysis

Applicants are requested to describe the current and potential impact of the charter on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Evaluation Criteria:

A response that is fully responsive will include:

- Assurance that the charter school will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools; and
- An outline of the potential impact of the proposed charter school on those desegregation efforts already in place in affected public school districts.

Fully Responsive

SECTION 2: COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD AND RELATIONSHIPS TO OTHERS

Part A: Composition of Governing Board

Applicants are requested to describe the charter school's governance structure.

Evaluation Criteria:

A response that is fully responsive will include:

- A description of the charter school's governance structure;
- An explanation of the selection process for charter board members;
- An explanation of the authority of the board; and
- An explanation of the responsibilities of the board.

Fully Responsive

Part B: Disclosure Information

Applicants are requested to disclose any potential conflicts of interest affecting members of the governing board and employees.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemization of each non-employment contract or lease of the charter school in which any of the charter's administrators, board members, or the family members of administrators or board members have or had a financial interest; and
- An itemization of each family relationship between each member of the charter school's governing board, other board members, and the employees of the charter school.

Fully Responsive

SECTION 3: STUDENT AND TEACHER RETENTION

Part A: Student Retention

Applicants are requested to compile and analyze student retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about students who left the charter prior to completing the highest grade offered at the school; and
- Reasons that can be substantiated for students who leave the charter.

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)**Comments and Additional Questions**

- Provide a revised student retention data table to show the following:
 - The percentage of African American students who left the school rounded in the same manner as other percentages which would round to 1%; and
 - The correct percentage of special education students who left for another charter and a traditional public school as they both say 76%.

A revised student retention data table is contained on the next page with the requested changes in data. The following are responses to the points that were raised:

- Technically, it is our team's understanding that the figure 0.004% should be rounded to 0%, not 1%. However, we rounded the figure up to 1% in response to the input that we received.
- We apologize for the error in the entry of the number "76%." The actual figure should be 8%. We believe that the team member who entered this data simply made a mistake in the entry of the data.

| Group Combined Over All Years | Total Number | Number Left without Completing the Highest Grade Offered | % Left the Charter | % Left for Other Charter | % Left for Traditional Public | % Left for Private School | % Left for Home School | % Left the State | % Left for Unknown Reasons |
|--------------------------------------|---------------------|---|---------------------------|---------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| All | 849 | 425 | 50% | 5% | 75% | 2% | 1% | 8% | 10% |
| Free/ Reduced Lunch | 700 | 342 | 49% | 3% | 77% | 1% | 1% | 8% | 9% |
| Two or More Races | 1 | 1 | 100% | 0 | 100% | 0 | 0 | 0 | 0 |
| Asian | 4 | 3 | 75% | 0 | 100% | 0 | 0 | 0 | 0 |
| African American | 808 | 410 | 50% | 5% | 75% | 2% | 1% | 7% | 10% |
| Hispanic | 29 | 7 | 24% | 14% | 43% | 0 | 0 | 43% | 0 |
| Native American | 1 | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0 |
| White/ Caucasian | 7 | 4 | 57% | 25% | 75% | 0 | 0 | 0 | 0 |
| Special Education | 57 | 25 | 44% | 8% | 76% | 0 | 0 | 0 | 0 |
| English Language Learner | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

- Explain the inconsistencies with the student withdrawal information provided in the bulleted lists and in the chart on page 14 as –
 - The text in the bulleted list states that 62% of the students withdrew in 2009-2010, but the chart shows less than 40% withdrew;
 - The text in the bulleted list states that 53% of the students withdrew in 2010-2011, but the chart shows less than 50% withdrew;
 - The text in the bulleted list states that 66% of the students withdrew in 2011-2012, but the chart shows less than 30% withdrew; and
 - The text in the bulleted list states that 43% of the students withdrew in 2012-2013, but the chart shows approximately 25% withdrew.

We regret any confusion that the reviewers experienced in reading this section. In actuality, there are no inconsistencies in the data that is presented because the two sections – and the charts contained within them – are referring to two different sets of data.

The section that is titled “Student Retention Pattern” is referring to all students who were withdrawn throughout the year, including anytime during the academic calendar AND during the summer. The bar graph in that section compares the Academy’s total student enrollment with the total number of students who withdrew by year. It demonstrates that the overall student withdrawal rate has declined dramatically over the past 3 years as a percentage of the Academy’s total enrollment.

The section that is titled “Student Retention During Each Academic Year” is referring to only those students who withdrew during the year. This section excludes the students who withdrew during the summer. The reason that we examined withdrawals during the year is because such withdrawals tend to reflect families who are making an immediate transition because they are: (a) experiencing a personal emergency; (b) experiencing an immediate transition in residence; or (c) acting on an immediate concern with the Academy.

In a school choice environment, it is healthy for families to move to the school of their choice in an orderly way. Such moves are typically made in the summer. So we believe that it is important to distinguish between student withdrawals during the summer and student withdrawals over the course of the year.

Part B: Teacher Retention

Applicants are requested to compile and evaluate teacher retention data.

Evaluation Criteria:

A response that is fully responsive will include:

- A complete table with data about teachers who do not return; and
- Reasons that can be substantiated for teachers who leave the charter.

Fully Responsive

SECTION 4: TEST DATA

Applicants are requested to review the testing data for the charter and the resident district and describe the ways in which the data support the achievement of the charter's current academic goals.

Evaluation Criteria:

A response that is fully responsive will include:

- A thoughtful narrative describing the ways in which the testing data support the achievement of, or progress toward achieving, the charter's current academic goals.

Fully Responsive

SECTION 5: ACADEMIC PERFORMANCE GOALS

Part A: Current Performance Goals

Applicants are requested to evaluate the progress toward achieving each of the charter's current student academic performance goals and provide supporting documentation that demonstrates the progress.

Evaluation Criteria:

A response that is fully responsive will include:

- A narrative description of the charter's progress toward achieving each goal; and
- Supporting data that documents the charter's progress in achieving each goal.

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)

Comments and Additional Questions

- Explain the statement, "As these charts show, in Literacy, LRPA met the AMO requirements in the 2011-2012 and 2012-2013 years" when the chart shows the following:
 - Pertaining to 2013 literacy performance –
 - Hispanic student AMO of 100.00 with performance of 28.57;
 - Students with disabilities AMO of 16.67 with performance of 8.33;
 - Pertaining to 2013 literacy growth –
 - Hispanic student AMO of 100.00 with performance of 40.00; and
 - Students with disabilities AMO of 16.67 with performance of 11.11.

As the charts with AMO status illustrate, Little Rock Preparatory Academy met the AMO requirements in Literacy in the 2011-2012 and 2012-2013 years for All Students, TAGG, African American and Economically Disadvantaged.

LRPA did not meet the 100% AMO requirement for Hispanic students. In the year that the AMOs were set, the 2010-2011 year, LRPA had only one Hispanic student enrolled who met the proficiency standard resulting in a determination of 100% AMO.

Since that time, the enrollment of Hispanic students in tested grades 3-8 has significantly increased. Spring 2013 was the first year LRPA had enough students to count toward our ESEA Accountability in both the subpopulations of Hispanic Students and Student with Disabilities. We continue to work diligently to ensure that: (a) we are meeting the academic needs of all of our students, (b) producing evidence of academic growth for Hispanic students; and (c) meeting the

needs of students with disabilities as demonstrated by increases in growth versus performance as displayed on the AMO chart

Part B: New Performance Goals

Applicants are required to confirm their understanding that achieving all goals and/or objectives set by the state, during the period of renewal, is expected and to develop other student academic achievement performance goals for the renewal contract period.

Evaluation Criteria:

A response that is fully responsive will include:

- A confirmation that the charter is expected to achieve all goals and/or objectives set by the state; and
- For other student academic performance goals –
 - Measureable student academic performance goals;
 - The specific tool that will be used to measure academic performance for each goal;
 - The level of performance that will demonstrate success; and
 - The timeframe for achieving each goal.

Fully Responsive

Comments and Additional Questions

- Provide a chart by school year to demonstrate the expectations for classes of 6th graders and 8th graders.

When drafting the proposed performance goals, Little Rock Preparatory Academy's management wanted to lay out annual expectations for students in grades 3, 6 and 8, but we did not for the following reasons:

- The State of Arkansas is transitioning from the Arkansas State Standards to the Common Core Standards, which is necessitating a statewide transition in performance measurement and assessment.
- The state assessment is about to change from the ACTAAP to the PARCC, so there is no way to predict what the change will be in the test scale when Arkansas makes the transition.

In response to the reviewer's questions, we have prepared the following charts for 6th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 2 years.

| State Tests | 2012-2013 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| With an annual 3% reduction in the performance gap between LRPA and the LRSD in 6th grade math , LRPA will outperform the district by 7% by the 2018-2019 school year. | -7% | -4% | -1% | 2% | 5% | 7% |

| | | | | | | |
|---|--------|--------|-------|-------|------|------|
| With an annual 4.5% reduction in the performance gap between LRPA and the LRSD in 6th grade literacy , LRPA will outperform the district by 7% by the 2018-2019 school year. | -15.0% | -10.5% | -6.0% | -1.5% | 3.0% | 7.5% |
|---|--------|--------|-------|-------|------|------|

In response to the reviewer's questions, we have prepared the following charts for 8th grade Math and Literacy. As the renewal application states, these charts only apply to returning students who are enrolled at the Academy for at least 4 years.

| State Tests | 2012-2013 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 5% reduction in the performance gap between LRPA and the state in math , thus performing at or above the state average by the 2017-2018 school year. | -20% | -15% | -10% | 5% | 0% | 0-1% |
| Based on a cohort analysis of 8th grade students who remain at LRPA for 4 or more years, students will achieve an annual 3.5% reduction in the performance gap between LRPA and the state in literacy , thus performing at or above the state average by the 2017-2018 school year. | -14.0% | -10.5% | -7.0% | -3.5% | 0.0% | 0-1% |

The other 12 performance goals that are stated in the application, including those stated under the headings “Overall Goals”, “Student Achievement Relative to Similar Students”, “Student Achievement Relative to the Little Rock School District”, and “Student Growth Across Grades 1-8,” apply to students in grades 6 and 8 in all years of the proposed 5-year renewal period.

SECTION 6: FINANCE

Applicants are requested to discuss corrective actions for any findings in the most recent financial audit reports prepared during the current contractual period.

Evaluation Criteria:

A response that is fully responsive will include the following:

- Each finding from the financial audit reports **or a statement that there were no findings;**
- A statement for each finding to indicate if it had been noted in prior year audits;
- Corrective actions take to rectify each issue; and
- The date by which each issue was or will be corrected.

Fully Responsive

SECTION 7: WAIVERS

Applicants are requested to review the current waivers approved for the charter and to identify any changes requested in the charter’s waivers from Title 6 of Arkansas Code Annotated, State Board of Education Rules and Regulations, and/or the Standards for Accreditation.

Part A: New Waiver Requests

Applicants are requested to identify any additional law and rule that the authorizer is requested to waive.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of each law and rule that the charter would like to have waived; and
- A rationale for each waiver request or **a statement saying that no new waivers are requested.**

Partially Responsive FULLY RESPONSIVE (BASED ON RESPONSE)

- With a waiver of social studies requirements, explain how students will be taught to ensure that they are ready for high school social studies courses.

After having considered the reviewer’s input, LRPA is prepared to rescind the waiver that pertains to social studies requirements.

Legal Comments

Waivers Requested

- **Ark. Code Ann. § 6-16-102 (length of school day)**
 - The charter school has indicated its model requires an extended school day. A waiver of this statute is not necessary for an extended day.

After having considered the reviewer’s input, LRPA is prepared to rescind the waiver that pertains to Ark. Code Ann. § 6-16-102 (length of school day). LRPA exceeds the requirement for an extended school day, and expects that it will continue to for the foreseeable future.

- **Ark. Code Ann. § 6-17-2201**
 - The charter school should clarify whether it intended to seek waiver of the entire subchapter (§ 6-17-2201 et seq.).
 - If waiver of the entire subchapter is requested, or if the waiver request includes Ark. Code Ann. § 6-17-2203, the charter school should disclose the proposed alternate minimum salary for classified employees or include a copy of its salary schedule.
- **Ark. Code Ann. § 6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the Standards for Accreditation**
 - The charter school should examine whether waiver of each section within Ark. Code Ann. § 6-42-101 et seq. is needed.
- **Ark. Code Ann. § 6-13-109 et seq. and § 6-17-427 et seq.**
 - The charter school should clarify what sections it intends this waiver to encompass.
- **ADE Rules Governing School District personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**
 - Based on the waivers currently held by the charter school and the additional waivers requested, it appears the charter school only needs waiver of Sections 1 through 8 of these rules.

Waivers Not Requested

- The charter school requested a waiver of Ark. Code Ann. § 6-18-1001 et seq. (concerning guidance and counseling services). In order to effectuate this waiver, the charter school should also request a waiver of the **ADE Rules Governing Public School Student Services**.

Waivers Requested:

- Ark. Code Ann. §6-17-2201:
LRPA amends its waiver request to substitute Ark. Code Ann. §6-17-2301 et seq. for Ark. Code Ann. §6-17-2201, to allow it the flexibility to establish its own salary schedule for its classified employees but remain within the Federal minimum wage requirements.
- Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01-18.03 of the Standards for Accreditation:
With this request, LRPA is seeking the flexibility to serve Gifted and Talented students within its usual educational process (and not through a separate Gifted and Talented Program). LRPA's curriculum offerings are rigorous and expansive enough to appropriately provide for the academic needs of such students. With that understanding in mind, LRPA requests a waiver of Ark. Code Ann. §§6-42-102 and 6-20-2208(c)(6); Section 18.01 of the Standards for Accreditation; and the ADE Rules Governing Gifted and Talented Program Approval Standards.
- Ark. Code Ann. §6-13-109 et seq. And §6-17-427 et seq.:
Based upon the reviewer's input, the above portion of the waiver request concerning superintendents should be amended to read "Ark. Code Ann. §6-13-109 and §6-17-427", without the "et seq." language.
- ADE Rules Governing School District Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites: LRPA amends its waiver request to Section 1-7 of the above referenced Rules.

Part B: Waivers to Be Rescinded

Applicants are requested to identify any waiver that is no longer needed.

Evaluation Criteria:

A response that is fully responsive will include:

- An itemized list of each current waiver the charter would like to have rescinded; and
- A rationale for each request or **a statement saying that the charter wishes to maintain all currently approved waivers.**

Fully Responsive

SECTION 8: REQUESTED AMENDMENTS

Applicants are requested to identify and explain amendment requests.

Evaluation Criteria:

A response that is fully responsive will include:

- A list of any requested charter amendments **or a statement that no amendments are being requested;**
- A rationale for each amendment requested; and
- A budget, showing that the charter will be financially viable, if there is an amendment request to change grade levels, the enrollment cap, the location of a campus, and/or an additional campus.

Fully Responsive

Attached is the 3 year budget, the following edits were made to the document:

Line 23 – Added in the amounts for the year end surplus

Line 38 – Adjusted the last two years the amount for Private Grants & Donations for conservative reasons

Line 45 – Adjusted Administrative Support Team salaries due to the Director of Curriculum & Instruction salary projection was entered incorrectly

Line 65 thru 72 – Staffing & Services was populated to represented the total percentage of expenses for those services

| Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network | | | | | |
|--|--------------|------------|------------|------------|---|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 | NOTES |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 | |
| Students | | | | | |
| Kindergarten | 47 | 56 | 60 | 60 | Assumes average class size of 30 students. |
| 1st Grade | 74 | 60 | 60 | 60 | |
| 2nd Grade | 47 | 60 | 60 | 60 | |
| 3rd Grade | 53 | 60 | 60 | 60 | |
| 4th Grade | 62 | 60 | 60 | 60 | |
| 5th Grade | 44 | 60 | 60 | 60 | |
| 6th Grade | 44 | 60 | 60 | 60 | |
| 7th Grade | 30 | 44 | 58 | 56 | |
| 8th Grade | 14 | 25 | 42 | 54 | |
| Total Students | 415 | 485 | 520 | 530 | |
| Staffing | | | | | |
| Student-to-Teacher Ratio | 13.8 | 14.3 | 14.9 | 14.7 | Ratio falls as elementary school expands. |
| Number of FTEs | 40.0 | 44.0 | 45.0 | 46.0 | Excludes management team members employed by Exalt Education. |
| Part Time Employees | 4.0 | 5.0 | 5.0 | 5.0 | |
| Number of teachers | 30.0 | 34.0 | 35.0 | 36.0 | Full-time teachers. |
| Average teacher salary/benefits | 39,769 | 41,007 | 41,981 | 42,965 | Rises as length of tenure of average teacher increases. |
| REVENUES | | | | | |
| Opening Balance | | | | | |
| Year-end surplus from 2012-2013 | 10,996 | 10,848 | 8,734 | 173,757 | |
| State Revenues | | | | | |
| Foundation Funding - Per Pupil | 6,393 | 6,393 | 6,393 | 6,393 | Conservatively assumes no increases for next 3 years. |
| Foundation Funding - Total Funding | 2,653,095 | 3,100,605 | 3,324,360 | 3,388,290 | Enrollment drives total revenues. |
| NSLA per Pupil | 1,033 | 1,033 | 1,033 | 1,033 | Reported by B Davis on 04-30-2013 |
| NSLA Funds | 416,599 | 501,005 | 537,160 | 547,490 | Assumption of 70%-89% F/R or \$1,033/student. Restricted |
| Professional Development | 16,720 | 21,340 | 22,880 | 23,320 | \$53 per student, told to budget at \$44 per student |
| Federal Revenues | | | | | |
| Child Nutrition-Reimbursements | 234,447 | 273,992 | 293,765 | 299,414 | Based on Yr 1 actual |
| Food Sales | 16,000 | 18,699 | 20,048 | 20,434 | |
| Medicaid Reimbursements | 15,000 | 17,530 | 18,795 | 19,157 | |
| Title I Estimated Funds | 154,707 | 180,802 | 193,850 | 197,578 | Grants were exhausted in 2010-2011 year. |
| Title II-A Professional Development | 5,565 | 6,504 | 6,973 | 7,107 | Based on Yr 1 actual but conservatively assumes 10% less per pupil. |
| Title VI-B Special Education | 69,662 | 81,412 | 87,287 | 88,966 | Based on Yr 1 actual. |
| Other Revenues | | | | | |
| Private Grants/Donations | 90,000 | 90,000 | 10,000 | 10,000 | |
| Primary School Relocation Loan | 250,000 | | | | |
| Erate Reimbursements | 40,000 | 40,000 | 40,000 | 40,000 | |
| Miscellaneous | 21,118 | 24,680 | 26,461 | 26,970 | |

| Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network | | | | | |
|--|------------------|------------------|------------------|------------------|--|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 | NOTES |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 | |
| Total Revenues | 3,982,913 | 4,356,569 | 4,581,579 | 4,668,725 | |
| EXPENDITURES | | | | | |
| Salaries | | | | | |
| Administrative Support Team | 378,596 | 412,404 | 428,582 | 445,437 | |
| Teachers | 975,581 | 1,133,583 | 1,193,890 | 1,256,007 | Includes all teacher positions. |
| Benefits for Salaried Employees | 500,184 | 538,731 | 560,263 | 582,370 | Based on Yr 1 actual. |
| Performance Pay | 120,000 | 132,000 | 135,000 | 138,000 | Budgeted at \$3,000/employee/year. |
| Hourly Workers | 45,600 | 46,968 | 48,377 | 49,828 | Receptionists, food service, bus monitor, nurse |
| Total Salaries | 2,019,961 | 2,263,685 | 2,366,113 | 2,471,642 | |
| <i>As Percent of Total Revenue</i> | 51% | 52% | 52% | 53% | |
| Instruction | | | | | |
| Principal Incentives Program | 5,000 | 5,843 | 6,265 | 6,386 | For campus supplies and materials, teacher professional development. |
| Instructional Materials | 50,000 | 59,170 | 63,440 | 64,660 | \$122 per student |
| Classroom Supplies | 2,600 | 3,400 | 3,500 | 3,600 | \$100/teacher |
| Library | 3,000 | | | | |
| Substitute Teachers | 30,000 | 34,000 | 35,000 | 36,000 | Based on actual year expenditures 2012/13 |
| Student Assessment | 6,225 | 7,275 | 7,800 | 7,950 | \$15/student |
| Field Trips | 4,150 | 4,850 | 5,200 | 5,300 | \$10/student |
| Electives (Arts & Athletics) | 10,375 | 12,125 | 13,000 | 13,250 | \$25 per student |
| Total Instruction | 111,350 | 126,663 | 134,205 | 137,146 | |
| <i>As Percent of Total Revenue</i> | 3% | 3% | 3% | 3% | |

3-Year Projection

| Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network | | | | | |
|--|----------------|----------------|------------------|------------------|---|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 | NOTES |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 | |
| Service & Supplies | | | | | |
| School Support Services | | | | | Excludes charges for office of executive director |
| Academic leadership positions | 186,808 | 214,423 | 229,897 | 234,318 | 35% covers salaries of 2 full-time principals. |
| Management of finance & compliance | 80,061 | 91,896 | 98,527 | 100,422 | 15% covers on-site finance director, consulting contract |
| Academic tools, systems & supports | 64,049 | 73,516 | 78,822 | 80,338 | 12% covers Teacher Interface & part-time salary of DAP |
| Human resources administration | 58,711 | 67,390 | 72,253 | 73,643 | 11% covers part-time of CAO, Taleo human resources system |
| Facilities & growth management | 42,699 | 49,011 | 52,548 | 53,558 | 8% covers part-time of DRD |
| Advancement, Marketing | 42,699 | 49,011 | 52,548 | 53,558 | 8% advancement, public relations, crisis management, communications |
| Performance management | 37,362 | 42,885 | 45,979 | 46,864 | 7% covers 1/2 cost of Asst. PMD |
| Legal counsel | 21,350 | 24,505 | 26,274 | 26,779 | 4% covers portion of retainer for general counsel. |
| Subtotal Exalt Staffing & Services | 533,739 | 612,637 | 656,848 | 669,480 | 15.0% of state & federal public operating revenues |
| Student Uniforms | 15,000 | 24,250 | 26,000 | 26,500 | LRPA to continue 25% match (\$50/student) |
| Parent Outreach and Programing | 2,000 | 5,000 | 5,000 | 5,000 | |
| Office Supplies | 21,600 | 24,480 | 25,200 | 25,920 | |
| Printing Copying Services | 32,003 | 40,000 | 40,000 | 40,000 | Based upon 2012-2013 year actual outlay |
| Postage & Shipping | 2,075 | 2,910 | 3,120 | 3,180 | \$6/student |
| Private Audits & 990 Reports | 12,500 | 14,000 | 14,000 | 14,000 | |
| Legal Consulting Fees | 2,500 | 5,000 | 5,000 | 5,000 | |
| Staff Professional Development | 6,000 | 13,200 | 13,200 | 13,200 | |
| Special Education Services | 69,662 | 81,412 | 87,287 | 88,966 | |
| Health Supplies | 3,000 | 3,506 | 3,759 | 3,831 | |
| APSRC | 5,000 | 5,000 | 5,000 | 5,000 | |
| Transportation | 74,475 | 121,250 | 130,000 | 132,500 | |
| Fines & Fees | 3,000 | 5,000 | 5,000 | 5,000 | |
| Miscellaneous | 6,000 | 20,000 | 20,000 | 20,000 | |
| Total Services and Supplies | 788,554 | 977,645 | 1,039,415 | 1,057,577 | |
| <i>As Percent of Total Revenue</i> | 20% | 22% | 23% | 23% | |

3-Year Projection

| Little Rock Preparatory Academy: 3-Year Budget Projection as Member of Exalt Education Network | | | | | |
|--|------------------|------------------|------------------|------------------|---|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 | NOTES |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 | |
| Facility | | | | | |
| Buildings & Grounds | | | | | |
| Maintenance | | | | | |
| Playground | 1,500 | 1,500 | | | |
| Facility Design & Project Management | 15,000 | 15,000 | | | |
| Relocation of School Contents | 14,000 | 14,000 | | | |
| Classroom Furniture | 12,000 | 12,000 | 3,000 | 3,000 | |
| Student Recruitment | 6,000 | 6,000 | 6,000 | 6,000 | |
| Technology Setup & Support | 47,395 | 23,000 | 23,000 | 23,000 | |
| Liability/Property/Content Insurances | 10,000 | 15,000 | 15,000 | 15,000 | |
| Loan Repayment | 100,000 | 108,611 | 108,611 | 108,611 | |
| New Campus Construction/Buildout | 236,601 | 50,000 | | | |
| Student Technology | 10,000 | 12,125 | 13,000 | 13,250 | |
| Classroom Technology | 3,600 | 3,600 | 3,600 | 3,600 | |
| Teacher Technology | 4,000 | 4,000 | 4,000 | 4,000 | |
| Facility Lease Fee (Middle School) | 70,000 | 81,807 | 87,711 | 89,398 | |
| Facility Lease Fee (Primary School) | 138,721 | 138,721 | 138,721 | 138,721 | |
| Construction Loan Interest Expense | 12,848 | | | | |
| Phone/Internet service | 6,187 | 6,187 | 6,187 | 6,187 | |
| Food Service | 276,083 | 322,651 | 345,935 | 352,588 | |
| Pest Control | 1,920 | 2,400 | 2,400 | 2,400 | |
| Janitorial Contract/Supplies | 47,600 | 53,000 | 53,000 | 53,000 | |
| Security | 8,400 | 8,400 | 8,400 | 8,400 | |
| Water & sewer | 7,128 | 8,747 | 9,847 | 10,538 | |
| Utilities (Electricity) | 20,578 | 25,251 | 28,427 | 30,423 | |
| Total Facility | 1,049,561 | 881,500 | 856,839 | 868,115 | |
| <i>As Percent of Total Revenue</i> | 26% | 20% | 19% | 19% | |
| Contingency Reserve | | | | | |
| <i>As Percent of Total Revenue</i> | 5.0% | 5.0% | 5.0% | 5.0% | |
| Previous Year Balance | 105,850 | 119,488 | 217,828 | 229,079 | Contingency reserve to protect against unforeseen cash flow shortages, etc. |
| Current Year Setaside | 13,638 | 98,340 | 11,251 | 4,357 | Amount paid into reserve out of current year operating budget. |
| Contingency Reserve | 119,488 | 217,828 | 229,079 | 233,436 | Reserve fund equivalent to targeted percent of total operating revenues. |
| Total Expenditures | 3,983,064 | 4,347,835 | 4,407,822 | 4,538,837 | |
| Current Year's Surplus (Deficit) | 10,848 | 8,734 | 173,757 | 129,888 | Surplus (Deficit) |

2014 Renewal Application Cycle

Renewal Application

**Little Rock Preparatory Academy
Little Rock, Arkansas**



ARKANSAS DEPARTMENT OF EDUCATION

Open-Enrollment Public Charter School Renewal Application

Deadline for Submission: January 16, 2014



Charter School: Little Rock Preparatory Academy

Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201
501.683.5313



Little Rock Preparatory Academy

A Member of the Exall Education Network

Contact Information

| | |
|---|--|
| Sponsoring Entity: | Collegiate Choices, Inc. DBA Little Rock Preparatory Academy |
| Name of Charter School: | Little Rock Preparatory Academy |
| School LEA # | 6049700 |
| Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address: | Benjamin Lindquist, Executive Director 1616 S. Spring Street, Little Rock, AR 72206 501.683.0085 501.683-2948 blindquist@lrprep.org |
| Name of Board Chair: Mailing Address: Phone Number: Fax Number: E-mail address: | Dr. Angela Webster-Smith 108 Nemours Court, Maumelle, AR 72113 501.683.0085 501.683.2948 awebstersmith@yahoo.com |

Number of Years Requested for Renewal (1-20) 5 years

Renewal Application Approval Date by the School/Entity Board(s) January 9, 2014

Section 1 – General Description of the Charter School’s Progress & Desegregation Analysis

Part A: Charter School Progress

Provide a narrative about the successes of the charter during the current contractual period.

Please Note: This section devotes a page to describing the “restart” that LRPA went through in January 2011, which is important in explaining why a fair appraisal of LRPA should focus on its performance over the past 2 ½ years.

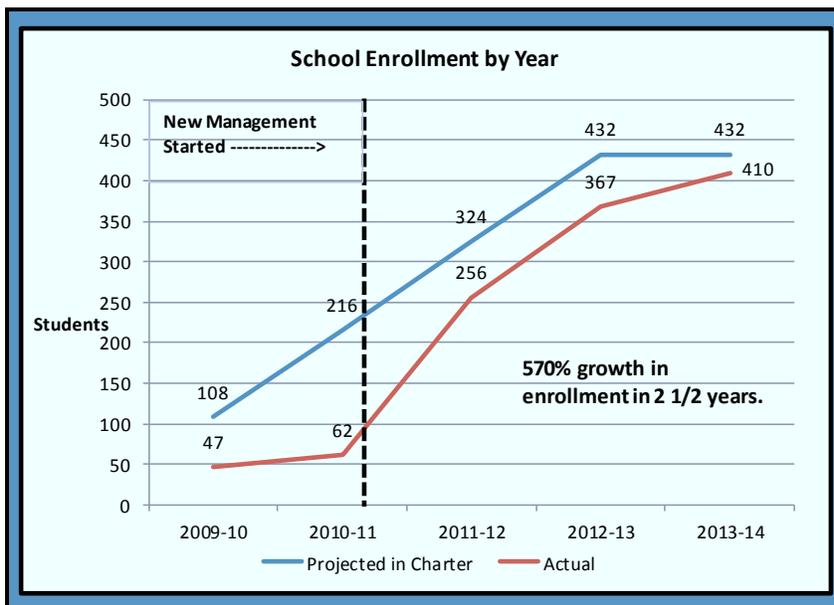
The First Start: August 2009 to December 2011

Little Rock Preparatory Academy (LRPA) opened in August 2009 under a five-year charter agreement with the Arkansas State Board of Education. During the first months, it became apparent that LRPA faced significant challenges starting with an unexpected enrollment shortfall of over 40 students. At the end of the year, three members of the startup team left including the director of curriculum. Nonetheless, the Academy’s leadership remained committed to the noble mission set forth in the charter application:

Little Rock Preparatory Academy prepares middle school students to excel in high school, and beyond, by providing a high-quality education, ensuring mastery of the core subjects, and developing the key behaviors required for educational and personal success.

In August 2010, LRPA entered its second year of operation with less than one-third of the 216 students projected in the charter agreement. As the year progressed, student turnover continued, staff morale declined, and problems with financial management and public reporting surfaced. In December, the board of trustees held a special parent meeting to announce that the founding director was resigning her post and a new director would assume management of the Academy. LRPA’s board and parents rallied around the Academy despite its early challenges.

The Restart: January 2011 to May 2011



At the start of his engagement with the Academy, the new director conducted a needs assessment based on interviews with staff members and trustees. Among the primary findings were: (a) an overall lack of communication and coordination; (b) student discipline challenges; and (c) limited instructional leadership. The needs assessment made it clear that LRPA was in a very tenuous position. To change the Academy’s trajectory, the director developed a strategic plan for setting the institution on solid footing. That plan

called for adding grades K-4, installing a research-validated primary school design, and building out the Academy’s capacity to meet students’ intensive needs. The board of trustees approved the strategic plan for implementation in April 2011.

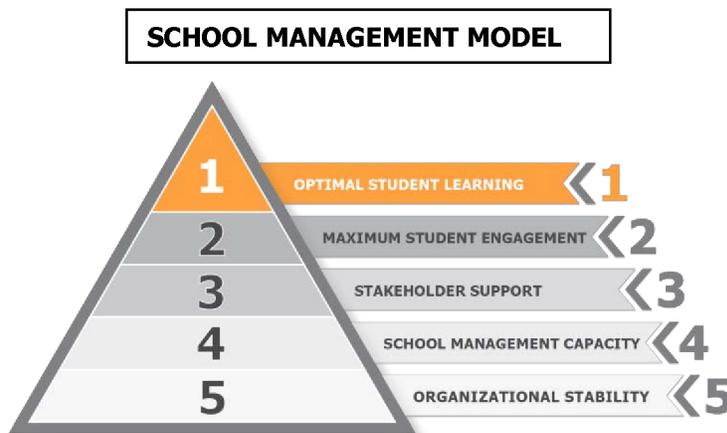
In May 2011, LRPA’s board chairman and executive director appeared before the Arkansas State Board of Education to request permission to add grades K-4 to the existing middle school. During that

appearance, LRPA’s leadership announced that it planned to discontinue administering the Terra Nova exam in favor of administering the NWEA Measures of Academic Progress (MAP). The State Board’s approval cleared the way for LRPA to implement key priorities identified in its strategic plan.

The Accomplishments of the Past Two Years: 2011-2012 and 2012-2013

Over the past two years, LRPA has made tremendous progress in advancing its mission. Although we are not yet the highest performing public school in Central Little Rock, as this renewal application shows, we are well on our way. As we have restarted LRPA, one of the key insights that informed our work is that a startup public charter school cannot succeed without the benefit of considerable managerial acumen and institutional capacity. This insight is particularly true for a school that is situated in one of the most historically underserved and high-poverty areas of Central Arkansas.

Under its current leadership, LRPA has implemented a School Management Model that calls for systematically building the foundation to support exemplary performance. That Model is depicted below:



The following is a brief description of the progress that LRPA has made in each level of this Model:

Level 5. Organizational Stability is the base of the pyramid. A charter school enjoys this stability when it has the back-office personnel and systems to manage finance, accounting, public reporting, facilities, enrollment and corporate reporting. When Exalt Education, an Arkansas-based non-profit organization, began managing LRPA in 2011, it brought the benefits of institutional capacity to bear on fulfilling LRPA’s mission.

Major Milestones:

- **Financial Management:** Robust policies and procedures instituted for managing budget and cash flow position, including board reporting, budget-to-actual comparison, segregation of duties, check signing, reconciliation of bank statements, and strict controls over use of credit.
- **Facilities:** Relocated primary school to newly renovated facilities at 16th and Spring under 10-year lease with 10-year renewal option. Relocated middle school to new facility at 4520 South University under affordable lease agreement.
- **Compliance:** Diligent attention to authorizer compliance, including accreditation & nutrition audits in 2011, special education monitoring in 2012, and ACSIP monitoring underway.
- **Loan Repayment:** Timely, complete repayment of over \$450,000 in loan obligations incurred for purpose of completing facilities renovations and upgrades over past 36 months.
- **Audit:** In 2011, new management retroactively completed audits of first two years of operation. Audit of 2012-2013 year contained only one repeat finding.

- **Enrollment:** After rebounding from first 2 years of major enrollment shortfalls, school now within 6 percent of total enrollment cap set forth in charter agreement.

Level 4. School Management Capacity is the on-site leadership to manage people and programs. Without effective management of human capital, curriculum, instruction, assessment and performance, a charter school will never get to the apex of the pyramid.

Major Milestones:

- **Campus Management Teams:** Each LRPA campus benefits from a dedicated four-person site-management team that includes a Principal, Dean of Students, Director of Curriculum and Office Manager.
- **Veteran Qualifications & Experience:** Each member of the site-management team is highly qualified with significant domain-specific experience.
- **The Infrastructure to Perform:** Leading programs, curricula and systems have been installed to support student formative and summative assessment, behavior management, record-keeping, human resources, and instructional delivery. Major systems include NWEA MAP's, Illuminate, Taleo, CHAMPS, Positive Behavior Interventions and Supports (PBIS), Core Knowledge, and Reading Mastery.

Level 3. Stakeholder Support includes relations with families, the governing board, the authorizer, donors and partner institutions.

Major Milestones:

- **Carver Policy Governance Model:** The board of trustees has fully implemented the Carver Policy Governance Model, including Ends Statements, Executive Limitations, Self-Governing Policies, and Monitoring Reports.
- **Parent Support:** Enrollment has surged. Both campuses started the year with significant waiting lists. In a survey of parent satisfaction administered in spring 2013, over 86 percent of parents reported that they would recommend LRPA to a friend.
- **Authorizer Relations:** In its last two appearances before the State Board of Education in May 2011 and May 2012, LRPA's requests to add grades K-4, relocate its middle school to a new facility, and secure additional waivers have been approved.
- **Donors:** LRPA has benefitted from over \$375,000 in grant support since January 2011. Each member of LRPA's board of trustees makes at least one annual donation to the school.
- **Partner Institutions:** LRPA has developed partnerships with over a dozen different institutions, including the Central Little Rock Promise Neighborhood and its 7 other institutional members, the Little Rock Fire Department, Links, the College of Education at the University of Central Arkansas, and the Arkansas Black Hall of Fame.

Level 2. Student Engagement addresses the pre-conditions for student learning. Focused learning cannot occur unless student attendance and retention are high, tardiness is low, and routines are established that minimize misbehavior.

Major Milestones:

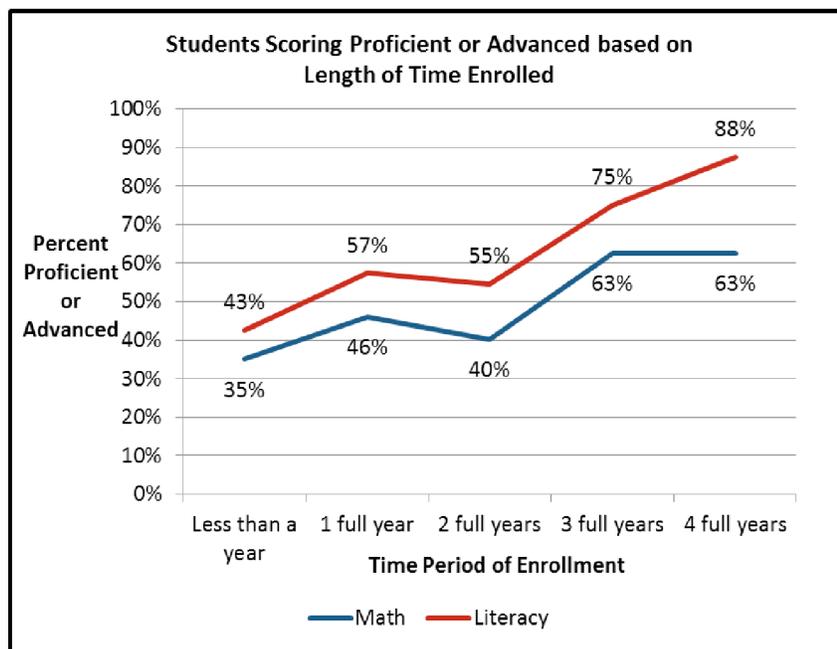
- **Student Retention:** As exhibited in Section 3 Part A of this application, which addresses *Student Retention*, LRPA's student retention rates are currently at an all-time high.
- **Daily Attendance:** Average daily attendance is over 94 percent so far this year, and was over 92 percent last year.
- **Tardiness:** Average daily tardiness is below 5 percent although there are a small group of students who are chronically tardy.

- **Behavior:** As it has grown, LRPA has taken a series of steps to improve student behavior, including: (a) adding a new classroom management system, (b) providing teachers with intensive training and ongoing support, (c) hiring a full-time Dean of Students at each campus, and most recently, (d) adding a school-wide Behavior Interventionist.

Level 1. Optimal Student Learning is a result of setting consistent classroom routines that engage every student in exemplary teaching and learning, enable students to master important concepts and skills, and equip them with the desire and aptitude to achieve at high levels.

Major Milestones:

- **Movement Towards Proficient and Advanced:** As the chart below illustrates, the longer that students are with LRPA, the higher a percentage of them achieve Proficient or Advanced on the ACTAAP's. This evidence is of the utmost importance because LRPA expects that incoming students will be performing at low levels, so its value proposition hinges on enabling students to make strong value-added gains over time.



- **Enrollment in College-Preparatory High Schools:** Over 87% of LRPA's first class of 8th graders enrolled in selective college preparatory programs at area high schools at the end of the 2012-2013 year. Below is a list of the programs that 8th grade students enrolled in for the 2013-2014 year:

| LRPA Middle School 8th Grade Graduating Class of 2012-2013 | | |
|---|--------------------------------------|--------------------------|
| Placement into Selective College-Preparatory High School Programs | | |
| 8th Grade Students | High School Choice | College-Prep Program |
| 1 | McClellan High School | UALR TRIO |
| 2 | Central High School | UALR TRIO |
| 3 | Central High School | UALR TRIO |
| 4 | Central High School | AVID |
| 5 | J.A. Fair High School | AVID |
| 6 | eStem Public Charter School | College-Prep High School |
| 7 | Hall High School | AVID |
| 8 | Central High School | UALR TRIO |
| 9 | Chapel Hill High School, Atlanta, GA | |
| 10 | Lehman High School, Kyle, TX | |
| 11 | Central High School | AVID |
| 12 | Parkview High School | VISUAL ARTS MAGNET |
| 13 | J.A. Fair High School | UALR TRIO |
| 14 | Central High School | AVID |
| 15 | NLR High School | PHILANDER SMITH TRIO |
| 16 | Central High School | AVID |
| 17 | NLR High School | PHILANDER SMITH TRIO |
| 18 | DHS Custody | |
| 19 | Central High School | UALR TRIO |
| 20 | Lisa Academy | College-Prep High School |
| 21 | Central High School | AVID & UALR TRIO |
| 22 | Central High School | UALR TRIO |
| 23 | Parkview High School | VOCAL ARTS MAGNET |
| 24 | J.A. Fair High School | UALR TRIO |

More evidence of student achievement on state tests is presented in Section 4 of this application, which addresses *Test Data*.

Part B: Desegregation Analysis

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Little Rock Preparatory Academy will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Arkansas Code Annotated § 6-23-106(a) requires LRPA to “carefully review the potential impact of an application for a public charter school on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.” LRPA is located within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, draws students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Therefore, LRPA reviews its potential impact on the desegregation obligations and efforts of these three districts.

The Federal District Court found the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) to be unitary in all respects of their school operations and the Pulaski County

Special School District (PCSSD) to be unitary in all respects concerning inter-district student assignment. Therefore, the three districts have no further obligations to comply with court orders in these areas and the renewal of LRPA's charter cannot have a negative impact on the LRSD's, the NLRSD's, or the PCSSD's ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

LRPA's 2013-2014 student body, as reflected in the records of the Arkansas Department of Education Data Center as of November 2013, comprises 99% minority students, including 387 African-American students, 21 Hispanic students, 1 Asian student, and 1 Pacific Islander student. It is therefore difficult to believe that LRPA's student body would have any negative impact on the efforts of public school districts to achieve and maintain a unitary system.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. The Federal District Court permitted the Pulaski County open-enrollment public charter schools to intervene to present their arguments against the motion. In its motion, the LRSD argued that the operation of open-enrollment public charter schools within Pulaski County interfered with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion, explaining:

To sum up, LRSD and Joshua's motions fail because, after considering the undisputed facts, and considering those that are disputed in LRSD and Joshua's favor, no reasonable fact finder could conclude that the State is in material breach of the parties' 1989 Settlement Agreement as to open-enrollment charter schools in Pulaski County. The proof of any adverse effect beyond the margin on either the stipulation magnet schools or M-to-M transfers has not materialized. The cumulative effect of open-enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation.

Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No.4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at page 29.

Accordingly, neither any existing federal District Court desegregation order affecting the LRSD, the NLRSD, or the PCSSD nor the 1989 Settlement Agreement prohibit the reauthorization of LRPA's charter to operate an open enrollment charter school. Nor will LRPA have any impact on desegregation efforts already in place in the three districts. Pursuant to Ark. Code Ann. § 6-23-306, LRPA is race-neutral and non-discriminatory in its student selection and admission processes. LRPA admits all applicants who apply. If there are more applicants than spaces, LRPA will fill spaces according to a random, anonymous lottery.

Section 2 – Composition of Charter School's Governing Board & Relationships to Others
Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Part A: Composition of Governing Board

Little Rock Preparatory Academy (LRPA) has a strong, independent board that governs in accordance with all applicable state and federal laws. The board of LRPA implements the Policy Governance Model for non-profit organizations, which was developed by John and Miriam Carver. Under this model, the board has developed Ends Statements and Executive Limitations that clearly define the goals for the school and the parameters in which management must operate. Through monthly board meetings, regular monitoring reports and other means, the board will review how management is doing and work with the Executive Director to proactively make course corrections.

The board of trustees of LRPA is a self-governed, self-perpetuating board that exists for the purpose of governing the school. The board is professionally distinguished and well-rounded, including professional expertise in non-profit leadership, finance and accounting, law, business management, communications, and education.

The administration of the Little Rock Preparatory Academy does not serve on the board of trustees, but manages the school in accordance with state and federal laws and in alignment with the board's policies. The administration partners closely with teachers to serve as the academic leadership team of the school. The teaching faculty is the primary agent in serving students and families.

Selection & Composition

The Board of Trustees (“the Board”) shall consist of at least seven Trustees and no more than thirteen Trustees. All Trustees shall have identical rights and responsibilities. The Executive Director will be an advisory, non-voting member of the Board (*ex officio*).

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board delineated in the Job Description of the Board of Trustees.

Board Responsibilities

The school board acts as the public fiduciary agent with the Arkansas State Board of Education. It is responsible for making sure that the Little Rock Preparatory Academy meets all state and federal regulatory requirements that apply to public charter schools in the State of Arkansas. The board oversees the finances, management and operations of the Academy.

Final Decision-making Authority

As the fiduciary agent, LRPA’s board of trustees have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director.

The board holds regular monthly meetings and complies with the Open Meetings Law and all other applicable laws. During these meetings, members of the management team provide the board with reports on all major aspects of the school, including but not limited to:

Board Reporting Priorities

Finance/Operations

- Budget formation & position
- Cash flow management
- Audit

- Accounting & financial reporting
- Regulatory compliance
- Ancillary services (transportation, food, janitorial, maintenance)

Stakeholder Engagement I Representation

- Parent demand & engagement
- Parent satisfaction
- Student engagement (attendance, tardiness, retention, behavior)
- Authorizer relations/reporting
- Funder relations/reporting
- Community Involvement

Performance Management

- Setting of Ends Statement policies
- Approval of annual performance goals
- Formative Assessments
- Summative Assessments
- Reporting against performance goals
- College preparation & matriculation

Managerial Practice

- Setting of Executive Limitations policies
- Review of monitoring reports
- Adherence to Executive Limitations policies

Teaching-and-Learning

- Human resources
- Teacher qualifications
- Teacher effectiveness
- Curriculum & instruction

Part B: Disclosure Information

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member’s family member has or had a financial interest.

Complete the table on the following page.

Relationship Disclosures

Identify any contract or lease (other than an employment contract), in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator or board member’s family member has or had a financial interest.

In the first column, provide the name and contact information of each board member. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

| Charter School Board Member’s Name and Contact Information | Name and Title of Individual Related to Board Member | Relationship |
|--|---|---------------------|
| Sharon Blackwood 13802 Saddle Hill Drive Little Rock, AR 72212 | None | |
| Darrell Brown, Jr. 108 Alsace Cove Little Rock, AR 72223 | None | |
| Nathaniel Noble #1 Nugget Court North Little Rock, AR 72118 | None | |
| Dr. Angela Webster-Smith 108 Nemours Court Maumelle, AR 72113 | None | |
| Charles O. Stewart 21 Bascom Drive Little Rock, AR 72223 | None | |
| Jan Zelnick 321 Colonial Court Little Rock, AR 72205 | None | |
| Dr. Rachida Parks 3 Witry Court Little Rock, AR 72223-9176 | None | |

There are no conflicting relationships between trustees and management.

Section 3 – Student and Teacher Retention

Part A: Student Retention

Complete the following Student Retention Table:

| Group Combined Over All Years | Total Number | Number Left without Completing the Highest Grade Offered | % Left the Charter | % Left for Other Charter | % Left for Traditional Public | % Left for Private School | % Left for Home School | % Left the State | % Left for Unknown Reasons |
|--------------------------------------|---------------------|---|---------------------------|---------------------------------|--------------------------------------|----------------------------------|-------------------------------|-------------------------|-----------------------------------|
| All | 849 | 425 | 50% | 5% | 75% | 2% | 0.004% | 8% | 10% |
| Free/ Reduced Lunch | 700 | 342 | 49% | 3% | 77% | 1% | 1% | 8% | 9% |
| Two or More Races | 1 | 1 | 100% | 0 | 100% | 0 | 0 | 0 | 0 |
| Asian | 4 | 3 | 75% | 0 | 100% | 0 | 0 | 0 | 0 |
| African American | 808 | 410 | 50% | 5% | 75% | 2% | 0.004% | 7% | 10% |
| Hispanic | 29 | 7 | 24% | 14% | 43% | 0 | 0 | 43% | 0 |
| Native American | 1 | 0 | 0% | 0 | 0 | 0 | 0 | 0 | 0 |
| White/ Caucasian | 7 | 4 | 57% | 25% | 75% | 0 | 0 | 0 | 0 |
| Special Education | 57 | 25 | 44% | 76% | 76% | 0 | 0 | 0 | 0 |
| English Language Learner | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

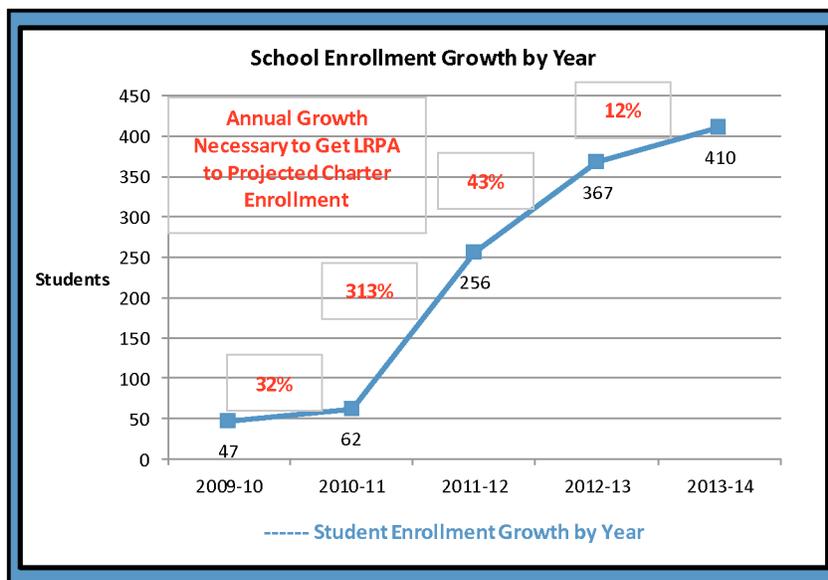
Review the data in the Student Retention Table and discuss the reasons that students leave the charter without completing the highest grade offered at the charter.

Please Note: Relative to other charters seeking renewal mid-way into their 5th year of operation, LRPA is unique because it is the only public charter school that experienced a complete change in management – a “restart” – in the middle of its second year. So, to understand the recovery that LRPA has undergone, it is necessary to start this section by examining the enrollment growth that the Academy has experienced.

Enrollment Pattern

Little Rock Preparatory Academy has made major strides forward over the past 4 years. As the chart below illustrates, the Academy really struggled with enrollment in its first two years:

- In 2009-2010, LRPA’s target was to enroll 108 students in grade 5. In actuality, enrollment averaged 47 students.
- In 2010-2011, LRPA’s target was to enroll 216 students in grades 5-6. In actuality, enrollment averaged 62 students.



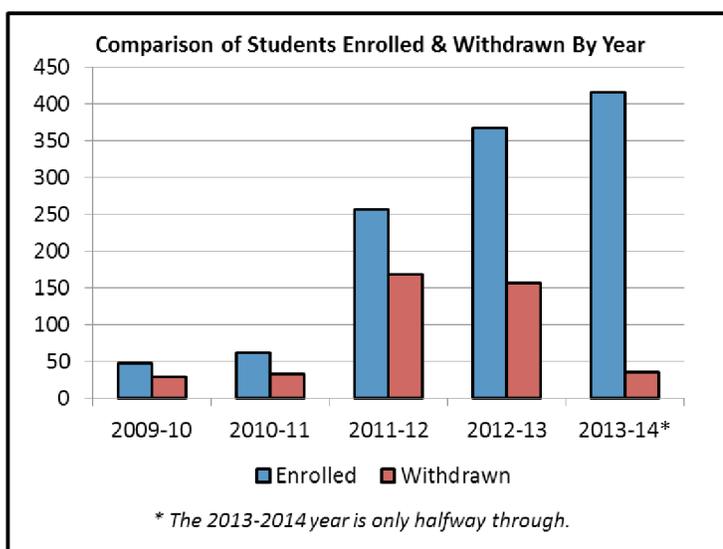
In the middle of the 2010-2011 year, a new director was retained to manage the Academy. Since then, LRPA has seen a dramatic increase in enrollment:

- In 2011-2012, LRPA’s target was to enroll 324 students in grades 5-7. In actuality, the Academy enrolled an average of 256 students in grades K-7.
- In 2012-2013, LRPA’s target was to enroll 432 students in grades 5-8. In actuality, the Academy enrolled an average of 367 students in grades K-8.
- In 2013-2014, LRPA’s target was to remain at 432 students in grades 5-8. In actuality, the Academy is currently maintaining an enrollment of approximately 410 students in grades K-8.

As these figures demonstrate, under new management, LRPA has been able to achieve the enrollment projections set forth in its charter application. Because enrollment directly affects funding, LRPA has become a strong, high-capacity, financially stable institution.

Student Retention Pattern

Student retention lags enrollment growth, but generally speaking, follows the same pattern as enrollment:



- In the 2009-2010 year, 62 percent of students withdrew.
- In the 2010-2011 year, 53 percent of students withdrew.

At the end of the second year, LRPA added grades K-4 and made sweeping changes in leadership and operating model. The Academy grew by over 300 percent, implemented a new behavior plan, added grades K-4 *in the same building*, and added four new full-time administrators. Consequently, many families that had been with the Academy had to re-evaluate whether or not LRPA was the right fit for their children. These changes are apparent in the student retention pattern:

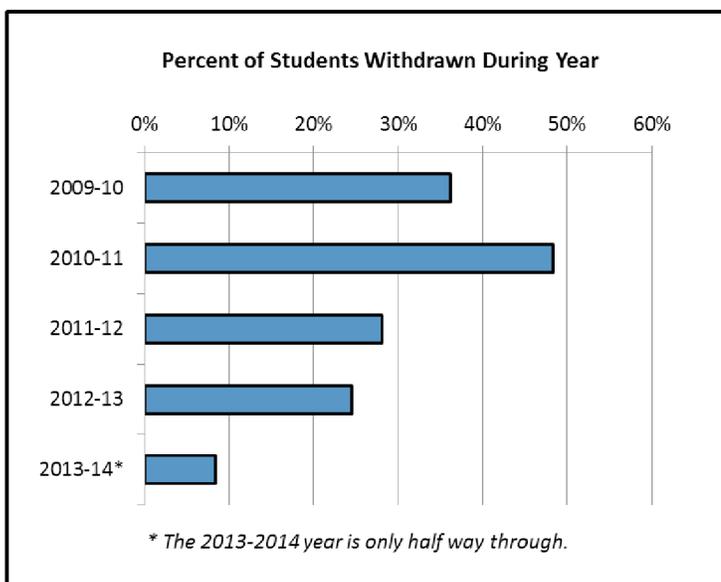
- In the 2011-2012 year, LRPA enrolled an average of 256 students; 66 percent of students withdrew.
- In the 2012-2013 year, LRPA enrolled an average of 367 students; 43 percent of students withdrew.
- In the 2013-2014 year, LRPA is enrolling an average of 410 students; so far, only 8 percent of students have withdrawn.

As this pattern illustrates, LRPA had to go through two distinct startup periods, one phase that occurred under the first director and a second phase that occurred under the second director. As LRPA progresses through its fifth year, there is clear evidence that student retention has increased dramatically.

Student Retention during each Academic Year

Perhaps the most telling sign of health in student retention for an open-enrollment school of choice can be observed by looking at the pattern of student withdrawals during the course of each academic year. When families are distressed by what they see in a school, they withdraw their students immediately – frequently in the middle of the year. When families are making a discerning choice about whether or not a school is the right option for their children, they withdraw students during the summer between years.

To the right, the chart illustrates the percent of LRPA’s students that have withdrawn in the course of each academic year. As this chart illustrates, a smaller and smaller percentage of families have withdrawn students during the course of each of the past 3 years. As of January 2014, only 8 percent of families have felt the need to withdraw students from LRPA. It is our expectation that over 80 percent of students will remain with LRPA for the entire year.



Reasons Given for Withdrawals

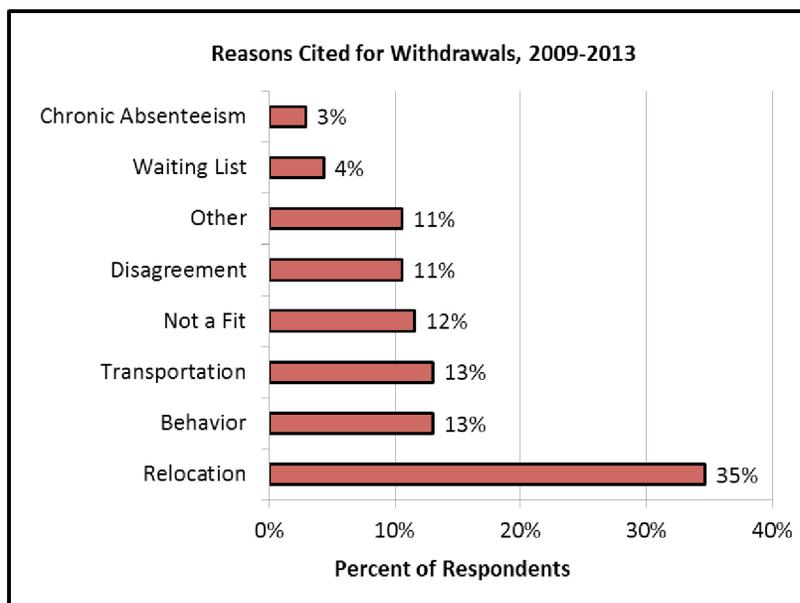
To determine why families withdraw their students, we looked at the reasons that parents cited at the time that they completed withdrawal forms. The analysis examines all four years of operation, from 2009 to 2013. The chart on the next page provides an analysis of the most frequently cited reasons. As this chart shows, relocation was the number one reason given by over one-third of responding parents. Other significant reasons that were given by parents include: chronic behavior problems (11%); transportation difficulties (13%); a decision that the school was not the right fit with students’ needs (12%); and a disagreement with the school administration (11%).

Why Retention will Remain High

Since LRPA enrolls a population of students who frequently enter performing at “below basic” or “basic” levels on the state tests, student retention is the key to high performance. After all, the Academy cannot expect to succeed with students unless they are enrolled long enough to progress from low levels of proficiency to high levels.

Because LRPA has seen such a recent increase in student retention, the question could be asked: How do we know that LRPA’s retention will remain high? The following is a list of reasons why we expect to sustain high rates of student retention:

1. **Strong Reputation:** Four years ago, LRPA was unknown. Today, the Academy is one of the better known public schools in Central Little Rock. Last spring, LRPA tested its name recognition as part of an institutional branding process. We found that many families are likely to recognize the name “Little Rock Preparatory Academy” almost as frequently as they recognize such leading institutions as “Central High School,” “Episcopal Collegiate Academy,” and “eStem.”
2. **Greater Stability:** Two and a half years ago, LRPA was a startup with no operating record and the uncertainty generated by a change in leadership. Today, the Academy enjoys the stability that comes with having continuous leadership in place, the institutional base that comes with serving over 400 students in grades K-8, and the financial strength that comes with managing a \$2.8 million operating budget.
3. **Excellent Facilities:** Two and a half years ago, LRPA was in a building that had no amenities – no playground, no gymnasium, no kitchen, and very limited space. Today, the Academy offers its students access to two computer labs, a playground, a gymnasium, an auditorium, after school programs, and two separate campuses.
4. **Esteemed Faculty:** Four years ago, every member of LRPA’s faculty and administration was new. At the end of last year, 19 teachers decided to return for the 2013-2014 year. At the primary school, at least two of the best teachers in every grade level decided to return for the new school year. At the middle school, LRPA has a strong core of dedicated faculty members.
5. **Proven Track Record of Performance:** As this renewal application demonstrates, LRPA is no longer an unproven startup. To the contrary, a close examination of the data reveals that LRPA has sustained impressive student achievement gains with its students. In fact, LRPA is outperforming the Little Rock School District in all primary tested subjects and grades even though LRPA is serving a student population that is higher poverty.



For these reasons, LRPA anticipates that demand among our target families in Central Little Rock will continue to grow and student retention will continue to increase.

Part B: Teacher Retention

Complete the following Teacher Retention Table:

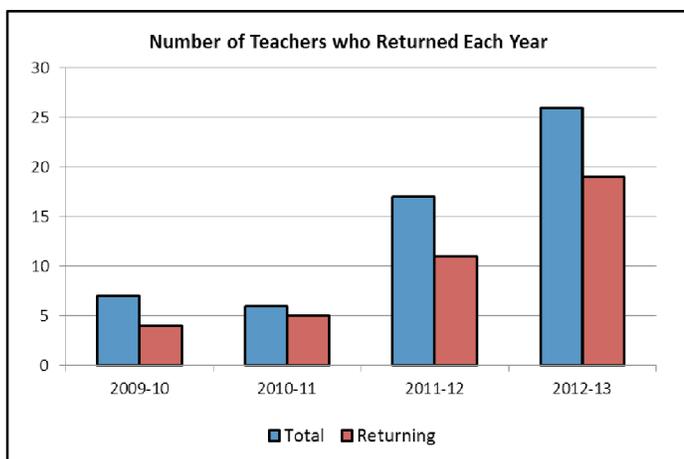
| School Year | Total Number of Teachers | Number Who Returned to Teach at the School the Following Year | % Returned | Number Took Other Positions with the Charter Organization | % Took Other Positions with Charter Organization |
|-------------|--------------------------|---|------------|---|--|
| 2009-2010 | 7 | 4 | 57% | 0 | 0% |
| 2010-2011* | 6 | 5 | 83% | 0 | 0% |
| 2011-2012 | 17 | 11 | 65% | 0 | 0% |
| 2012-2013 | 26 | 19 | 73% | 1 | 3% |

**New executive director started January 2011*

Review the data in the Teacher Retention Table. Discuss the reasons that teachers leave.

Little Rock Preparatory Academy was opened by a founding director who stayed through the first year and a half of operation. Benjamin Lindquist, the current executive director, began serving in a voluntary transitional role in January 2011. The following is a description of major factors that influenced staffing during the first two years:

- 2009-2010 Year:** This was LRPA's first year of startup. The Academy was under-enrolled with fewer than 50 students in 5th grade relative to a 1st year projection of 108 students. The conditions were very challenging because everything – from scope and sequence to lessons plans to discipline to daily routines – was being implemented for the first time. Seven teachers finished the 1st year, but only four, or 57 percent, decided to return for the 2nd year. One teacher taught part-time and served as director of curriculum & instruction.



- 2010-2011 Year:** This was LRPA's second year of startup. The Academy was extremely under-enrolled with 64 students in grades 5-6 relative to a 2nd year projection of 216 students, which put a serious strain on the Academy's budget. The Executive Director announced that she would be leaving in November. The new Executive Director began his tenure in January 2011, and did not take any salary in the 2nd semester to avoid over-taxing the Academy's budget. In March, the board of trustees and new Director developed a strategic plan to reinvigorate the Academy and, in May, the State Board of Education approved the Academy's request to add grades K-4. Six classroom teachers finished the 2nd year, and five, or 83 percent, decided to return for the 3rd year. One teacher relocated to the Midwest due to a personal emergency.

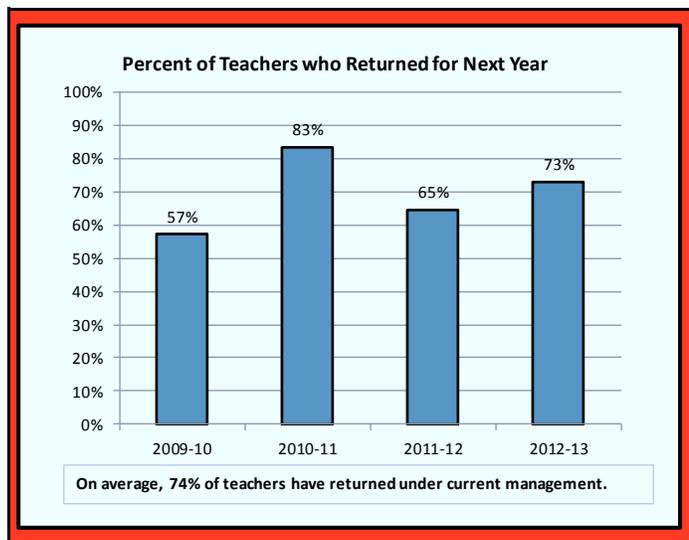
Exalt Education formally began managing the Little Rock Preparatory Academy in October of the 2011-2012 year. The following is a description of what has occurred while LRPA has been under Exalt's management:

- 2011-2012 Year: After being approved to add grades K-4 in May 2011, LRPA renovated the second floor of its facility and added 8 more classrooms in advance of re-opening for its 3rd year of operation. In a very compressed timeframe, the Executive Director retained a transitional Principal and 10 new classroom teachers for the primary grades K-4. LRPA re-opened with 256 students in grades K-7 and began implementing the Exalt academic design for the first time. The academic design called for implementing a positive behavior plan and research-validated instructional programs.

Three of five returning teachers had difficulty with the transition in academic programs and behavior systems, which brought greater accountability and transparency. Seventeen classroom teachers finished the year, and 11 teachers, or 65 percent, decided to return for the 4th year of operation. Two departing teachers moved to other classroom teaching positions, one relocated to Northwest Arkansas, and two others moved into childcare or youth services. Only one teacher had difficulty finding another position after LRPA declined to offer her the opportunity to return.

- 2012-2013 Year: Over the summer, LRPA relocated its middle school grades into a new facility and engaged in an aggressive student recruitment campaign. In August, LRPA reopened with 367 students in grades K-8 and 26 classroom teachers. At the end of the year, LRPA graduated its first class of 8th graders.

Twenty-six classroom teachers finished the year, and 19 teachers, or 73 percent, decided to return for the 5th year of operation. Two teachers were not offered the opportunity to return, two teachers went to graduate school, one teacher joined a local non-profit organization, and one teacher started her own childcare business.



Summary Findings

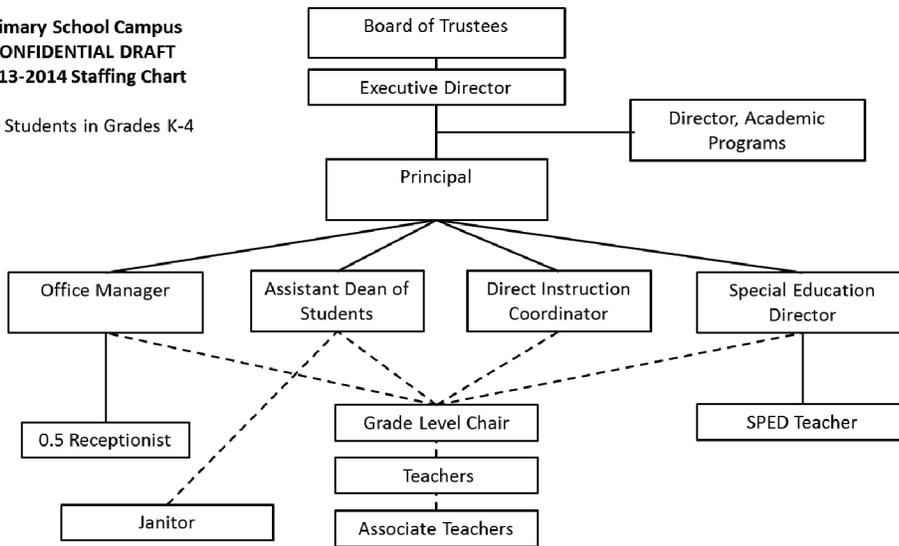
Over the past 2 ½ years that the current leadership has been managing Little Rock Preparatory Academy, an average of 74 percent of teachers have decided to return after finishing each academic year. We are proud of this statistic considering that, during that timeframe, LRPA has progressed through major changes in management, performance measurement, grade levels served, academic programs, behavioral plan and facilities. These changes have enabled LRPA to transition from a struggling startup that was on the verge of closing into a high-quality public education institution that is successfully making the transition from early-stage and unproven into sustainable and exemplary.

Development of Strong Site-Management Teams

For the 2013–2014 year, the site-management teams at both of LRPA’s campuses have been strengthened greatly. The Primary School has a five-person management team with an average of over 10 years of experience. The staffing chart is depicted below.

**Primary School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

280 Students in Grades K-4

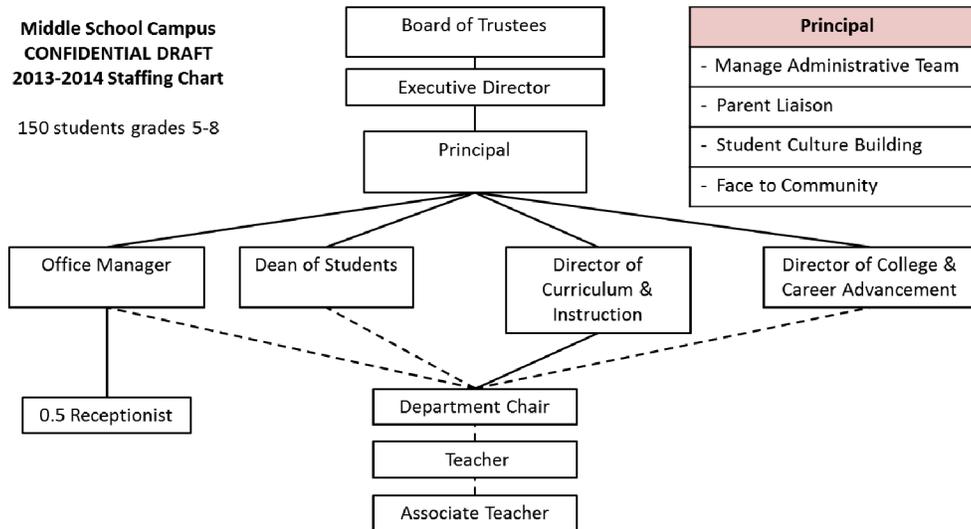


| Office Manager | Assistant Dean | DI Coordinator | Special Education Director |
|------------------------|--------------------|-----------------------------|----------------------------|
| Principal's Gatekeeper | Student Management | Teacher Management | Learner Supports |
| - Reporting & Records | - Student Policies | - Teacher Policies/Supports | - Inclusion |
| - Parent Communication | - Custodian | - Professional Conduct | - Pull-outs |
| - Visitors & Events | - Supervision | - Performance Evaluation | - Services |

The Middle School has a five-person management team with an average of over 20 years of experience managing schools. The staffing chart is depicted below.

**Middle School Campus
CONFIDENTIAL DRAFT
2013-2014 Staffing Chart**

150 students grades 5-8



| Office Manager | Dean of Students | Director Curriculum & Instruction | Director, College & Career Advancement |
|------------------------|--------------------|-----------------------------------|--|
| Principal's Gatekeeper | Student Management | Teacher Management | High School Placement |
| - Reporting & Records | - Behavior | - Curriculum Development | - Supervision & Discipline |
| - Parent Communication | - Learner Supports | - Instructional Delivery | - 8 th grade Capstone |
| - Visitors & Events | - Supervision | - Performance Evaluation | - Alumni support |

These highly qualified teams are bringing the dedicated on-site expertise and capacity that is necessary to manage the LRPA campuses. LRPA's leadership has worked hard to develop these teams so that the faculty and students at each campus are receiving the attention and supports they need to succeed.

Section 4 – Test Data

Review the following testing data summary, 2010-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of or progress toward achieving the charter’s current approved academic goals.

Little Rock Preparatory Academy State-Mandated Assessment Scores, 2010-2013

| Year | Description | # Tested | Below Basic | Basic | Proficient | Advanced | Prof + Adv |
|------|-------------|----------|-------------|-------|------------|----------|------------|
|------|-------------|----------|-------------|-------|------------|----------|------------|

Benchmark/Literacy – Combined Population

| | | | | | | | |
|------|------------------|-------|--------|--------|--------|--------|--------|
| 2010 | LITTLE ROCK PREP | 49 | 10.20% | 36.73% | 36.73% | 16.33% | 53.06% |
| | LITTLE ROCK SD | 9804 | 9.36% | 28.23% | 38.53% | 23.88% | 62.40% |
| 2011 | LITTLE ROCK PREP | 65 | 10.77% | 44.62% | 35.38% | 9.23% | 44.62% |
| | LITTLE ROCK SD | 9798 | 8.21% | 26.73% | 38.39% | 26.68% | 65.06% |
| 2012 | LITTLE ROCK PREP | 148 | 8.78% | 31.76% | 38.51% | 20.95% | 59.46% |
| | LITTLE ROCK SD | 9831 | 7.49% | 21.42% | 36.75% | 34.34% | 71.09% |
| 2013 | LITTLE ROCK PREP | 182 | 10.44% | 31.87% | 35.16% | 22.53% | 57.69% |
| | LITTLE ROCK SD | 10008 | 9.25% | 22.88% | 35.00% | 32.86% | 67.87% |

Benchmark/Literacy - Econ. Disadvantaged

| | | | | | | | |
|------|------------------|------|--------|--------|--------|--------|--------|
| 2010 | LITTLE ROCK PREP | 43 | 11.63% | 37.21% | 37.21% | 13.95% | 51.16% |
| | LITTLE ROCK SD | 7057 | 11.92% | 34.24% | 39.89% | 13.96% | 53.85% |
| 2011 | LITTLE ROCK PREP | 47 | 8.51% | 46.81% | 36.17% | 8.51% | 44.68% |
| | LITTLE ROCK SD | 7113 | 10.38% | 32.94% | 40.18% | 16.50% | 56.68% |
| 2012 | LITTLE ROCK PREP | 112 | 9.82% | 31.25% | 38.39% | 20.54% | 58.93% |
| | LITTLE ROCK SD | 7208 | 9.52% | 25.90% | 40.04% | 24.54% | 64.58% |
| 2013 | LITTLE ROCK PREP | 149 | 10.74% | 31.54% | 33.56% | 24.16% | 57.72% |
| | LITTLE ROCK SD | 7222 | 11.28% | 27.78% | 38.00% | 22.94% | 60.94% |

Benchmark/Math - Combined Population

| | | | | | | | |
|------|------------------|-------|--------|--------|--------|--------|--------|
| 2010 | LITTLE ROCK PREP | 49 | 26.53% | 24.49% | 28.57% | 20.41% | 48.98% |
| | LITTLE ROCK SD | 9810 | 17.29% | 19.77% | 32.06% | 30.89% | 62.95% |
| 2011 | LITTLE ROCK PREP | 65 | 21.54% | 32.31% | 33.85% | 12.31% | 46.15% |
| | LITTLE ROCK SD | 9798 | 16.44% | 19.96% | 32.11% | 31.49% | 63.59% |
| 2012 | LITTLE ROCK PREP | 148 | 26.35% | 28.38% | 33.78% | 11.49% | 45.27% |
| | LITTLE ROCK SD | 9834 | 17.36% | 19.89% | 31.75% | 31.00% | 62.75% |
| 2013 | LITTLE ROCK PREP | 182 | 27.47% | 25.27% | 30.77% | 16.48% | 47.25% |
| | LITTLE ROCK SD | 10027 | 19.98% | 20.73% | 29.59% | 29.70% | 59.29% |

Benchmark/Math - Econ. Disadvantaged

| | | | | | | | |
|------|------------------|------|--------|--------|--------|--------|--------|
| 2010 | LITTLE ROCK PREP | 43 | 30.23% | 25.58% | 27.91% | 16.28% | 44.19% |
| | LITTLE ROCK SD | 7061 | 21.56% | 23.74% | 33.61% | 21.10% | 54.71% |

| | | | | | | | |
|------|------------------|------|--------|--------|--------|--------|--------|
| 2011 | LITTLE ROCK PREP | 47 | 19.15% | 34.04% | 36.17% | 10.64% | 46.81% |
| | LITTLE ROCK SD | 7113 | 20.54% | 23.84% | 34.20% | 21.41% | 55.62% |
| 2012 | LITTLE ROCK PREP | 112 | 27.68% | 30.36% | 32.14% | 9.82% | 41.96% |
| | LITTLE ROCK SD | 7210 | 21.54% | 23.87% | 33.68% | 20.92% | 54.59% |
| 2013 | LITTLE ROCK PREP | 149 | 27.52% | 23.49% | 31.54% | 17.45% | 48.99% |
| | LITTLE ROCK SD | 7237 | 24.58% | 24.21% | 31.66% | 19.55% | 51.21% |

Benchmark/Science - Combined Population

| | | | | | | | |
|------|------------------|------|--------|--------|--------|-------|--------|
| 2010 | LITTLE ROCK PREP | 49 | 12.24% | 36.73% | 44.90% | 6.12% | 51.02% |
| | LITTLE ROCK SD | 3229 | 37.88% | 39.86% | 18.27% | 4.00% | 22.27% |
| 2011 | LITTLE ROCK PREP | 19 | 31.58% | 42.11% | 26.32% | 0.00% | 26.32% |
| | LITTLE ROCK SD | 3282 | 34.61% | 37.57% | 22.30% | 5.51% | 27.82% |
| 2012 | LITTLE ROCK PREP | 66 | 46.97% | 42.42% | 10.61% | 0.00% | 10.61% |
| | LITTLE ROCK SD | 3332 | 32.44% | 39.50% | 21.91% | 6.15% | 28.06% |
| 2013 | LITTLE ROCK PREP | 54 | 40.74% | 42.59% | 12.96% | 3.70% | 16.67% |
| | LITTLE ROCK SD | 3275 | 31.97% | 37.22% | 22.05% | 8.76% | 30.81% |

Benchmark/Science - Econ. Disadvantaged

| | | | | | | | |
|------|------------------|------|--------|--------|--------|-------|--------|
| 2010 | LITTLE ROCK PREP | 43 | 13.95% | 37.21% | 46.51% | 2.33% | 48.84% |
| | LITTLE ROCK SD | 2318 | 46.85% | 41.89% | 10.66% | 0.60% | 11.26% |
| 2011 | LITTLE ROCK PREP | 15 | 33.33% | 46.67% | 20.00% | 0.00% | 20.00% |
| | LITTLE ROCK SD | 2373 | 43.11% | 40.29% | 14.75% | 1.85% | 16.60% |
| 2012 | LITTLE ROCK PREP | 45 | 48.89% | 42.22% | 8.89% | 0.00% | 8.89% |
| | LITTLE ROCK SD | 2432 | 40.05% | 43.87% | 14.47% | 1.60% | 16.08% |
| 2013 | LITTLE ROCK PREP | 43 | 39.53% | 41.86% | 13.95% | 4.65% | 18.60% |
| | LITTLE ROCK SD | 2430 | 38.02% | 41.11% | 18.15% | 2.72% | 20.86% |

Data above reflects the number of students tested and the percentage scoring in each proficiency category, combined across the grade levels indicated, for all students and for economically-disadvantaged students. Comparison numbers are for all students and economically-disadvantaged students in the same grade levels for the resident public school district. Data assembled and furnished by the Arkansas Research Center, <http://arc.arkansas.gov/>.

The testing data shown above is helpful in illustrating the following:

Staying True to Mission & Target Population

First, it demonstrates that Little Rock Preparatory Academy is fulfilling its mission of serving a high-needs population in Central Little Rock. Below, the chart compares three primary attributes of LRPA's student body with the attributes of students in the Little Rock School District and the State of Arkansas. As this chart shows, LRPA is a community public charter school that is serving a very high-poverty population in Central Little Rock.

Over the past 3 years, LRPA's enrollment has grown from 64 students in grades 5-6 to 410 students in grades K-8. During this time period, the percent of students who qualify for the Federal Free & Reduced Lunch Program has increased by 10 percent, from 71 percent in 2011 to 81 percent in 2013. If LRPA were attempting to reposition itself to serve a more advantaged population, it is unlikely that there would be an increase in the percent of students living in poverty.

| Primary Student Attributes | LRPA | Little Rock School District | State of Arkansas |
|--|------|-----------------------------|-------------------|
| Qualify for Federal Free & Reduced Lunch | 81% | 71% | 60% |
| African American | 93% | 68% | 21% |
| From Central Little Rock | 70% | 23% | 0.01% |

The attributes of LRPA’s students are fairly comparable to those of other elementary and middle schools with attendance zones in Central Little Rock.

As the data from the Arkansas Research Center reveals, aggregate groups of students who took the ACTAAP tests at LRPA between 2009 and 2013 starting out performing, on average, between 10 percent and 20 percent below the average of students in the Little Rock School District. Even though the Academy has expanded its enrollment from 47 students in grade 5 to 64 students in grades 5-6 to 256 students in grades K-7 to 410 students in grades K-8, we have continued to enroll students who come to us performing at low levels relative to the surrounding district.

Addressing a Very Clear Need for Quality Education in Central Little Rock

Below, the chart lists the elementary and middle public schools with attendance zones in Central Little Rock. These schools serve a population of students with similar attributes to that of Little Rock Preparatory Academy’s students.

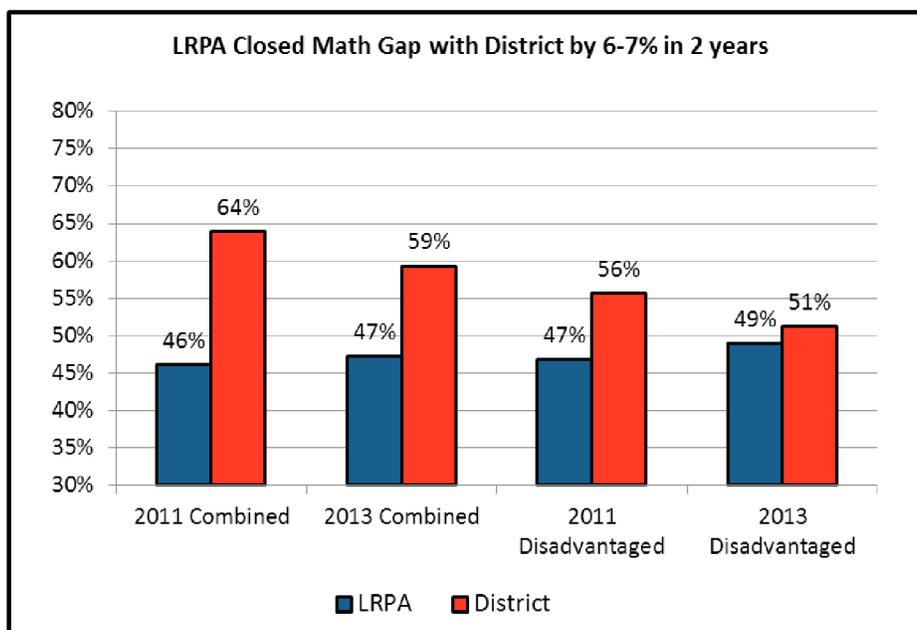
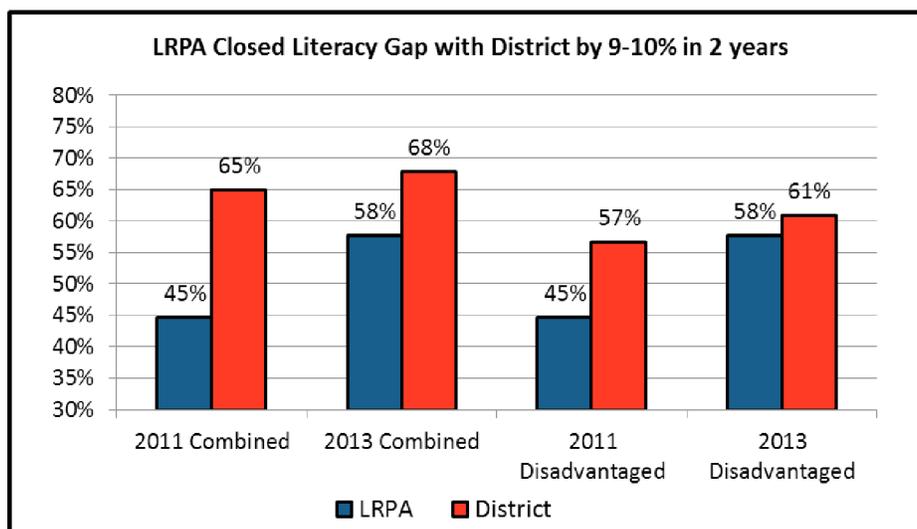
As the chart shows, 5 of 7 elementary schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education. Three out of 4 middle schools are designated as either *Focus Schools* or *Priority Schools* by the Arkansas Department of Education.

| Central Little Rock Public Schools | Status 2011 | Status 2012 | Status 2013 |
|------------------------------------|-----------------|-----------------|-----------------|
| Elementary Schools | | | |
| Little Rock Preparatory Elementary | | | |
| Bale Elementary | Focus School | Focus School | Focus School |
| Franklin Incentive Elementary | Focus School | Focus School | Focus School |
| M.L. King Magnet Elementary | | Focus School | Focus School |
| Stephens Elementary | Focus School | Focus School | Focus School |
| Geyer Springs Elementary | Priority School | Priority School | Priority School |
| Washington Magnet Elementary | | | |
| Middle Schools | | | |
| Little Rock Preparatory Middle | | | |
| Dunbar Magnet Middle School | Focus School | Focus School | Focus School |
| Forest Heights Middle School | | | |
| Henderson Middle School | Priority School | Priority School | Priority School |
| Cloverdale Aerospace Tech. Charter | Priority School | Priority School | Priority School |

Little Rock Preparatory Academy, the Washington Magnet Elementary School, and Forest Heights Middle School are designated as *Needs Improvement Schools*. This comparison indicates the need that exists among public schools in Central Little Rock, and the progress that LRPA has made in addressing the educational need relative to other elementary and middle schools.

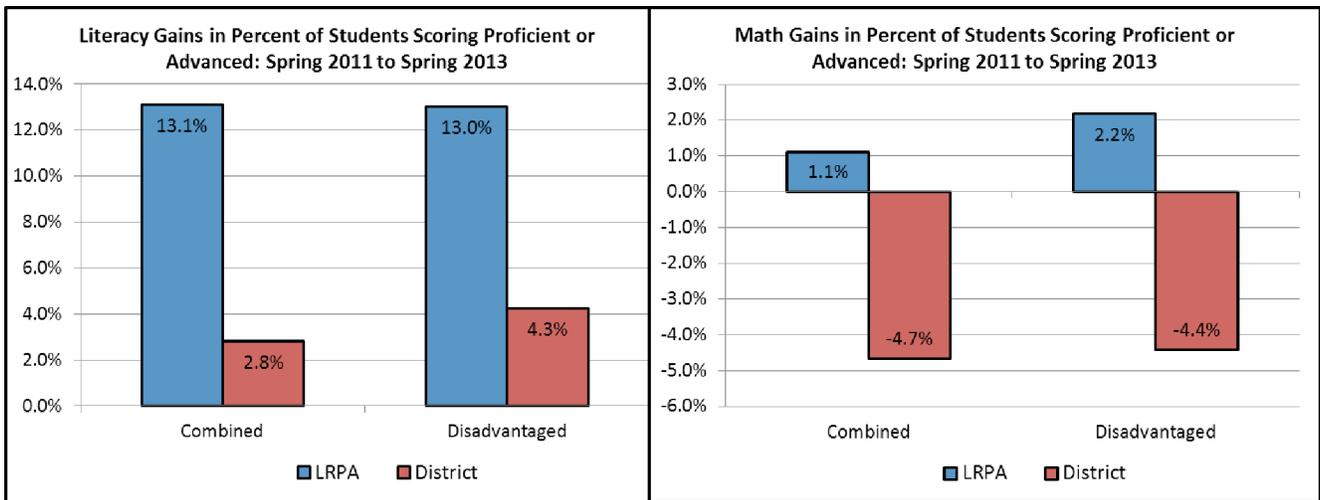
Making Greater Achievement Gains with All Students

The second thing that the Test Data demonstrates is that Little Rock Preparatory Academy's current management, which started in January 2011, has been quite successful in raising the Literacy and Math scores of all students enrolled at the Academy between 2011 and 2013. Below, the charts compares the gains that students enrolled in LRPA made between Spring 2011 and Spring 2013 relative to the Little Rock School District.



The charts illustrate the following positive trends:

- In *Literacy – All Students Combined*, 13.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.1 percent during a period when the District's students only gained 2.8 percent.
- In *Literacy – Economically Disadvantaged Students*, 13.0 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep's students have made a gain of 13.0 percent during a period when the District's students only gained 4.2 percent.

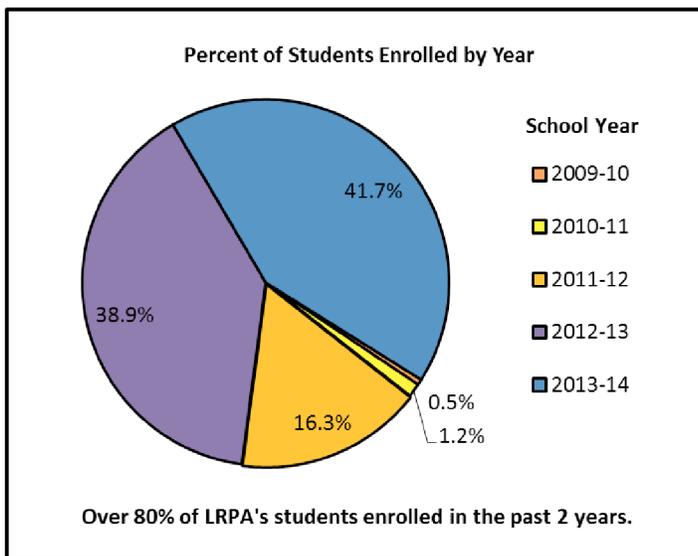


- In *Math – All Students Combined*, 1.1 percent more students at LRPA are achieving proficient or advanced that they were just 2 years ago. Little Rock Prep’s students have made a gain of 1.1 percent during a period when the District’s students declined 4.7 percent.
- In *Literacy – Economically Disadvantaged Students*, 2.2 percent more students at LRPA are achieving proficient or advanced than they were just 2 years ago. Little Rock Prep’s students have made a gain of 2.2 percent during a period when the District’s students declined 4.4 percent.

LRPA has been able to make these gains with all tested students during a 2 ½ year period when we have expanded the Academy’s enrollment by 570 percent.

To See What’s Really Happening, the Numbers have to be Disaggregated

Unfortunately, when looked at in the aggregate, the figures above do not show how effective Little Rock Preparatory Academy has been in serving the students who stay with us over time. After all, LRPA cannot control how students performed before they came to us, but what we can control is the gains that students make while they are with us.



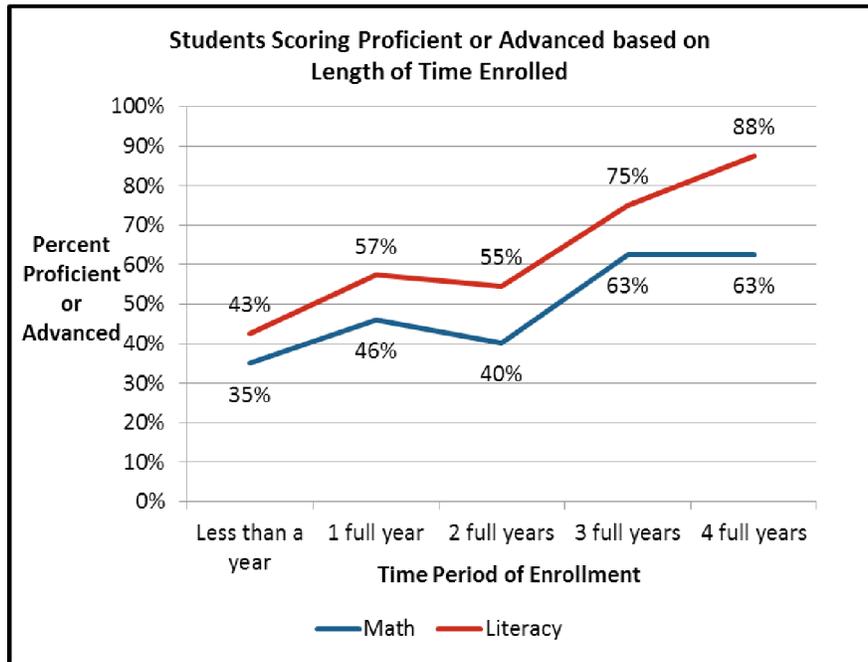
The downside of the enrollment pattern necessitated by Little Rock Preparatory Academy’s “restart” in 2011 is that we have had very little time to educate the vast majority of our students. As the pie chart on the preceding page illustrates, over 80 percent of LRPA’s students have only been enrolled for two years. As these students are promoted from elementary to middle school, they will have the advantage of getting the comprehensive literacy foundation that they need to succeed in a college-preparatory middle school program. But it will take 2 to 4 more years to see the full benefits of serving students from kindergarten through eighth grade.

Students Making Major Gains the Longer They Are Enrolled

When the numbers shown above are disaggregated, a very clear picture emerges.

Below, the chart shows how well students at LRPA are performing based upon how long they have been enrolled. As this chart shows, students who stay with LRPA for at least 2 full years are making very impressive gains.

In fact, among students who have stayed with LRPA for 3 or more years, over 10 percent more students are achieving Proficient or Advanced than among all students in the surrounding district. These students are closing the achievement gap with their more affluent peers in the city and state.



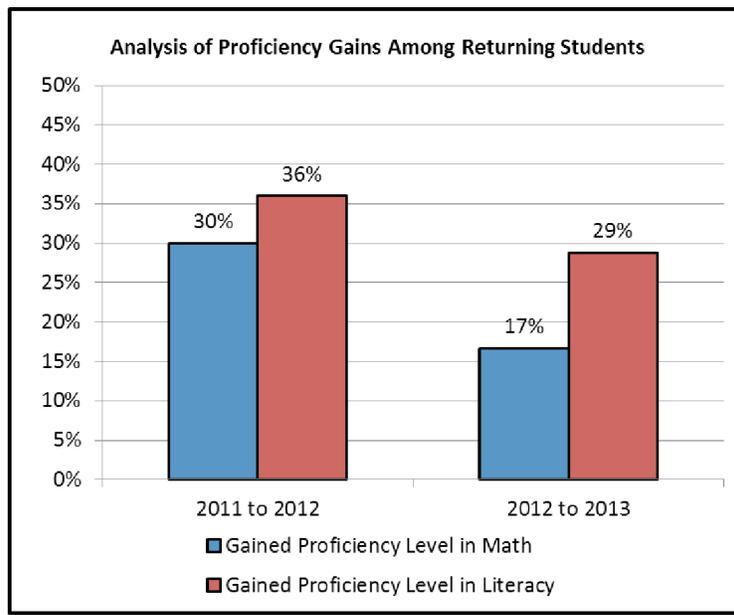
An Impressive Record of Annual Gains

To see how LRPA has performed with returning students who stay enrolled for at least a year, it is helpful to look at what percentage of these students gain a proficiency level.

Below, the chart shows the percentage of returning students that gained a proficiency level from Spring 2011 to Spring 2012 and from Spring 2012 to Spring 2013. As the chart shows, for two straight years, LRPA has enabled an average of over 25 percent of its returning students to gain a proficiency level in just one year’s time.

| Analysis of ACTAAP Growth | Math | | Literacy | |
|--|--------------|--------------|--------------|--------------|
| | 2011 to 2012 | 2012 to 2013 | 2011 to 2012 | 2012 to 2013 |
| Gained from "Below Basic" to "Basic" | 2% | 8% | 14% | 9% |
| Gained from "Basic" to "Proficient" | 25% | 5% | 14% | 17% |
| Gained from "Proficient" to "Advanced" | 2% | 5% | 9% | 3% |
| Total | 30% | 17% | 36% | 29% |

Below, the bar graph shows the total percent of returning students that gained a proficiency level by year:



As this analysis demonstrates, Little Rock Preparatory Academy’s team has done the heavy lifting that was necessary to turn the Academy around from a downward trajectory to a strong upward trajectory. Now that the Academy has stabilized at the target enrollment set forth in our charter agreement, increased student retention, and implemented a proven formula for raising the achievement of students who stay with us, we are poised to become a community public school that provides an exemplary option to under-resourced students in one of the most historically significant but underserved regions of Central Arkansas.

Section 5 – Academic Performance Goals

Part A: Current Performance Goals

Each of the charter’s student academic performance goals, approved by the State Board of Education is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

The following factors should be taken into account when viewing LRPA’s performance against the Current Performance Goals:

- Change in Management: The goals were developed under previous management. The founding director started the school in 2008 and 2009, but resigned in December 2011. The new management inherited an Academy that was not performing well and experienced declines from 2009 to 2011. Our job was to build a track record of upward achievement gains.
- Different Enrollment Pattern: LRPA experienced severe enrollment shortfalls in the 2009-2010 and 2010-2011 years. These shortfalls necessitated that the Academy engage in an aggressive enrollment campaign once new management was retained. LRPA has now reached the enrollment level set forth in its five-year charter, but the sharp upswing in enrollment has affected student achievement.
- Changes in State Testing: The goals related to the state tests were developed in 2009 before sweeping changes were made in the selection and design of state assessments, including replacing the

Metropolitan Achievement Tests and Stanford Achievement Test with the Iowa Test of Basic Skills. Those changes have made it impossible to assess whether or not LRPA’s students are scoring in the Proficient or Advance category relative to the exams, scoring scales, and Proficient or Advanced cutoffs that existed in 2008 and 2009 when the goals were written.

- **Known Population:** A substantially higher percentage of LRPA’s students are African American and qualify for the Federal Free & Reduced Lunch Program than in the Little Rock School District and the State of Arkansas. These realities of LRPA’s student population were not known when the goals were written in 2008 and 2009.

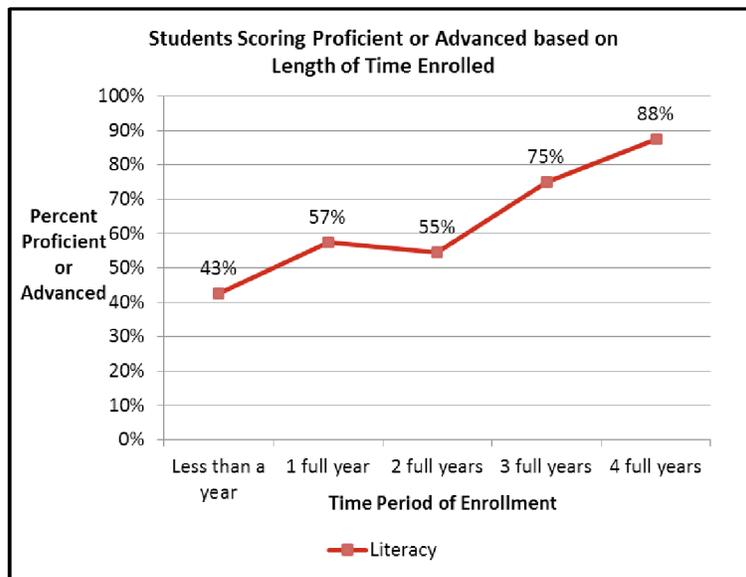
These factors apply to all of the Performance Goals. Other significant factors that only apply to certain of the Current Performance Goals are noted below as appropriate.

Academic Goals

Performance Goal 1: Students demonstrate proficient or advanced skills in Reading.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

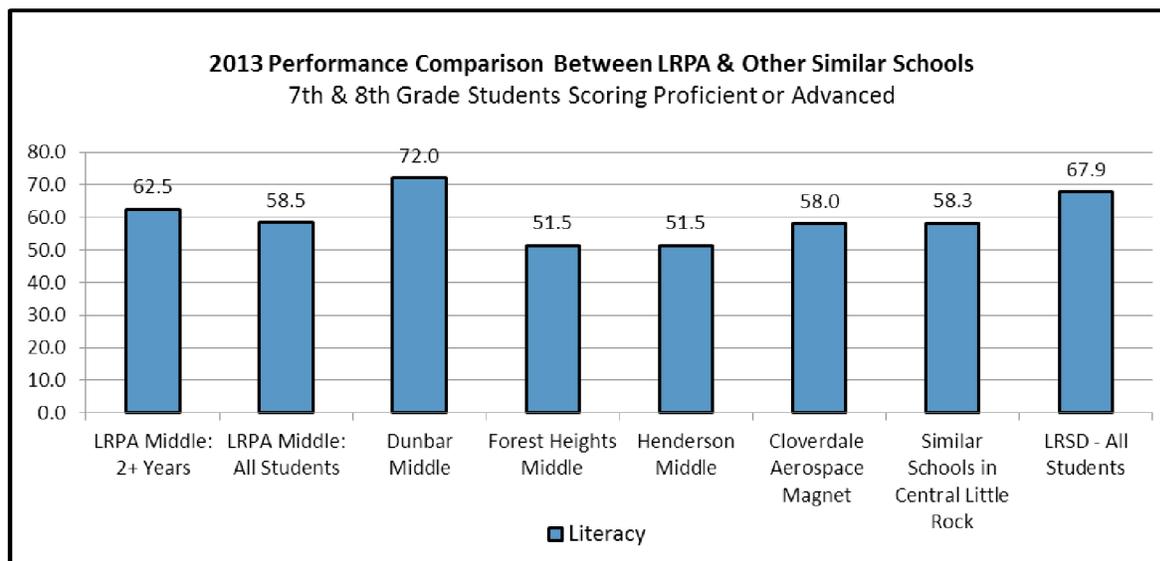
As the chart below illustrates, 75 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Literacy on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Literacy, more of LRPA's students scored at or above Proficient than three other middle schools with attendance zones in Central Little Rock. Only Dunbar outperformed LRPA in Literacy.



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Literacy Performance and Growth measures.

| LITERACY PERFORMANCE | 2012 Performance AMO | 2012 LRPA Performance | 2013 Performance AMO | 2013 LRPA Performance | 2014 Projected Performance AMO |
|-----------------------------------|----------------------|-----------------------|----------------------|-----------------------|--------------------------------|
| All students | 49.24 | 59.46 | 53.70 | 57.69 | 58.47 |
| Targeted Achvmt. Gap Group (TAGG) | 46.08 | 58.41 | 50.98 | 56.58 | 55.89 |
| African American | 48.91 | 59.18 | 53.98 | 59.30 | 58.20 |
| Hispanic | 100.00 | n<10 | 100.00 | 28.57 | 100.00 |
| Economically Disadvantaged | 49.29 | 58.93 | 53.90 | 57.72 | 58.51 |
| Students with Disabilities | 8.33 | n<10 | 16.67 | 8.33 | 25.00 |

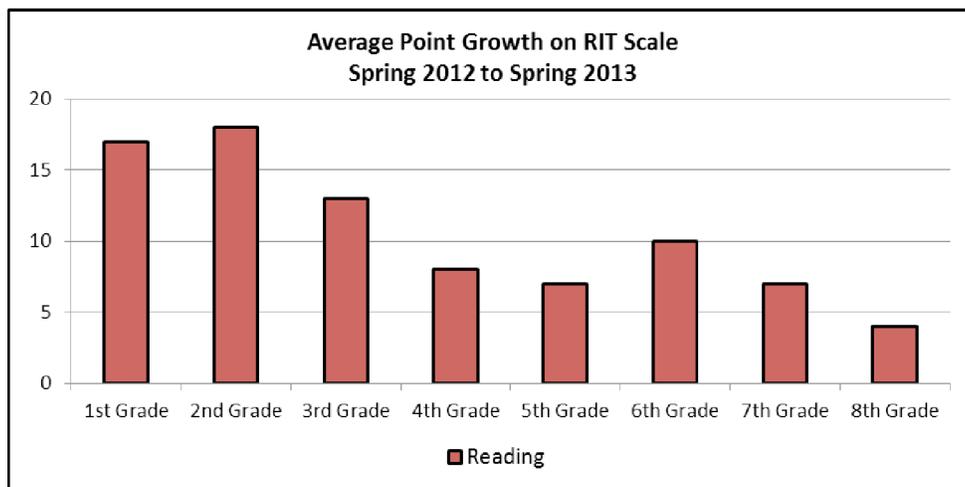
| LITERACY GROWTH | 2012 Growth AMO | 2012 LRPA Growth | 2013 Growth AMO | 2013 LRPA Growth | 2014 Projected Growth AMO |
|----------------------------|-----------------|------------------|-----------------|------------------|---------------------------|
| All students | 49.73 | 66.34 | 55.88 | 61.34 | 58.87 |
| TAGG | 45.75 | 68.42 | 50.68 | 59.18 | 55.62 |
| African American | 49.43 | 66.00 | 55.73 | 63.06 | 58.62 |
| Hispanic | 100.00 | n<10 | 100.00 | 40.00 | 100.00 |
| Economically Disadvantaged | 49.07 | 69.33 | 53.70 | 61.05 | 58.33 |
| Students with Disabilities | 8.33 | n<10 | 16.67 | 11.11 | 25.00 |

As these charts show, in Literacy, LRPA met the AMO requirements in the 2011-2012 and 2012-2013 years.

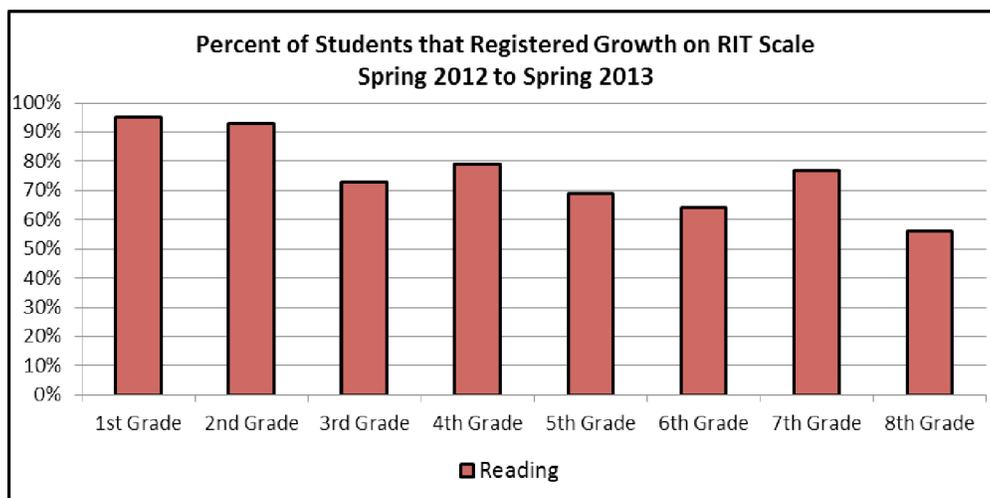
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy’s leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA’s progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP’s. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 4-5 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating the cross-section of students who made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that over 80 percent of students at LRPA registered gains from Spring 2012 to Spring 2013, and that the gains they made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year’s time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA’s students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

| Percent of Students Meeting Growth Projections in Reading (Approximately 50% is expected by NWEA) | | | |
|--|-----------|-----------|------------------------------|
| Cohort | 2011-2012 | 2012-2013 | Percent Increase or Decrease |
| Class of 2019 | 4.5% | 57.1% | 52.6% |
| Class of 2018 | 26.3% | 33.3% | 7.0% |
| Class of 2017 | 27.6% | 35.7% | 8.1% |
| Class of 2016 | 41.2% | 33.3% | -7.9% |
| Class of 2015 | 38.5% | 50.0% | 11.5% |
| Class of 2014 | 50.0% | 53.8% | 3.8% |
| Class of 2013* | 60.5% | 22.2% | -38.3% |

* The cohort composition changed greatly between 2011-2012 and 2012-2013.

Performance Goal 2: Students will demonstrate proficient or advanced literacy skills in Reading Comprehension.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination Reading Comprehension segment in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of “Reading Comprehension.”

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Reading score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of “Reading Comprehension.”

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in reading comprehension as defined by the No Child Left Behind legislation.

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

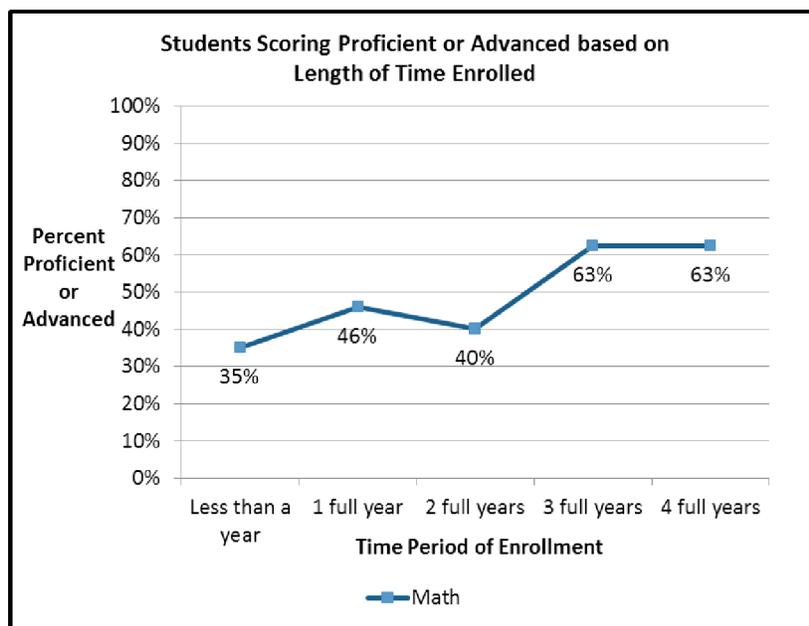
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Reading test will average 5 percentiles per year until the average percentile score reaches 75.

This goal is reported in the previous section, which summarizes LRPA’s performing in Reading.

Performance Goal 3: Students will demonstrate proficient or advanced skills in Mathematics.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination in Mathematics in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

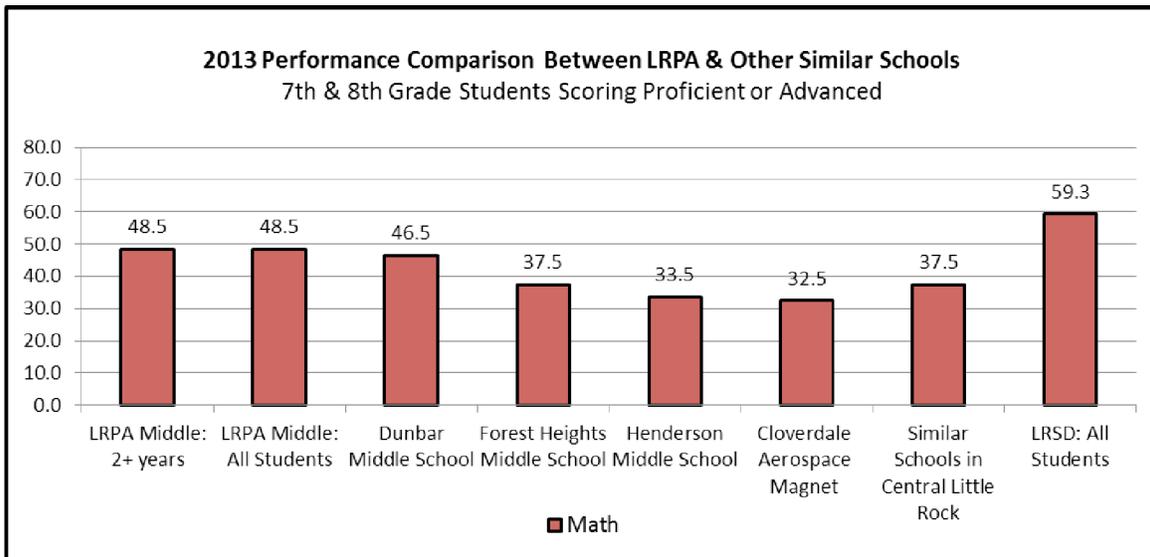
As the chart below illustrates, 63 percent or more of students who have been with LRPA for 3 full years – irrespective of grade level – are scoring Proficient or Advanced in Math on the ACTAAP. These students are in the middle school grades 6-8.



- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

We were not able to obtain comparable data for 7th and 8th grade students in the Little Rock School District as a whole, but were able to obtain comparable data for other middle schools with attendance zones in Central Little Rock.

As the bar graph below illustrates, in Mathematics, more of LRPA’s students scored at or above Proficient than all four other middle schools. In fact, 11 percent more students in 7th and 8th grade at LRPA scored at or above Proficient than among students in grades 7-8 at other Central Little Rock middle schools (48.5% vs. 37.5%).



- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics as defined by the No Child Left Behind legislation.

The State of Arkansas secured a waiver from the requirements of the *No Child Left Behind* legislation in the spring of the 2011-2012 academic year. Consequently, it is not possible to measure whether or not sub-groups of students made *Adequate Yearly Progress*.

Over the past 2 school years, the Arkansas Department of Education has been tracking student achievement against annual measurable objectives (AMO's). Below, the charts illustrate how different subgroups of students did on Mathematics Performance and Growth measures.

| MATH PERFORMANCE | 2012 Performance AMO | 2012 LRPA Performance | 2013 Performance AMO | 2013 LRPA Performance | 2014 Projected Performance AMO |
|----------------------------|----------------------|-----------------------|----------------------|-----------------------|--------------------------------|
| All students | 50.64 | 45.27 | 54.86 | 47.25 | 59.61 |
| TAGG | 49.68 | 41.59 | 54.25 | 48.03 | 58.83 |
| African American | 48.91 | 44.9 | 52.73 | 46.51 | 58.2 |
| Hispanic | 100.00 | n<10 | 100.00 | 85.71 | 100.00 |
| Economically Disadvantaged | 51.24 | 41.96 | 55.68 | 48.99 | 60.11 |
| Students with Disabilities | 19.79 | n<10 | 27.08 | 0.00 | 34.38 |

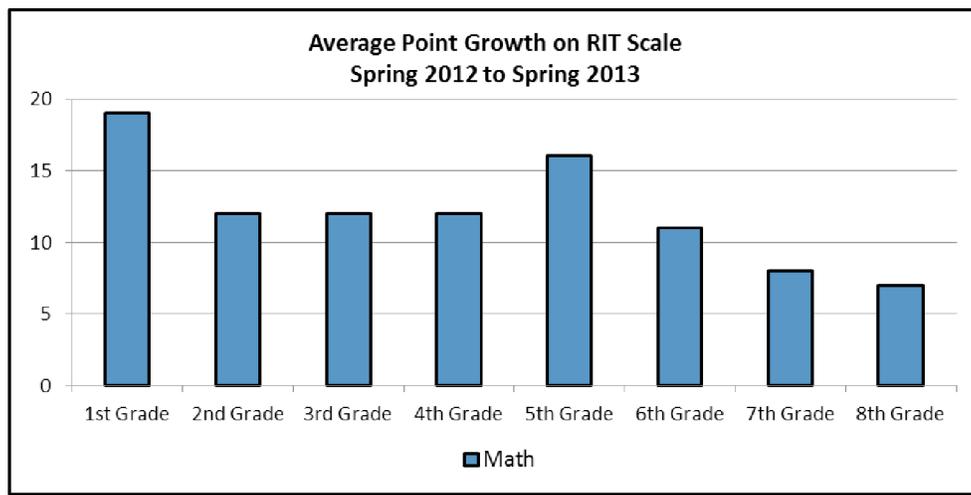
| MATH PERFORMANCE | 2012 Performance AMO | 2012 LRPA Performance | 2013 Performance AMO | 2013 LRPA Performance | 2014 Projected Performance AMO |
|----------------------------|----------------------|-----------------------|----------------------|-----------------------|--------------------------------|
| All students | 50.64 | 45.27 | 54.86 | 47.25 | 59.61 |
| TAGG | 49.68 | 41.59 | 54.25 | 48.03 | 58.83 |
| African American | 48.91 | 44.90 | 52.73 | 46.51 | 58.2 |
| Hispanic | 100.00 | n<10 | 100.00 | 85.71 | 100.00 |
| Economically Disadvantaged | 51.24 | 41.96 | 55.68 | 48.99 | 60.11 |
| Students with Disabilities | 19.79 | n<10 | 27.08 | 0.00 | 34.38 |

As these charts show, in Mathematics, LRPA has not met the AMO requirements in the 2011-2012 and 2012-2013 years. However, between Spring 2012 and Spring 2013, LRPA' students did register gains in every category of Math Performance and Growth. Unfortunately, these gains were not sufficient to meet the AMO's.

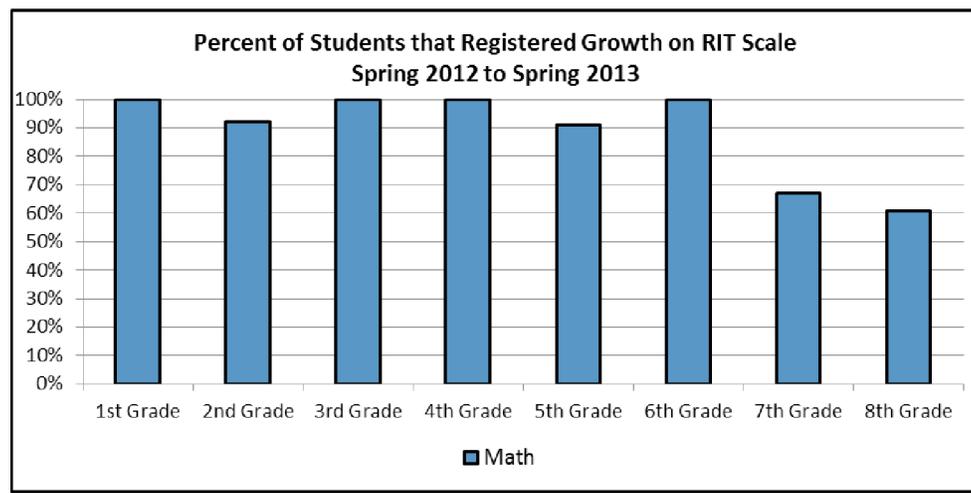
- **Measure:** In a cohort analysis of longitudinal growth, the average annual increase of percentiles among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentile per year until the average percentile score reaches 75.

In May 2011, Little Rock Preparatory Academy’s leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in the 2011-2012 year. The Terra Nova and NWEA MAP are not comparable so it is not possible to measure LRPA’s progress against this Measure.

However, LRPA has included analysis that is designed to show the gains that students are making on the NWEA MAP’s. Below, the graph shows the gains that students in each grade level made between Spring 2012 and Spring 2013. We believe that the gains are lowest in grades 2-4 and grades 7-8 in part because there was significant flux during the one-year time period. For example, LRPA relocated its middle school grades 5-8 to a new campus in June 2012, and with the space that was freed up by the relocation, added another 4th grade classroom for the 2012-2013 year.



Although the table above does a good job showing the average gain, it does not do a good job illustrating how many students made gains. Below, the chart shows the percent of students that made gains in each grade level between Spring 2012 and Spring 2013.



When taken together, the two bar graphs above show that most students made gains from Spring 2012 to Spring 2013, and that the gains that made were significant.

Using its vast data repository, NWEA is able to project the average gains that students are likely to make in one year’s time. When we contacted our representative at NWEA, we learned that the expectation is that approximately 50 percent of students will make the expected gain each year with a range above and below that general estimate.

Below, the chart shows the percent of LRPA’s students that made the expected growth between Fall and Spring test administrations in the 2011-2012 year and the 2012-2013 year. As this chart shows, more students met their growth targets in the 2012-2013 year than in the 2011-2012 year, which was the first year that LRPA administered the NWEA MAP.

| Percent of Students Meeting Growth Projections in Math (Approximately 50% is expected by NWEA) | | | |
|---|-----------|-----------|------------------------------|
| Cohort | 2011-2012 | 2012-2013 | Percent Increase or Decrease |
| Class of 2019 | 9.1% | 16.7% | 7.6% |
| Class of 2018 | 5.3% | 40.0% | 34.7% |
| Class of 2017 | 41.4% | 57.1% | 15.7% |
| Class of 2016 | 47.1% | 70.0% | 22.9% |
| Class of 2015 | 53.8% | 83.3% | 29.5% |
| Class of 2014 | 61.8% | 58.3% | -3.5% |
| Class of 2013* | 69.4% | 38.9% | -30.5% |

* The cohort composition changed greatly between 2011-2012 and 2012-2013.

Performance Goal 4: Students will demonstrate proficient or advanced skills in Mathematics Reasoning.

- **Measure:** 75% of Little Rock Prep students who have attended the school for two or more years will score in the Proficient or Advanced category on the Augmented Benchmark Examination for Mathematics Reasoning in grade 8, 65% of students in grade 7, and 50% of students in grade 6.

The ACTAAP no longer includes a separate test of “Mathematics Reasoning.”

- **Measure:** The percentage of Little Rock Prep students who have attended the school for two or more years who attain an Augmented Benchmark Exam Mathematics Reasoning score of Proficient or Advanced in the 7th and 8th grade will exceed the average percentage for the Little Rock School District by at least 15%.

The ACTAAP no longer includes a separate test of “Mathematics Reasoning.”

- **Measure:** Each sub-group of students will make Adequate Yearly Progress in mathematics reasoning as defined by the No Child Left Behind legislation.

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure: In a cohort analysis of longitudinal growth, the average annual increase of percentile among Little Rock Prep students on the Terra Nova Mathematics test will average 5 percentiles per year until the average percentile score reaches 75.**

This goal is reported in the previous section, which addresses LRPA's performance in Mathematics.

Performance Goal 5: Students will demonstrate proficient or advanced skills in Science.

- **Measure: Each cohort of Little Rock Preparatory Academy students will make Adequate Yearly Progress in Science as defined by the No Child Left Behind legislation.**

Under a waiver from the Elementary & Secondary Education Act, the Arkansas Department of Education no longer considers Adequate Yearly Progress measures among sub-groups of students.

- **Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova every year until 100% of students have demonstrated proficient or advanced.**

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

Performance Goal 6: Students will demonstrate proficient or advanced skills in Social Studies.

- **Measure: Each cohort of Little Rock Preparatory Academy students will made Adequate Yearly Progress in Social Studies as defined by the No Child Left Behind legislation.**

Under a waiver from the *Elementary & Secondary Education Act*, the Arkansas Department of Education no longer *considers Adequate Yearly Progress* measures among sub-groups of students.

- **Measure: Longitudinal growth will be measured by 5 percentiles of annual growth of Little Rock Prep students on the Terra Nova.**

In May 2011, Little Rock Preparatory Academy's leadership informed the Arkansas State Board of Education that we would be discontinuing use of the Terra Nova exams in favor of using the NWEA Measures of Academic Progress (MAP). After informing the State Board of Education, we began administering the MAP in Reading and Mathematics for the 2011-2012 year.

Part B: New Performance Goals

Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.

List other student academic performance goals for the period of time requested for renewal. For each goal, include the following:

- The tool to be used to measure the academic performance:

- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Please Note: In writing this section, the applicant sought to follow four primary guidelines: (a) keep the objectives simple and specific to valid-and-reliable state and national assessments; (b) state the objectives clearly and explicitly; (c) design the objectives in such a way that they are most likely to be valid over the requested 5-year charter term; and (d) focus on growth in achievement over time as demonstrated across all grades and the key transitional grades of 3, 6 and 8.

Little Rock Preparatory Academy will meet the following performance objectives:

Overall Goals

- On average over the 5-year period of the charter, the percent of all students at LRPA who qualify for the Federal Free and Reduced Lunch Program will be equal to or greater than the percent of all students in the Little Rock School District as a whole.
- As a public school, LRPA will strive to perform against the goals that are set for it by the Arkansas Department of Education, whether those are annual measurable objectives (AMO's) or an alternative goal-setting system.
- Because LRPA serves a largely low-income population, we will continue to focus on enabling students to make strong value-added achievement gains over time understanding that newly enrolling students will typically come in at low performance levels.
- As a college-preparatory Academy, LRPA will strive to demonstrate that graduating 8th grade students, particularly those who have been with the Academy since 5th grade, are achieving at levels consistent with other college-bound students.

With these Overall Goals in mind, LRPA has set the following specific performance goals for the 5-year period from the start of the 2014-2015 year to the end of the 2019-2020 year.

Student Achievement Relative to Similar Schools

- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics among other elementary and middle schools with attendance zones in Central Little Rock.*
- On average over the 5-year period of the charter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects among other elementary and middle schools with attendance zones in Central Little Rock.*

**Please Note: If the attendance zones change, the comparison will be done between LRPA and a sampling of other public elementary and middle schools with a similar percent of students who qualify for the Federal Free & reduced Lunch Program and are African American and/or Hispanic.*

Student Achievement Relative to the Little Rock School District

- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Literacy/Reading will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Literacy/Reading in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in Mathematics in the Little Rock School District.
- By 2016 and thereafter, the percent of all students at LRPA who score Proficient or Advanced taking the state tests in other tested subjects than Literacy/Reading or Mathematics will be equal to or greater than the percent of all students who score Proficient or Advanced taking the state tests in same subjects in the Little Rock School District.

Student Growth across Grades 1-8

- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Reading on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.
- On average over the 5-year period of the charter, a higher percentage of students will meet their growth goals in Mathematics on the NWEA Measures of Academic Progress (MAP) from one academic year to the next one. This goal will examine the percent of students who meet their growth goals by cohort versus by grade level.

End of Third Grade

- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading on the 3rd grade state test than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 3.
- On average over the 5-year period of the charter, a higher percentage of students who have been enrolled at LRPA for at least 2 years will achieve at or above Proficient in Mathematics on the 3rd grade state test than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 3.

End of Sixth Grade

- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the Little Rock School District in grade 6.
- On average over the 5-year period of the charter, at least 7 percent more students in successive classes of 6th grade who have been with LRPA for at least 2 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the Little Rock School District in grade 6.

End of Eighth Grade

- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Literacy/Reading than the percent of students who achieve at or above Proficient in Literacy/Reading in the State of Arkansas in grade 8.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, more students in successive classes of 8th grade who have been with LRPA for at least 4 years will achieve at or above Proficient in Mathematics than the percent of students who achieve at or above Proficient in Mathematics in the State of Arkansas in grade 8.
- On average over the 5-year period of the charter, at least 85 percent of successive classes of graduating 8th grade students will enroll in LRPA board-of-trustees approved college-preparatory high school programs.
- Starting in the 2017-2018 year, on average over the 3-year remaining period of the charter, 8th grade students who have been enrolled at least 4 years will achieve equal to or better than an average score indicative of pre-AP and/or AP course preparedness on the Spring Explore Exam.

This section assumes that the State of Arkansas will continue to transition from the Arkansas Learning Standards to the Common Core Standards and from the ACTAAP to the PARCC exams.

Section 6 – Finance

Review the charter’s most recent annual financial audit report. For each finding, address the following:

- If the finding had been noted in any prior year audits;
- The corrective actions taken to rectify the issue; and
- The date by which the issue was or will be corrected.

Below are the findings from the 2011-201 2 audit report, as reported by the Legislative Joint Auditing Committee on May 9, 2013:

Finding 1: (NOTED AS A REPEAT FINDING)
Controls are not in place to require approval of transactions prior to disbursement. As a result of disbursement testing, it was noted that some disbursements did not have approval other than the signature on the actual check. The lack of a requirement for approval does not allow the School to acknowledge that the expenditures are allowable under grant/funding requirements and that they are for valid expenditures.

Finding 1: LRPA has implemented a procurement policy. In March of 2013, an additional position was added of Chief Administrative Officer and the disbursement policies were adjusted to provide for separation of duties. The policies implemented will eliminate a repeat finding in the area of disbursements. The policies were implemented and should result in no repeat findings for the 2012-13 audit. The procedure is as follows:

1. Purchase Request must be submitted to the Finance Director who will:
 - a. Determine if the expenditure is budgeted
 - b. Determine if the source document is properly coded
 - c. Determine if funds are currently available for expenditures (i.e. cash flow)
 - d. Determine if the expenditure is reasonable, necessary, and allowable under the appropriate revenue source.

- e. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations.
 - f. Determine if goods and services are sufficiently described on purchase request.
 - g. Determine if the price is competitive and prudent.
2. Once the Finance Director has made the determination that the expense is an approved expense, s/he will complete a Purchase Order and submit it to the Chief Administrative Officer for approval.

Finding 2: Contracts for making of major repairs or alterations, for the erection of buildings or other structures or improvements that exceed \$20,000, shall be procured by soliciting bids in accordance with Arkansas Code Annotated 22-9-203. The School was unable to provide documentation that bids were solicited for the construction contract to renovate the School’s building. The School has not implemented a policy to solicit bids for purchases over \$20,000 and to maintain documentation of the solicited bids.

Finding 2: LRPA hired a new Finance Director in 2013 and has a Chief Administrative Officer who works with them through the management agreement. Both the Finance Director and Chief Administrative Officer have attended Tier I training and understand the laws governing bidding for services greater than a certain dollar amount. The following is a part of the LRPA financial policies and is being followed in all LRPA’s financial dealings. As a result, Finding 2 should not be a repeat finding in future audits.

“The school will request bids or quotations verbally on transactions not expected to exceed \$3,500, and in writing for transactions between \$3,500 and \$10,000. Items greater than \$10,000 will require formal bid requests and evaluation. Note: (1) Arkansas law requires informal bids (documented) for all goods and services equal to or greater than \$10,000 and formal bids (documented) for all goods and services greater than \$20,000, (2) construction contracts require additional bid procedures.”

Section 7 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

| | |
|------------------|---|
| 6-10-106 | School year dates |
| 6-13-601 et seq. | District Boards of Directors Generally |
| 6-14-101 et seq. | School Elections |
| 6-15-1004 | Qualified teachers in every public school classroom |
| 6-16-124 | Arkansas history |
| 6-17-111 | Duty-free lunch periods |
| 6-17-201 et seq. | Requirements—Written personnel policies—Teacher salary schedule |
| 6-17-203 | Committees on personnel policies—Members |
| 6-17-301 | Employment of certified personnel |
| 6-17-302 | Principals—Responsibilities |
| 6-17-309 | Certification to teach grade or subject matter—Exceptions—Waivers |
| 6-17-401 | Teacher licensure requirement |
| 6-17-418 | Teacher licensure—Arkansas history requirement |
| 6-17-902 | Definition (definition of a teacher as licensed) |

| | |
|-------------------|---|
| 6-17-919 | Warrants void without valid certification and contract (the only requirement which would be waived is the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher) |
| 6-17-1501 et seq. | Teacher Fair Dismissal Act |
| 6-17-1701 et seq. | Public School Employee Fair Hearing Act |
| 6-17-2301 et seq. | Classified School Employee Personnel Policy Law |

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

| | |
|----------|---|
| 9.03.3.4 | Grades 5-8 Social Studies |
| 10.02 | Class Size and Teaching Load (maximum of 34 students per class) |
| 10.03 | Instructional Materials |
| 15.01 | School District Superintendent |
| 15.02 | Principals |
| 15.03.1 | Requiring all administrative, teaching, and other personnel shall hold a current, valid Arkansas license |
| 15.03.2 | Requiring all administrative, teaching, and other personnel shall meet appropriate state licensure and renewal requirements for the position to which they are assigned |
| 16.01.3 | Requiring a certified counselor at each school at a ratio of 1 to 450 |
| 16.02.3 | Requiring a licensed library media specialist |
| 16.02.4 | Establishing minimum requirements for the school's media collection |
| 16.03.1 | School Nurse |
| 18.02 | Requiring the school district to provide educational opportunities for students identified as gifted and talented appropriate to their ability |

Waivers from Other Rules:

- Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- Administrator licensure
- Teacher licensure
- ADE Rules for Gifted and Talented Program Approval Standards
- Certified staff salary schedule

Part A: New Waiver Requests

List each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation, that the charter would like the approved authorizer to waive. Provide the rationale for each new waiver request.

If no new waivers are requested, state this.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-16-102 (length of school day) because LRPA's education model requires an extended day. LRPA's focus is on children from underserved communities who often do not have the same educational enrichment activities outside of school as children from more affluent communities. Therefore, LRPA builds many of these enrichment activities into its curriculum, necessitating an extended school day.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-114 (concerning daily planning period) because the LRPA education model requires the flexibility to adapt teacher schedules to

its unique curriculum and practices regarding curriculum planning and teacher support. LRPA places great emphasis on planning and monitoring teacher and student performance, offers an innovative staggered teacher schedule in grades K-4, and ensures that teachers have the support they need to plan effectively.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-117 (concerning non-instructional duties) because the LRPA education model requires flexibility to assign duties to maximize use of teacher and administrator time.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-17-2201 (Classified School Employee Minimum Salary Act) because the LRPA education model requires the flexibility to hire and retain the most highly qualified teachers available. In addition, LRPA teachers (as well as administrators) are expected to be highly responsive to the needs of students and their families.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-42-101 et seq. (gifted and talented children) and Sections 18.01 – 18.03 of the ADE Rules Governing the Standards for Accreditation of Arkansas Public Schools and School Districts (concerning gifted and talented programs) because, under LRPA’s education model, each child is taught at his or her own level using performing grouping and differentiated-instructional techniques. Accordingly, each child is given the opportunity to develop his or her own gifts and talents and the Academy will not designate certain children as “gifted and talented”, thus excluding others from enriched programs.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-18-1001 et seq. (concerning guidance and counseling services) because the LRPA model includes a dedicated site-management team and a full array of support services that have proven effective in supporting students and families. The Academy is a college preparatory school, and as such, offers each student guidance counseling and related services.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing Educator Licensure 317-1 to 317-40. LRPA already has a waiver from Ark. Code Ann. §6-17-301 and Ark. Code Ann. §6-15-104 (concerning teacher certification and qualifications). This request seeks to fully effectuate the flexibility in licensure and certification that are granted under the existing waivers.

Little Rock Preparatory Academy requests a waiver from Ark. Code Ann. §6-13-109 et seq. and Ark. Code Ann. §6-17-427 et seq. (concerning superintendent licensure and mentoring) because the LRPA model requires the flexibility to hire and retain a superintendent with unique qualifications and experience relative to district superintendents. The Superintendent has completed all necessary training requirements in the State of Arkansas. Additionally, Little Rock Preparatory Academy requests a waiver from ADE Rules Governing the School Superintendent Mentoring Program 310-1 to 310-4 and Standards for Accreditation 15.01 so that it can fully effectuate the flexibility granted under these waivers.

Little Rock Preparatory Academy requests a waiver from ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites 318-1 to 318-5. LRPA already has a waiver from Ark. Code Ann. §6-17-201 et seq. (concerning written personnel policies and teacher salary schedule). This request seeks to fully effectuate the flexibility in setting salaries that is granted under the existing waivers.

Part B: Waivers to Be Rescinded

List each waiver granted by the State Board that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

If the charter wishes to maintain all currently approved waivers, state this.

Little Rock Preparatory Academy wishes to maintain all current approved waivers.

Section 8 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A **budget** to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus**. The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

If no charter amendments are requested, state this.

Please Note: Little Rock Preparatory Academy is requesting one amendment to its charter at this time.

Requested Change in Enrollment Cap

Little Rock Preparatory Academy is requesting that its enrollment cap be lifted from 432 students in grades K-8 to 540 students in grades K-8. The rationale for this request is that, unless the enrollment cap is increased to the requested level, LRPA cannot:

1. Provide students in all grades with the programs and facilities that they need;
2. Financially support strong site-management teams at each of its campuses on an ongoing basis;
3. Serve the same size classes of students from grades K-8; and
4. Expand to an efficient, sustainable operating size.

Below, the chart provides an approximation of LRPA’s target enrollment under the current cap of 432 students in grades K-8. As this chart shows, under the current cap, LRPA cannot admit successive classes of students in Kindergarten and then serve them all the way through 8th grade. In fact, the current enrollment cap could force LRPA into the position of discouraging a substantial portion of its middle school students from staying with the Academy as the move through grades 5-8.

| Current Enrollment Cap | | | |
|-------------------------------|--------------------|--------------------|------------------------|
| Grade Level | Classroom 1 | Classroom 2 | Per Grade Level |
| Kindergarten | 24 | 24 | 48 |
| 1 st Grade | 30 | 30 | 60 |
| 2 nd Grade | 30 | 30 | 60 |
| 3 rd Grade | 30 | 30 | 60 |
| 4 th Grade | 30 | 30 | 60 |
| 5 th Grade | 24 | 24 | 48 |
| 6 th Grade | 24 | 24 | 48 |
| 7 th Grade | 24 | 0 | 24 |
| 8 th Grade | 24 | 0 | 24 |
| Grades K-8 | 240 | 192 | 432 |

There are other shortcomings associated with the current enrollment cap. To ensure that it is providing students and families with the quality of services that they deserve, LRPA has assembled a strong site-management team to lead its academic programs at each campus. This team includes a dedicated Principal, Director of Curriculum and Instruction, Dean of Students, Office Manager and Special Education Teacher at each site. A minimum level of public operating revenues is necessary to sustain this site-management team at each LRPA campus, which is a major advantage for students and families.

LRPA’s current middle school serves approximately 130 students in grades 5-8. There is no way that such a limited enrollment and revenue base can support a highly qualified site-management team on an ongoing basis. Unless LRPA can expand the middle school to 240 students in grades 5-8, we are at risk of having to make staffing trade-offs that will hurt the quality of our academic programs. We are also put into a position where we cannot afford the kinds of facilities amenities and extracurricular programs that middle school students need because we lack the financial resources.

At the requested enrollment of 540 students in grades K-8, LRPA can serve the same number of students at each grade level across the continuum from kindergarten through eighth grade. The proposed increase would allow for LRPA to expand its total enrollment by 25 percent. The increase represents less than 0.45 percent of the total students enrolled in public schools in Little Rock and 2.5 percent of the total students enrolled in Central Little Rock’s neighborhood public schools.

| Proposed Enrollment Cap | | | |
|--------------------------------|--------------------|--------------------|------------------------|
| Grade Level | Classroom 1 | Classroom 2 | Per Grade Level |
| Kindergarten | 30 | 30 | 60 |
| 1 st Grade | 30 | 30 | 60 |
| 2 nd Grade | 30 | 30 | 60 |
| 3 rd Grade | 30 | 30 | 60 |
| 4 th Grade | 30 | 30 | 60 |
| 5 th Grade | 30 | 30 | 60 |
| 6 th Grade | 30 | 30 | 60 |
| 7 th Grade | 30 | 30 | 60 |
| 8 th Grade | 30 | 30 | 60 |
| Grades K-8 | 270 | 270 | 540 |

If its request were to be approved, LRPA plans to simply fill in the extra slots in the middle school as students are promoted upward from 4th grade to 5th grade to 6th grade and so on. A budget projection is attached with a scenario that illustrates how the proposed enrollment increase would unfold over the next three years.

**PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL RENEWAL**

The signature of the charter leader of the public charter school certifies that the following statements are true and will continue to be addressed through policies adopted by the public charter school; and, staff of the public school shall abide by them:

1. I have approval and authority to submit this application on behalf of the sponsoring entity.
2. The information submitted in this application is true to the best of my knowledge and belief.
3. The open-enrollment public charter school is open to all students, on a space-available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district if approved by the authorizer to do so.
4. In accordance with federal and state laws, the public charter school hiring and retention policies of administrators, teachers, and other employees do not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The public charter school operates in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school does not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school does not impose taxes or charge students tuition or fees that are not be allowable charges in traditional public school districts.
8. The open-enrollment public charter school is not religious in its operations or programmatic offerings.
9. The open-enrollment public charter school ensures that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program are covered under those systems to the same extent any other qualified employee of a traditional school district is covered.
10. The open-enrollment public charter school complies with all health and safety laws, rules and regulations of the federal, state, county, region, or community that apply to the facilities and school property.
11. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
12. The open-enrollment public 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.
13. Open-enrollment charter board members and other leaders understand that certain provisions of state law shall not be waived. The public 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 Annotated § 6-23-101 et seq. as determined by the Commissioner 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;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

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

14. The facilities of the open-enrollment public charter school comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
15. Should the open-enrollment public charter school voluntarily or involuntarily close, it is understood that that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of Charter Leader

Benjamin S. Lindquist
Executive Director

Printed Name/Position

January 16, 2014

Date

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|----------------|----------------|----------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| Students | | | | |
| Kindergarten | 47 | 56 | 60 | 60 |
| 1st Grade | 74 | 60 | 60 | 60 |
| 2nd Grade | 47 | 60 | 60 | 60 |
| 3rd Grade | 53 | 60 | 60 | 60 |
| 4th Grade | 62 | 60 | 60 | 60 |
| 5th Grade | 44 | 60 | 60 | 60 |
| 6th Grade | 44 | 60 | 60 | 60 |
| 7th Grade | 30 | 44 | 58 | 56 |
| 8th Grade | 14 | 25 | 42 | 54 |
| Total Students | 415 | 485 | 520 | 530 |
| Staffing | | | | |
| Student-to-Teacher Ratio | 13.8 | 14.3 | 14.9 | 14.7 |
| Number of FTEs | 40.0 | 44.0 | 45.0 | 46.0 |
| Part Time Employees | 4.0 | 5.0 | 5.0 | 5.0 |
| Number of teachers | 30.0 | 34.0 | 35.0 | 36.0 |
| Average teacher salary/benefits | 39,769 | 40,821 | 41,790 | 42,768 |
| REVENUES | | | | |
| Opening Balance | | | | |
| Year-end surplus from 2012-2013 | 10,996 | | | |
| State Revenues | | | | |
| Foundation Funding - Per Pupil | 6,393 | 6,393 | 6,393 | 6,393 |
| Foundation Funding - Total Funding | 2,653,095 | 3,100,605 | 3,324,360 | 3,388,290 |
| NSLA per Pupil | 1,033 | 1,033 | 1,033 | 1,033 |
| NSLA Funds | 416,599 | 501,005 | 537,160 | 547,490 |
| Professional Development | 16,720 | 21,340 | 22,880 | 23,320 |
| Federal Revenues | | | | |
| Child Nutrition-Reimbursements | 234,447 | 273,992 | 293,765 | 299,414 |
| Food Sales | 16,000 | 18,699 | 20,048 | 20,434 |
| Medicaid Reimbursements | 15,000 | 17,530 | 18,795 | 19,157 |
| Title I Estimated Funds | 154,707 | 180,802 | 193,850 | 197,578 |
| Title II-A Professional Development | 5,565 | 6,504 | 6,973 | 7,107 |

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|------------------|------------------|------------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| Title VI-B Special Education | 69,662 | 81,412 | 87,287 | 88,966 |
| Other Revenues | | | | |
| Private Grants/Donations | 90,000 | 90,000 | 90,000 | 90,000 |
| Primary School Relocation Loan | 250,000 | | | |
| Erate Reimbursements | 40,000 | 40,000 | 40,000 | 40,000 |
| Miscellaneous | 21,118 | 24,680 | 26,461 | 26,970 |
| Total Revenues | 3,982,913 | 4,356,569 | 4,661,579 | 4,748,725 |

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|------------------|------------------|------------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| EXPENDITURES | | | | |
| Salaries | | | | |
| Administrative Support Team | 378,596 | 376,964 | 391,370 | 406,364 |
| Teachers | 975,581 | 1,133,583 | 1,193,890 | 1,256,007 |
| Benefits for Salaried Employees | 500,184 | 530,544 | 551,667 | 573,344 |
| Performance Pay | 120,000 | 132,000 | 135,000 | 138,000 |
| Hourly Workers | 45,600 | 46,968 | 48,377 | 49,828 |
| Total Salaries | 2,019,961 | 2,220,059 | 2,320,305 | 2,423,544 |
| <i>As Percent of Total Revenue</i> | 51% | 51% | 50% | 51% |
| Instruction | | | | |
| Principal Incentives Program | 5,000 | 5,843 | 6,265 | 6,386 |
| Instructional Materials | 50,000 | 59,170 | 63,440 | 64,660 |
| Classroom Supplies | 2,600 | 3,400 | 3,500 | 3,600 |
| Library | 3,000 | | | |
| Substitute Teachers | 30,000 | 34,000 | 35,000 | 36,000 |
| Student Assessment | 6,225 | 7,275 | 7,800 | 7,950 |
| Field Trips | 4,150 | 14,550 | 15,600 | 15,900 |
| Electives (Arts & Athletics) | 10,375 | 12,125 | 13,000 | 13,250 |
| Total Instruction | 111,350 | 136,363 | 144,605 | 147,746 |
| <i>As Percent of Total Revenue</i> | 3% | 3% | 3% | 3% |

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|----------------|------------------|------------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| Service & Supplies | | | | |
| School Support Services | | | | |
| Academic leadership positions | 186,808 | | | |
| Management of finance & compliance | 80,061 | | | |
| Academic tools, systems & supports | 64,049 | | | |
| Human resources administration | 58,711 | | | |
| Facilities & growth management | 42,699 | | | |
| Advancement, Marketing | 42,699 | | | |
| Performance management | 37,362 | | | |
| Legal counsel | 21,350 | | | |
| Subtotal Exalt Staffing & Services | 533,739 | 612,637 | 656,848 | 669,480 |
| Student Uniforms | 15,000 | 24,250 | 26,000 | 26,500 |
| Parent Outreach and Programing | 2,000 | 5,000 | 5,000 | 5,000 |
| Office Supplies | 21,600 | 24,480 | 25,200 | 25,920 |
| Printing Copying Services | 32,003 | 40,000 | 40,000 | 40,000 |
| Postage & Shipping | 2,075 | 2,910 | 3,120 | 3,180 |
| Private Audits & 990 Reports | 12,500 | 14,000 | 14,000 | 14,000 |
| Legal Consulting Fees | 2,500 | 5,000 | 5,000 | 5,000 |
| Staff Professional Development | 6,000 | 13,200 | 13,200 | 13,200 |
| Special Education Services | 69,662 | 81,412 | 87,287 | 88,966 |
| Health Supplies | 3,000 | 3,506 | 3,216 | 3,058 |
| APSRC | 5,000 | 5,000 | 5,000 | 5,000 |
| Transportation | 74,475 | 121,250 | 130,000 | 132,500 |
| Fines & Fees | 3,000 | 5,000 | 5,000 | 5,000 |
| Miscellaneous | 6,000 | 20,000 | 20,000 | 20,000 |
| Total Services and Supplies | 788,554 | 977,645 | 1,038,872 | 1,056,803 |
| <i>As Percent of Total Revenue</i> | 20% | 22% | 22% | 22% |

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|----------------|----------------|----------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| Facility | | | | |
| Buildings & Grounds | | | | |
| Maintenance | | | | |
| Playground | 1,500 | 1,500 | | |
| Facility Design & Project Management | 15,000 | 15,000 | | |
| Relocation of School Contents | 14,000 | 14,000 | | |
| Classroom Furniture | 12,000 | 12,000 | 3,000 | 3,000 |
| Student Recruitment | 6,000 | 6,000 | 6,000 | 6,000 |
| Technology Setup & Support | 47,395 | 23,000 | 23,000 | 23,000 |
| Liability/Property/Content Insurances | 10,000 | 15,000 | 15,000 | 15,000 |
| Loan Repayment | 100,000 | 108,611 | 108,611 | 108,611 |
| New Campus Construction/Buildout | 236,601 | 50,000 | | |
| Student Technology | 10,000 | 12,125 | 13,000 | 13,250 |
| Classroom Technology | 3,600 | 3,600 | 3,600 | 3,600 |
| Teacher Technology | 4,000 | 4,000 | 4,000 | 4,000 |
| Facility Lease Fee (Middle School) | 70,000 | 81,807 | 87,711 | 89,398 |
| Facility Lease Fee (Primary School) | 138,721 | 138,721 | 138,721 | 138,721 |
| Construction Loan Interest Expense | 12,848 | | | |
| Phone/Internet service | 6,187 | 6,187 | 6,187 | 6,187 |
| Food Service | 276,083 | 322,651 | 345,935 | 352,588 |
| Pest Control | 1,920 | 2,400 | 2,400 | 2,400 |
| Janitorial Contract/Supplies | 47,600 | 53,000 | 53,000 | 53,000 |
| Security | 8,400 | 8,400 | 8,400 | 8,400 |
| Water & sewer | 7,128 | 8,747 | 9,847 | 10,538 |
| Utilities (Electricity) | 20,578 | 25,251 | 28,427 | 30,423 |
| Total Facility | 1,049,561 | 881,500 | 856,839 | 868,115 |
| <i>As Percent of Total Revenue</i> | 26% | 20% | 18% | 18% |
| Contingency Reserve | | | | |
| <i>As Percent of Total Revenue</i> | 5.0% | 5.0% | 5.0% | 5.0% |
| Previous Year Balance | 105,850 | 119,488 | 217,828 | 233,079 |
| Current Year Setaside | 13,638 | 98,340 | 15,251 | 4,357 |
| Contingency Reserve | 119,488 | 217,828 | 233,079 | 237,436 |

| Little Rock Preparatory Academy: Draft 3-Year Budget Projection as Member of Exalt Education Network | | | | |
|---|---------------------|----------------|----------------|----------------|
| | Current Year | YEAR 1 | YEAR 2 | YEAR 3 |
| ASSUMPTIONS | 2013-2014 | 2014-15 | 2015-16 | 2016-17 |
| <i>Total Expenditures</i> | 3,983,064 | 4,313,908 | 4,375,872 | 4,500,565 |
| <i>Current Year's Surplus (Deficit)</i> | 10,848 | 42,661 | 285,708 | 248,160 |



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| NOTES |
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| Based on Yr 1 actual. |
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| |



| NOTES |
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| |
| Includes all teacher positions. |
| Based on Yr 1 actual. |
| Budgeted at \$3,000/employee/year. |
| Receptionists, food service, bus monitor, nurse |
| |
| |
| |
| For campus supplies and materials, teacher professional development. |
| \$122 per student |
| \$100/teacher |
| |
| Based on actual year expenditures 2012/13 |
| \$15/student |
| |
| \$25 per student |
| |
| |



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| |
| NOTES |
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| |
| Surplus (Deficit) |
| |

**Little Rock Preparatory Academy
Board Meeting Minutes
January 9, 2014**

A special called meeting of the Board of Trustees (the “Board”) of the Little Rock Preparatory Academy (the “Academy”) was held on January 9th at 6:00 pm at the Middle School Campus at 4520 S. University Ave., Little Rock, Arkansas 72204.

Call to Order: The meeting was called to order by Charles Stewart at 6:15 pm.

Roll Call: The following members of the board were present: Sharon Blackwood, Jan Zelnick, Nathaniel Noble, Charles Stewart and Darrell Brown. Dr. Angela Webster-Smith joined the meeting at 6:45 pm. A board quorum was established. Darryle Hinton, Jennifer McMahan, Ben Lindquist, Sonja Taylor-Larkowski, and Sylvia Wynn were present.

Active Agenda: Stewart moved to adopt the proposed agenda, which was approved unanimously.

Citizen Comments: None

Governance: On behalf of the governance committee, Brown reported to the board that Dr. Rachida Parks met with Stewart, Zelnick and himself in December. Prior to the meeting, Dr. Parks was given a tour of the primary school. In the board packet is a copy of her resume and short biography. Dr. Parks expressed her interest in joining the LRPA board of trustees, should the invitation be extended. The governance committee is recommending Dr. Parks for election as a new board member for LRPA Board of Trustees. The election of Dr. Parks was approved unanimously by the board.

On behalf of the governance committee, Brown presented a slate of candidates for election of new officers for LRPA Board of Trustees. The slate consists of Dr. Angela Webster-Smith for Board Chair, Nathaniel Noble for Vice Chair, and Sharon Blackwood for Secretary in accordance with the bylaws. The slate of officers as presented was approved unanimously by the board. A resolution for the appointment of officers was presented and signed by each board member.

Compliance: Lindquist informed the board that included in the packet is a copy of the charter renewal application for submission to the AR Department of Education, Charter School Office. Lindquist presented the contents of the charter renewal application to the board. Discussion ensued amongst the board and Lindquist regarding the application. Zelnick made a motion to approve submission of the charter renewal application subject to input from expert reviewers, which was seconded by Brown and approved unanimously. A resolution of the board of trustees for approval and submission of the charter renewal application was presented and signed by each board member.

Next Meeting: The next meeting is scheduled for Monday, January 27, 2014 at 6:00 p.m.

Adjournment: The meeting was adjourned at 7:08 pm.

2014 Renewal Application Cycle

Data for Districts with Similar Demographics

**Little Rock Preparatory Academy
Little Rock, Arkansas**

LITTLE ROCK PREPARATORY ACADEMY ELEMENTARY

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|--------------|--|-------------|--------------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 6003000 | PULASKI COUNTY SPECIAL SCHOOL DISTRICT | 6003099 | WARREN DUPREE ELEM. SCHOOL | 430 | 366 | 85.12% | K | 05 | 78.32% | 75.68% | 61.54% | 56.76% |
| 1705000 | VAN BUREN SCHOOL DISTRICT | 1705025 | CENTRAL ELEMENTARY SCHOOL | 393 | 334 | 84.99% | K | 05 | 77.08% | 75.68% | 81.25% | 81.98% |
| 6003000 | PULASKI COUNTY SPECIAL SCHOOL DISTRICT | 6003141 | MURRELL TAYLOR ELEM. SCHOOL | 464 | 388 | 83.62% | K | 05 | 80.75% | 78.79% | 70.81% | 71.21% |
| 0304000 | NORFORK SCHOOL DISTRICT | 0304021 | NORFORK ELEMENTARY SCHOOL | 226 | 188 | 83.19% | K | 06 | 95.54% | 95.83% | 94.64% | 95.83% |
| 5706000 | OUACHITA RIVER SCHOOL DISTRICT | 5706010 | ODEN MADDOX ELEMENTARY SCHOOL | 82 | 68 | 82.93% | K | 06 | 79.25% | 77.78% | 92.45% | 93.33% |
| 6049700 | LITTLE ROCK PREPARATORY ACADEM | 6049701 | LITTLE PREP ACADEMY ELEMENTARY | 284 | 234 | 82.39% | K | 04 | 62.50% | 64.06% | 45.83% | 48.44% |
| 6505000 | OZARK MOUNTAIN SCHOOL DISTRICT | 6505013 | WESTERN GROVE ELEM. SCHOOL | 139 | 114 | 82.01% | K | 06 | 69.74% | 67.21% | 68.42% | 62.30% |
| 5707000 | COSSATOT RIVER SCHOOL DISTRICT | 5707021 | WICKES ELEMENTARY SCHOOL | 324 | 264 | 81.48% | K | 06 | 87.36% | 87.36% | 90.11% | 90.11% |
| 7203000 | FAYETTEVILLE SCHOOL DISTRICT | 7203010 | ASBELL ELEMENTARY SCHOOL | 443 | 360 | 81.26% | K | 05 | 73.54% | 72.67% | 68.25% | 67.08% |
| 6001000 | LITTLE ROCK SCHOOL DISTRICT | 6001006 | BOOKER ARTS MAGNET ELEM. SCH. | 515 | 416 | 80.78% | K | 05 | 76.30% | 71.90% | 69.26% | 64.29% |
| 5602000 | HARRISBURG SCHOOL DISTRICT | 5602005 | HARRISBURG ELEMENTARY SCHOOL | 392 | 314 | 80.10% | K | 04 | 85.61% | 85.61% | 85.61% | 85.61% |

LITTLE ROCK PREPARATORY ACADEMY

| District LEA | District Description | Location ID | Location Description | Enrollment | Total Free & Reduced | Percent Free/Reduced | GRD | GRD | Literacy | Lit EconDis | Math | Math EconDis |
|--------------|---|-------------|---------------------------------|------------|----------------------|----------------------|-----|-----|----------|-------------|--------|--------------|
| 2202000 | DREW CENTRAL SCHOOL DISTRICT | 2202007 | DREW CENTRAL MIDDLE SCHOOL | 307 | 226 | 73.62% | 05 | 08 | 79.14% | 76.96% | 75.08% | 71.63% |
| 5602000 | HARRISBURG SCHOOL DISTRICT | 5602008 | HARRISBURG MIDDLE SCHOOL | 368 | 272 | 73.91% | 05 | 08 | 66.27% | 66.27% | 58.21% | 58.21% |
| 3306000 | IZARD COUNTY CONSOLIDATED SCHOOL DISTRICT | 3306016 | IZARD COUNTY CONS MIDDLE SCH | 148 | 110 | 74.32% | 05 | 08 | 77.27% | 75.76% | 62.88% | 61.62% |
| 1702000 | CEDARVILLE SCHOOL DISTRICT | 1702010 | CEDARVILLE MIDDLE SCHOOL | 276 | 276 | 100.00% | 05 | 08 | 78.93% | 78.93% | 68.58% | 68.58% |
| 2903000 | HOPE SCHOOL DISTRICT | 2903008 | BERYL HENRY UPPER ELEM. SCHOOL | 350 | 318 | 90.86% | 05 | 08 | 59.44% | 56.10% | 47.06% | 43.90% |
| 6049700 | LITTLE ROCK PREPARATORY ACADEMY | 6049702 | LITTLE ROCK PREP ACADEMY | 133 | 115 | 86.47% | 05 | 08 | 54.55% | 52.94% | 48.18% | 49.41% |
| 5605000 | TRUMANN SCHOOL DISTRICT | 5605001 | TRUMANN INTERMEDIATE SCH 5-6 | 238 | 202 | 84.87% | 05 | 06 | 65.64% | 61.93% | 58.15% | 54.55% |
| 2603000 | HOT SPRINGS SCHOOL DISTRICT | 2603024 | HOT SPRINGS INTERMEDIATE SCHOOL | 574 | 468 | 81.53% | 05 | 06 | 70.97% | 66.67% | 72.38% | 68.66% |
| 1003000 | GURDON SCHOOL DISTRICT | 1003017 | CABE MIDDLE SCHOOL | 232 | 186 | 80.17% | 05 | 08 | 83.90% | 80.13% | 61.02% | 57.22% |
| 2603000 | HOT SPRINGS SCHOOL DISTRICT | 2603020 | HOT SPRINGS MIDDLE SCHOOL | 516 | 412 | 79.85% | 05 | 08 | 64.85% | 60.06% | 61.57% | 54.48% |
| 1703000 | MOUNTAINBURG SCHOOL DISTRICT | 1703022 | MOUNTAINBURG MIDDLE SCHOOL | 230 | 181 | 78.70% | 05 | 08 | 73.49% | 72.62% | 69.30% | 67.26% |

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

Source: Arkansas Data and Reporting