



# ARKANSAS DEPARTMENT OF EDUCATION

## **AGENDA CHARTER AUTHORIZING PANEL**

October 15, 2015

Arkansas Department of Education

ADE Auditorium

8:30 AM

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### **Action Agenda**

#### **A-1 Hearing of Open-Enrollment Public Charter School Application: Scott Charter School, Scott, Arkansas**

*Scott Charter School is a proposed open-enrollment public charter school to be located within the Pulaski County Special School District. The sponsoring entity is Academics Plus Charter School, Inc. The applicant is requesting to serve students in grades K-12 with a maximum enrollment of 975, beginning in the 2016-2017. The applicant has notified affected districts of this proposed public charter school.*

*ADE staff reviewed the application and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review.*

*Presenter: Alexandra Boyd and Mary Perry*

#### **A-2 Request for Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy**

*The State Board of Education approved the application for Northwest Arkansas Classical Academy on November 1, 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. Representatives of Northwest Arkansas Classical Academy are appearing before the Charter Authorizing Panel to request an amendment to the current charter.*

*Presenter: Alexandra Boyd and Mary Perry*

#### **A-3 Request for Open-Enrollment Public Charter School Amendment: Quest Middle School of West Little Rock**

*The State Board of Education approved the application for Quest Middle School of West Little Rock on January 10, 2014. The charter is approved to serve students in grades 6-12 with a maximum enrollment of 490. Representatives of Quest Middle School of West Little Rock are appearing before the Charter Authorizing Panel to request an amendment to the current charter.*

*Presenter: Alexandra Boyd and Mary Perry*

#### **A-4 Request for District Conversion Public Charter School Amendment: Bauxite Miner Academy**

*The State Board of Education approved the application for the Bauxite School District to operate Bauxite Miner Academy on March 11, 2013. The charter is approved to serve students in grades 7-12 with a maximum enrollment of 200. Representatives of the Bauxite School District are appearing before the Charter Authorizing Panel to request an amendment to the current charter.*

*Presenter: Alexandra Boyd and Mary Perry*

**A-5 Request for District Conversion Public Charter School Amendment: Rogers New Technology High School**

*The State Board of Education approved the application for the Rogers School District to operate Rogers New Technology High School on January 14, 2013. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 600. Representatives of the Rogers School District are appearing before the Charter Authorizing Panel to request an amendment to the current charter.*

*Presenter: Alexandra Boyd and Mary Perry*

**SCOTT CHARTER SCHOOL**

**SUMMARY**

# Scott Charter School

**Sponsoring Entity:** Academics Plus Charter School, Inc.

**IRS Status:** 501(c)(3) Determination Letter

**Grade Levels:** K-12

**Grade Levels and Enrollment Cap:**

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-6	975
2017-2018	K-7	975
2018-2019	K-8	975
2019-2020	K-9	975
2020-2021	K-10	975
2021-2022	K-11	975
2022-2023	K-12	975

**Address of Proposed Charter:** 15306 Alexander Road  
Scott, AR 72142

## **Mission Statement:**

The mission of Scott Charter School (SCS) 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.

## **Information on the School District in Which the Charter Would Be Located**

Pulaski County Special School District

57.3 % free and reduced-price lunch (2014-2015)

Needs Improvement District (ESEA 2014) – Literacy and Mathematics

## **Documentation Provided in Support of the Charter**

Letters of Support on Included in the Application

Anne Crosby Scott Plantation Settlement

Barbara Armstrong Scott Heritage Farm

**Issues that Remain Unresolved as Determined by the Charter Internal Review Committee:**

**C7: EDUCATIONAL PROGRAM**

A maximum enrollment appropriate for the number of grade levels to be offered each year should be established.

**C9: STUDENT SERVICES**

The following text does not explain how the counseling needs of students will be met, “The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.”

**C15: BUSINESS AND BUDGETING PLAN**

It is unclear if the applicant realizes that state and federal funding generated for students at Maumelle Charter School cannot be used for Scott Charter School.

There is no documentation of awarded private donations

The applicant proposes a part-time principal, but has not asked for a waiver of Standard 15.02, which requires a full time principal for 300 students.

It appears that enrichment to replace gifted and talented services will be provided in an after school program, but the funding for the after school program was removed from the budget in the revision.

**C18: FACILITIES**

No Facilities Utilization Agreement is provided.

**CHARTER INTERNAL  
REVIEW COMMITTEE  
REVIEW AND APPLICANT  
RESPONSES**

# Scott Charter School

## PRE-APPLICATION MATERIALS

The Arkansas Department of Education requires that all applicants submit a Letter of Intent, outlining a general description of the proposed charter school.

### *Evaluation Criteria:*

- A Letter of Intent filed with Arkansas Department of Education on time and including all the necessary information

**Fully Responsive**

## PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.

### *Evaluation Criteria:*

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

**Fully Responsive**

## PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

### C1: PUBLIC HEARING RESULTS

All proposed school design teams must conduct a public hearing before applying for an open-enrollment charter school, to assess support for the school's establishment. Applicants are asked both to document the logistics of the hearing and to include a narrative of the hearing results.

### *Evaluation Criteria:*

- A thorough description of the results of the public hearing;
- Evidence of public support exhibited at the hearing;
- Documentation of required notices published to garner public attention to the hearing; and
- Documentation of required notices of the public hearing to superintendents of districts from which the proposed school is likely to draw students and to superintendents of districts that are contiguous to the district in which the charter school would be located

**Fully Responsive**

## **C2: GOVERNING STRUCTURE**

The Governing Structure section should explain how the school will be governed. It should present a clear picture of the school's governance processes and composition, what responsibilities various groups and people will have and the relationships among the groups.

### *Evaluation Criteria:*

- Documentation of proper legal structure of the governing board and sponsoring entity;
- A comprehensive description of the planned relationship between the governing board of the school and governing board of the sponsoring entity;
- A clear description of the governing board's roles and responsibilities;
- Adequate policies and procedures for board operation, including board composition, member term length, and member selection;
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management; and
- A reasonable plan for involving parents, staff, students and community in the decision-making of the school

**Fully Responsive**

## **C3: MISSION STATEMENT**

The Mission Statement should be meaningful and indicate what the school intends to do, for whom, and to what degree.

### *Evaluation Criteria:*

- A mission statement that is clear and succinct

**Fully Responsive**

## **C4: EDUCATIONAL NEED**

The Educational Need section should explain the need for a charter school in the proposed location and the innovative educational option offered by the charter school.

### *Evaluation Criteria:*

- Valid, reliable, and verifiable data substantiate an educational need for the charter;
- Innovations that would distinguish the charter from other schools

**Fully Responsive**

## C5: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole and support the charter's mission.

### *Evaluation Criteria:*

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and
- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

### **Fully Responsive**

### Concerns and Additional Questions

- Explain the inconsistencies of goals “at the state average, or AMO, or at or above PCSSD annual average” with the following statement in the section on innovation: “SCS will expect each student to perform at least one grade level above current grade. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science.”
- Explain how meeting the goals listed will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.
- Complete the reading comprehension goal.
- Confirm that alternative assessments will be used to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).
- Explain if the same or a different formative assessment will used each time it is administered.

### Applicant Response:

- **Change the statement in the Innovation section to read: “SCS will expect each student to perform on grade level. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science.”**
- **The identified educational need for the school is that the students who previously attended Scott Elementary School are now attending Harris Elementary School which has been identified as a Priority School by the ADE and is in the lowest 5% of Arkansas schools. By having Scott Charter School students perform at the state average, or AMO, or at or above the PCSSD annual average, the charter will demonstrate that it is meeting the educational need for the school and fulfilling its mission.**
- **The adopted state assessment, ACT Aspire, does not contain a Reading Comprehension assessment; therefore SCS does not have a Reading Comprehension goal at this time.**
- **SCS will use alternative assessments to assess students with disabilities, as outlined in Individualized Education Programs (IEPs).**
- **SCS will select the formative assessment to be administered and will be consistent in the use of that assessment.**

## C6: SCHEDULE OF COURSES OFFERED

The Schedule of Courses Offered section should describe the schedules for a week at the elementary level and courses offered at each grade at the secondary level.

### *Evaluation Criteria:*

- Evidence that the charter school meets minimum state requirements of courses offered at appropriate grade levels

### **Fully Responsive**

### Concerns and Additional Questions

- Confirm the use of Arkansas Science Standards rather than Next Generation Science Standards.
- Confirm that the school will offer the four required Advanced Placement (AP) courses.

### Applicant Response:

- **SCS will use the Arkansas Science Standards.**
- **SCS will offer the four required Advanced Placement (AP) courses in high school.**

## C7: EDUCATIONAL PROGRAM

The Educational Program section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

### *Evaluation Criteria:*

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- Revenue to pay for all curriculum expenses as outlined in the budget; and
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time

### **Partially Responsive**

### Concerns and Additional Questions

- Provide the grade levels and maximum enrollment by year in the following table:

School Year	Grade Levels	Maximum Enrollment
2016-2017		164
2017-2018		232
2018-2019		

2019-2020		
2020-2021		975

**Applicant Response:**

School Year	Grade Levels	Maximum Enrollment
2016-2017	K-6	975
2017-2018	K-7	975
2018-2019	K-8	975
2019-2020	K-9	975
2020-2021	K-10	975
2021-2022	K-11	975
2022-2023	K-12	975

Remaining issue: A maximum enrollment appropriate for the number of grade levels to be offered each year should be established.

**C8: CURRICULUM ALIGNMENT**

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and state standards.

*Evaluation Criteria:*

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the state standards

**Fully Responsive**

**C9: STUDENT SERVICES**

The Student Services section should describe how the school will address specific services for its student body.

*Evaluation Criteria:*

A description of the ways in which the following services will be provided to students **even in each area for which a waiver is requested:**

- A guidance program that will serve all students;
- A health services program that will serve all students;
- A plan for a media center for use by all students;
- Sound plans for educating special education students that reflect the full range of programs and services required to provide such students with a high quality education;
- A transportation plan that will serve all **eligible** students;

- An alternative education plan for eligible students, including those determined to be at-risk and to offer access to one or more approved Alternative Learning Environments;
- A plan to serve students who are English language learners; and
- Plans for a gifted and talented program for eligible students

### **Partially Responsive**

#### **Concerns and Additional Questions**

- Explain how the waiver of guidance and counseling requirements will be used since the school plans to have a full-time counselor.
- Explain how the waiver of health services requirements will be used since the school plans to have a full-time nurse.
- Describe the qualifications required for the staff member who will oversee the English Language Learners (ELL) program.
- Explain how Gifted and Talented (G/T) students will be assessed given that no funds for a trained G/T professional are included in the budget.
- Provide more details on the ways in which G/T students will receive services.

#### **Applicant Response:**

- **The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.**
- **The waiver of health services requirements will be used to give SCS flexibility in meeting the health needs of students.**
- **SCS will hire a teacher/administrator who meets the requirements for serving English Language Learners and will comply with all state and federal requirements for serving students who are second language learners.**
- **Through its waiver of the Gifted and Talented Program, SCS will not assess students for G/T status, but will offer all students instruction that meets their individual needs through differentiated instruction and by offering enrichment opportunities after school.**
- **Teachers will infuse the daily instruction with activities and projects that will move students to higher level thinking. They will identify the interests and strengths of students in order to design curriculum and instruction that matches the needs of those students. Students will be encouraged and expected to participate in after school enrichment classes, which are outcome or project based, two days per week.**

**Remaining issue:** The following text does not explain how the counseling needs of students will be met, “The waiver of guidance and counseling requirements will be used to give SCS flexibility in meeting the counseling needs of students.”

### **C10: GEOGRAPHICAL SERVICE AREA**

The Geographical Service Area section must outline the impact of a new school opening within the current public education system.

*Evaluation Criteria:*

- The specific geographical area that would be served by the charter school; and
- Information on the school districts likely to be affected by the charter school, including data on the expected number of students to transfer to the charter school

**Fully Responsive**

## **C11: ANNUAL PROGRESS REPORTS**

The Annual Progress Reports section should define how the academic progress of individual students and the school as a whole will be measured, analyzed, and reported.

*Evaluation Criteria:*

- A timeline for data compilation and completion of an annual report to parents, the community and the authorizer that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders

**Fully Responsive**

## **C12: ENROLLMENT CRITERIA AND PROCEDURES**

The Enrollment Criteria and Procedures section should describe how the school will attract and enroll its student body, including any criteria for admission and enrollment. Applicants must also describe the random, anonymous lottery selection process.

*Evaluation Criteria:*

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law;
- A clear and transparent to the public process for, and a guarantee of, an annual random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter; and
- The method by which parents will be notified of each child's selection for the school or placement on the waiting list.

**Fully Responsive**

### **Concerns and Additional Questions**

- Describe procedures for conducting the annual, single lottery enrollment process.
- Explain the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list.

## **Applicant Response:**

- **The Executive Director and Registrar conduct the annual, randomized single lottery enrollment process. The public is invited to attend, including all families who have submitted a single page lottery enrollment form. All lottery applicant names are placed in an excel spreadsheet by grade level. The names are randomized electronically, the number of grade level slots are filled by the number of names taken in order after randomization. Any names left are placed in the same order on a wait list for that grade level. Siblings of students who are selected for a grade level by lottery are moved to the top of their respective wait list. The process continues throughout the grade levels with open seats until the enrollment cap is complete. Attention is paid to adding students into the lower grades first.**
- **Parents who are in the room during the lottery are notified at that time that their child has been selected or placed on a wait list. Notification is also done via email or US Postal Service to inform parents that their child has been selected through the lottery to attend SCS and they are asked to affirm or deny their acceptance within ten days. Notification is also done via email or US Postal Service to inform parents that their child was not selected and has been placed on the wait list. They are told what place on the list their child currently holds, with an explanation that through employee and sibling preference the child's slot on the wait list is not fixed, but may move throughout the process.**

## **C13: PRIOR CHARTER INVOLVEMENT**

The Prior Charter Involvement section should identify all prior charter involvement, if any, for each individual connected with the proposed charter.

### *Evaluation Criteria:*

- A complete Prior Charter Involvement Template for each individual connected with the proposed charter;
- Accurate data in each Prior Charter Involvement Template, including active links to assessment data

**Fully Responsive**

## **C14: STAFFING PLAN**

The Staffing Plan section should describe the job duties of the school director and other key personnel. This section should also describe the professional qualifications which will be required of employees.

### *Evaluation Criteria:*

- A job description for the school director and other key personnel, including but not limited to an

operations director, board members, teachers, etc.;

- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions, and
- The staffing plan presented in this section matches the staff members noted in the budget

### **Fully Responsive**

#### **Concerns and Additional Questions**

- Provide the qualifications for the following positions:
  - Executive Director;
  - Business Manager;
  - Title I Federal Coordinator;
  - District Registrar;
  - Teachers;
  - Special Education Teachers;
  - Counselor;
  - Nurse; and
  - HR Officer.

#### **Applicant Response:**

- **Executive Director: Master Degree from an accredited university, Arkansas District Administrator Certification preferred**
- **Business Manager: Bachelor's Degree in Accounting, Finance or other related field, knowledge of the Arkansas Public School Computer Network preferred.**
- **Title I Federal Coordinator: Bachelor's Degree in Education, valid Arkansas State Teacher License granted by the ADE.**
- **District Registrar: High School diploma/GED, knowledge of Arkansas Public School Computer Network preferred, Bachelor's Degree preferred.**
- **Teachers: Bachelor's degree from accredited university, meets highly qualified teacher (HQT) standards, valid Arkansas teaching certificate with required endorsements for subject and level assigned preferred.**
- **Special Education Teachers: Bachelor's degree from accredited university meets highly qualified teacher (HQT) standards, valid Arkansas teaching certificate with required endorsements for subject and level assigned preferred.**
- **Counselor: Master's degree from accredited university, valid Arkansas counselor's certificate - preferred**
- **Nurse: Valid LPN licensed to practice nursing in Arkansas from the State Board of Nurse Examiners – Minimum, valid RN licensed to practice nursing in Arkansas from the State Board of Nurse Examiners – preferred.**
- **HR Officer: High School Diploma/GED, Bachelor Degree from an accredited university preferred, knowledge of Arkansas Public School Computer Network preferred.**

## C15: BUSINESS AND BUDGETING PLAN

The Business and Budgeting Plan section should describe how the charter school will organize its business office and manage its fiscal responsibilities.

### *Evaluation Criteria:*

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

### **Partially Responsive**

### **Concerns and Additional Questions**

- Identify and explain the specific Academics Plus Charter School cash reserves that would be used if Scott Charter School has too few students to be viable, as all funding sources cannot be used for two different charters.
- Explain how staff can properly run the charter when devoting 15% of their time to the charter.
- Revise the budgets to include salaries for each administrative position. Include Executive Director, Business Manager, Director of Technology, HR Director, and Admin Assistant on lines 2-6 under Principal, and Director of Maintenance on line 76 under Maintenance and Operation.
- Revise budget without the federal funds for the child nutrition program.
- Provide documentation that the following funds have already been awarded or revise the budget without the funds:
  - \$250,000 in Private Donations or Gifts for 2016-2017;
  - \$50,000 in Federal Grants for 2016-2017;
  - \$55,000 in Federal Grants for 2017-2018;
  - \$82,000 in Special Grants for 2016-2017; and
  - \$116,000 in Special Grants for 2017-2018.

### **Applicant Response:**

- **Funds from the legal balance will be used in case there is a funding shortage for SCS. Categorical funds will not be used for this purpose.**
- **There is adequate onsite staff to comply with Arkansas laws and regulations**

concerning administrative staff. Additional support administrators will assist through “Central Office Services.” This is merely a funding formula to pay for “Central Office Services.” The actual number of students attending APCS and SCS will determine the amount each is responsible to pay for “Central Office Services.” For budgeting purposes it is estimated that 15% of the students the sponsoring entity will have under its umbrella will be enrolled at SCS. Since APCS is larger and has 85% of the students then APCS will pay for 85% of the “Central Office Services.” SCS will pay for 15% since Scott has 15% of the students. Each year this funding formula will be used and the actual amount will be adjusted depending on the number of students enrolled in each school as of October 1. There will not be time sheets collected on staff to determine how much time is spent working with each school.

- See revised budget.

Remaining issues: It is unclear if the applicant realizes that state and federal funding generated for students at Maumelle Charter School cannot be used for Scott Charter School.

There is no documentation of awarded private donations

The applicant proposes a part-time principal, but has not asked for a waiver of Standard 15.02, which requires a full time principal for 300 students.

It appears that enrichment to replace gifted and talented services will be provided in an after school program, but the funding for the after school program was removed from the budget in the revision.

## **C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN**

The Financial and Programmatic Audit Plan section should provide the procedure and timeline by which an annual audit will be conducted. This section should also include an outline for the information that will need to be reported to Arkansas Department of Education and the community.

### *Evaluation Criteria:*

- A sound plan for annually auditing school’s financial and programmatic operations;
- If the application names an accountant other than the Division of Legislative Audit to perform the first-year audit, the named accountant meets the requirements of Arkansas Department of Education Rules Governing Publicly Funded Educational Institution Audit Requirements and is not listed on any ineligibility list maintained by Arkansas Department of Education or the Division of Legislative Audit.

**Fully Responsive**

## Concerns and Additional Questions

- Provide details on the ways in which the audit activities will be conducted for Scott Charter School.

## Applicant Response:

- **The Scott Charter School annual audit will be conducted by Arkansas Legislative Audit.**

## C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

The Arkansas Public School Computer Network (APSCN) Assurances section should provide documentation of the applicant's understanding of and participation in the required state finance and educational data reporting system.

### *Evaluation Criteria:*

- Assurance that the charter school will participate in APSCN and will comply with all state statutory requirements regarding the APSCN finance and educational data reporting system

### **Fully Responsive**

## C18: FACILITIES

The Facilities section should identify and describe the facilities to be used by the school, any changes to be made to the facilities, and the owners of the facilities.

### *Evaluation Criteria:*

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

For schools that will be using district-owned facilities, a response that meets the standard will present:

- Documentation that the school district and charter school officials are in agreement over the use of the facility and its equipment

For schools that will NOT be using district-owned facilities, a response that meets the standard will present:

- Documentation that the property owner and school are in agreement over the use of the facility and its equipment;

- A statement of the facilities' compliance with applicable codes; and
- A detailed outline of any relationships between the property owner and:
  - Members of the local board of the public school district where the charter school will be located;
  - The employees of the public school district where the charter school will be located;
  - The sponsor of the charter school; and
  - Employees, directors and/or administrators of the charter school

**Partially Responsive**

**Concerns and Additional Questions**

- Explain if the facility is currently compliant with all accessibility requirements or detail the work that is needed to bring it into compliance.
- Provide a signed Facilities Utilization Agreement.

**Applicant Response:**

- **The facility that SCS is negotiating to lease/purchase is in compliance with accessibility.**
- **The terms of the facility utilization agreement are currently being negotiated.**

**Remaining issue: No Facilities Utilization Agreement is provided.**

**C19: CONFLICTS OF INTEREST**

The Conflicts of Interest section should identify any potential conflicts of interest among the individuals involved with the proposed charter school and explain how conflicts will be addressed.

*Evaluation Criteria:*

- Full disclosure of any potential conflicts of interest and an explanation of the ways in which conflicts, if any, will be addressed

**Fully Responsive**

**C20: FOOD SERVICES**

This section should describe how the school will address food services for its student body.

*Evaluation Criteria:*

- A food service plan that will serve all eligible students
- A management plan that reflects a clear understanding of federal law and requirements if the charter school plans to participate in the National School Lunch program

**Fully Responsive**

## **C21: PARENTAL INVOLVEMENT**

The Parental Involvement section should describe how parents or guardians of enrolled students, the school employees, and other members of the community will make a positive impact on the school and its educational program.

### *Evaluation Criteria:*

- A plan for involving parents and guardians in the school's education programs; and
- A proposal that involves the parents of students, employees and the broader community in carrying out the terms of the charter

**Fully Responsive**

## **C22: DESEGREGATION ASSURANCES**

The Desegregation Assurances section should describe the applicant's understanding of applicable statutory and regulatory obligations to create and maintain a unitary system of desegregated public schools.

### *Evaluation Criteria:*

- 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**

## **C23: SUSTAINABILITY OF THE PROGRAM**

The Sustainability section should describe the applicant's plan to ensure continued success of the charter school over time.

### *Evaluation Criteria:*

- The plan to ensure the sustainability of the charter in the future

**Fully Responsive**

## **C24: WAIVERS**

The Waivers section should discuss all waivers requested from local or state law.

*Evaluation Criteria:*

- Each law, rule, and standard by title, number, and description for which a waiver is requested;
- A rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured; and
- The level of achievement that will indicate a positive result

**Fully Responsive**

**Partially Responsive**

**Not Responsive**

**Concerns and Additional Questions**

**See Legal Comments.**

**Other:**

- Confirm that the Academics Plus Charter School, Inc. board approved of submitting the charter application.
- Add the names, positions, and resident states of the Academics Plus Charter School, Inc. board members to the list on page 3.
- Provide the 2016-2017 calendar for Scott Charter School.

**Applicant Response:**

- **The Academics Plus Charter School, Inc. board approved the submission of the Scott Charter School charter application. (see attached board minutes)**
- **The names, positions, and resident state of the Academics Plus Charter School, Inc. board members is added to the list on page 3. (see attached list)**
- **See the attached 2016-2017 calendar for Scott Charter School.**

**2016-2017**  
**Public Charter School Application**  
**Personnel Salary Schedule**

Line#	<b>Administrative Positions:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
1	Principal	1	\$67,816.00	1	\$69,117.00
2	Executive Director	0.15	\$130,000.00	0.18	\$132,000.00
3	Business Manager, Dir. of Tech.,	0.15	\$54,000.00	0.18	\$55,000.00
4	Hum Resource Officer	0.15	\$22,000.00	0.18	\$23,000.00
5	Admin. Assistant	0.15	\$19,500.00	0.18	\$20,500.00
6					
7	<b>Subtotal:</b>		\$101,641.00		\$110,607.00
8	Fringe Benefits (rate used 22%)		\$22,361.02		\$24,333.54
9	<b>Total Administration:</b>		<u>\$124,002.02</u>		<u>\$134,940.54</u>

Line#	<b>Regular Classroom Instruction:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
10	Teachers	10	\$39,000.00	14	\$40,000.00
11	Aides				
12	<b>Subtotal:</b>		\$390,000.00		\$560,000.00
13	Teacher Fringe Benefits (rate used 22%)		\$85,800.00		\$123,200.00
14	Aide Fringe Benefits (rate used _____)				
15	<b>Total Regular Classroom Instruction:</b>		<u>\$475,800.00</u>		<u>\$683,200.00</u>

Line#	<b>Special Education:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
16	Teachers	1	\$40,000.00	1	\$41,000.00
17	Aides				
18	<b>Subtotal:</b>		\$40,000.00		\$41,000.00
19	Teacher Fringe Benefits (rate used 22%)		\$8,800.00		\$9,020.00
20	Aide Fringe Benefits (rate used 22%)		\$0.00		\$0.00
21	<b>Total Special Education:</b>		<u>\$48,800.00</u>		<u>\$50,020.00</u>

Line#	<b>Gifted and Talented Program:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	<b>Total Gifted and Talented Program:</b>				

**Alternative Education Program/  
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 <b>Subtotal:</b>		
40 Fringe Benefits (rate used _____)		
41 <b>Total English Language Learner Program:</b>		

**Guidance Services:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Counselor	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 <b>Subtotal:</b>		
48 Fringe Benefits (rate used 22% )		
49 <b>Total Guidance Services:</b>		

**Health Services:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 Nurse	1	1
51 _____		
52 _____		
53 _____		
54 _____		
55 <b>Subtotal:</b>		
56 Fringe Benefits (rate used 22% )		
57 <b>Total Health Services:</b>		

**Media Services:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 Waiver				
60				
61				
62				
63 <b>Subtotal:</b>				
64 Fringe Benefits (rate used _____)				
65 <b>Total Media Services:</b>				

**Fiscal Services:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67 Included in Central Office Staff		
68		
69		
70		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used <u>22%</u> )		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75 Lead Maintenance/Custodian	1	1
76 Night Custodian	1	1
77 Dir. of Maintenance	0.15	0.18
78		
79 <b>Subtotal:</b>		
80 Fringe Benefits (rate used <u>22%</u> )		
81 <b>Total Maintenance and Operation:</b>		

**Pupil Transportation:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83 Bus Driver	0.25	0.25
84		
85		
86		
87 <b>Subtotal:</b>		
88 Fringe Benefits (rate used <u>22%</u> )		
89 <b>Total Pupil Transportation:</b>		

**Food Services:**

	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
90 <b>List Positions</b>				
91 SCS plans to have a food service				
92 program. The program will be funded				
93 through federal reimbursement and				
94 students who pay for their lunch.				
95 (\$71,004 approx. cost for salaries)				
96 <b>Subtotal:</b>				
Fringe Benefits (rate used <u>22%</u> )		\$0.00		\$0.00
97 <b>Total Food Services:</b>		\$0.00		\$0.00

**Data Processing:**

	<b>2016-2017 No. FTEs</b>		<b>2017-2018 No. FTEs</b>	
98 <b>List Positions</b>				
99 Computer Tech	0.5	\$23,040.00	0.5	\$23,500.00
100 Administrative Assistant (240 days)	1	\$23,040.00	1	\$23,750.00
101 Administrative Assisant (183 days)	0.5	\$14,640.00	0.5	\$15,000.00
102				
103 <b>Subtotal:</b>		\$41,880.00		\$43,000.00
104 Fringe Benefits (rate used <u>22%</u> )		\$9,213.60		\$9,460.00
105 <b>Total Data Processing:</b>		\$51,093.60		\$52,460.00

**Substitute Personnel:**

	<b>2016-2017 No. FTEs</b>		<b>2017-2018 No. FTEs</b>	
106 Number of <b>Certified</b> Substitutes _____				
107 Number of <b>Classified</b> Substitutes _____				
108 <b>Subtotal:</b>				
109 Certified Fringe Benefits (rate used _____)				
110 Classified Fringe Benefits (rate used _____)				
111 <b>Total Substitute Personnel:</b>				

112 <b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$860,339.12		\$1,087,004.14
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

**State Public Charter School Aid:**

Line#	<b>2016-2017</b>	<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
1	No. of Students <u>164</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,089,944.00</u>	
2	No. of Students <u>164</u> x <u>\$26.00</u> Professional Development	<u>\$4,264.00</u>	
3	No. of Students <u>131</u> x <u>\$522.00</u> eligible rate* NSL Funding	<u>\$68,382.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	<b>2017-2018</b>		
6	No. of Students <u>232</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,541,872.00</u>
7	No. of Students <u>232</u> x <u>\$26.00</u> Professional Development		<u>\$6,032.00</u>
8	No. of Students <u>185</u> x <u>\$522.00</u> eligible rate* NSL Funding		<u>\$96,570.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$1,162,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

**Other Sources of Revenues:**

*( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )*

12	Private Donations or Gifts	<u>\$250,000.00</u>	
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other ( <i>Specifically Describe</i> )		
15	Food Service Funding		
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$250,000.00</u></u>	
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,412,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

**EXPENDITURES**

**Administration:**

Line#		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$124,002.02</u>	<u>\$134,940.54</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
25	Equipment	<u>\$3,000.00</u>	<u>\$0.00</u>
	Other (List Below)		
26	Copy Machines	<u>\$7,000.00</u>	<u>\$9,000.00</u>
27	Board Expense (15% and 18%)	<u>\$4,950.00</u>	<u>\$6,120.00</u>
28	Parent Involvement	<u>\$200.00</u>	<u>\$200.00</u>
29	Central Office Utilities (15%)	<u>\$720.00</u>	<u>\$864.00</u>
30			
31	<b>Total Administration:</b>	<u><u>\$142,872.02</u></u>	<u><u>\$154,124.54</u></u>

<b>Regular Classroom Instruction:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	<u>\$475,800.00</u>	<u>\$683,200.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	<u>\$10,000.00</u>	<u>\$7,000.00</u>
39	Equipment	_____	_____
	Other (List Below)		
40	Furniture	<u>\$53,500.00</u>	<u>\$5,000.00</u>
41	<u>2 Computer Carts/lab</u>	<u>\$25,000.00</u>	_____
42	<u>2 Computers in each classroom</u>	<u>\$4,500.00</u>	<u>\$1,500.00</u>
43	<u>Technology Setup in each room</u>	<u>\$38,000.00</u>	<u>\$7,000.00</u>
44	<u>Software</u>	<u>\$10,000.00</u>	<u>\$12,000.00</u>
45	<b>Total Regular Classroom Instruction:</b>	<u><u>\$616,800.00</u></u>	<u><u>\$715,700.00</u></u>

<b>Special Education:</b>			
46	Salaries and Benefits	<u>\$48,800.00</u>	<u>\$50,020.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1 <u>Speech Therapy, occupational therapy,</u>	_____	_____
48	V - SE 2 <u>physical therapy, student testing, supplies</u>	_____	_____
49	V - SE 3 <u>&amp; materials will be provided throught federal</u>	_____	_____
50	V - SE 4 <u>Title VI-B funds. (Approx. \$30,200)</u>	_____	_____
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	_____	_____
53	Equipment	_____	_____
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u><u>\$48,800.00</u></u>	<u><u>\$50,020.00</u></u>

<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 <u>Waiver</u>	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	<u>\$2,000.00</u>	<u>\$2,000.00</u>
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	<b>Total Gifted and Talented Program:</b>	<u><u>\$2,000.00</u></u>	<u><u>\$2,000.00</u></u>

**Alternative Education Program/ Alternative Learning Environments:**

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<u>_____</u>	<u>_____</u>

**English Language Learner Program:**

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	\$500.00	\$500.00
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	<u>\$500.00</u>	<u>\$500.00</u>

**Guidance Services:**

102	Salaries and Benefits	\$47,580.00	\$48,800.00
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$500.00	\$500.00
109	Equipment	\$1,500.00	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	<u>\$49,580.00</u>	<u>\$49,300.00</u>

<b>Health Services:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$43,920.00	\$45,140.00
	Purchased Services - List Vendors Below		
117	V - HS1 Waiver		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,000.00
123	Equipment	\$3,000.00	
	Other (List Below)		
124			
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<u>\$48,920.00</u>	<u>\$46,140.00</u>
<b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$30,000.00	\$5,000.00
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	<b>Total Media Services:</b>	<u>\$30,000.00</u>	<u>\$5,000.00</u>
<b>Fiscal Services:</b>			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 A/C Repair	\$4,000.00	\$3,000.00
146	V - FS2 Miscellaneous	\$5,000.00	\$5,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Phone System	\$15,000.00	\$6,500.00
153	A/C Replace	\$5,000.00	\$5,000.00
154	Security System	\$7,000.00	
155			
156			
157	<b>Total Fiscal Services:</b>	<u>\$36,000.00</u>	<u>\$19,500.00</u>

<b>Maintenance and Operation:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$64,416.00	\$67,563.60
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 Entergy	\$30,000.00	\$32,000.00
160	V - MO2 Centerpoint Energy	\$3,000.00	\$3,200.00
161	V - MO3 Disposal/Sanitation	\$5,000.00	\$5,200.00
162	V - MO4 Water/Sewer	\$15,000.00	\$15,500.00
163	V - MO5 Phone	\$1,000.00	\$1,200.00
164	Supplies and Materials	\$13,000.00	\$14,500.00
165	Equipment	\$1,500.00	\$1,500.00
	Other (List Below)		
166	Lawn Mower	\$7,000.00	
167	Tools	\$1,000.00	
168			
169	Fuel	\$1,500.00	\$1,500.00
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$142,416.00</b>	<b>\$142,163.60</b>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	\$4,727.50	\$4,880.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	Fuel	\$4,000.00	\$4,500.00
181	Bus	\$15,000.00	
182			
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$23,727.50</b>	<b>\$9,380.00</b>

<b>Food Services:</b>			
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 SCS plans to have a food service program.		
188	V - FD2 The program will be funded through federal		
189	V - FD3 reimbursement and students paying for their		
190	V - FD4 lunch and breakfast. (Food cost approximately		
191	V - FD5 \$30,000 + free commodities) Ben E. Keith		
192	Supplies and Materials		
193	Equipment	\$35,000.00	
	Other (List Below)		
194			
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$35,000.00</b>	<b>\$0.00</b>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	<b>Data Processing:</b>		
	Salaries and Benefits	\$51,093.60	\$52,460.00
	Purchased Services - List Vendors Below		
201	V - DP1 Compsys - Data Backup	\$3,600.00	\$3,700.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment		
	Other (List Below)		
208	Data Rm - 3 servers, POE switch, UPS, rack	\$24,000.00	
209	Internet	\$12,000.00	\$12,000.00
210			
211			
212			
213	<b>Total Data Processing:</b>	<u>\$90,693.60</u>	<u>\$68,160.00</u>
	<b>Substitute Personnel:</b>		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 Subteach	\$16,470.00	\$17,500.00
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	<b>Total Substitute Personnel:</b>	<u>\$16,470.00</u>	<u>\$17,500.00</u>
	<b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year	\$100,000.00	\$100,000.00
	Facility Upgrades - List Upgrades Below		
222	Paint	\$15,000.00	
223	Strip, wax, replace floor tiles	\$2,000.00	\$2,000.00
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,100.00
230	Content Insurance for One Full Year		
231	<b>Total Facilities:</b>	<u>\$121,000.00</u>	<u>\$106,100.00</u>

**Debt Expenditures:**

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	<b>Total Debts:</b>	<u>_____</u>	<u>_____</u>

**Other Expenditures:**

List Other Expenditures Below

235	Staff Milage to and from central office	\$4,500.00	\$4,500.00
236	_____	_____	_____
237	_____	_____	_____
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u>\$1,409,279.12</u>	<u>\$1,390,088.14</u>

242	<b>Net Revenue over Expenditures:</b>	<u>\$3,310.88</u>	<u>\$254,385.86</u>
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*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

# SCOTT CHARTER SCHOOL

## Calendar for 2016/2017 School Year

July 2016						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Event
<b>July</b>	
7/4/16	Fourth of July - No School
<b>August</b>	
8/3/16	Open House 6:00pm - 7:30pm
8/4/16	First Day of School
<b>September</b>	
9/5/16	Labor Day - No School
<b>October</b>	
10/5/16	End of First Quarter
10/10 - 10/14	Fall Break - No School
10/18 & 10/20	Parent/Teacher Conferences*
<b>November</b>	
11/21 - 11/25	Thanksgiving Break - No School
<b>December</b>	
12/16/16	End of Second Quarter
12/19 - 1/2/15	Christmas Break - No School
<b>January</b>	
1/3/17	First Day of Third Quarter
1/16/17	MLK Jr. Day - No School
<b>February</b>	
2/20/17	President's Day - No School XDY Snow Day Make Up
<b>March</b>	
3/10/17	End of Third Quarter
3/14 & 3/16	Parent/Teacher Conferences*
3/20 - 3/24	Spring Break - No School
<b>April</b>	
<b>May</b>	
5/26/17	Last Day of School
5/29/17	Memorial Day - No School
5/30 - 6/2	XDY Snow Day Make Up

January 2017						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### Parent/Teacher Conference Schedule

10/20/2016	3:30 - 7:30 p.m.	
10/22/2016	3:30 - 7:30 p.m.	
3/15/2017	3:30 - 7:30 p.m.	
3/17/2017	3:30 - 7:30 p.m.	

Testing Schedule	
TBA	

Qtr 1	8/4 - 10/5	44
Qtr 2	10/6 - 12/16	42
Qtr 3	1/3 - 3/10	47
Qtr 4	3/13 - 5/25	50
Total Student Days		183
Total Teacher Days		200

The proposed charter will be located in the Pulaski County Special School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: <u>Rob McGill</u>	Position: <u>Executive Director</u>	State of Residence: <u>AR</u>
		<u>AR</u>
Name: <u>Diane Gross</u>	Position: <u>Elementary Principal</u>	State of Residence: <u>AR</u>
	<u>Assistant Principal</u>	
Name: <u>Nita Gray</u>	Position: <u>(Former)</u>	State of Residence: <u>AR</u>
Name: <u>J. E. Jess Sweere</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Michael O'Leary</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Luke Ribich</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Sean Hagan</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Adria Wilson Conklin</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Dr. Don Henderson</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Russ Galbraith</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Chris Patton</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: <u>Will Crawford</u>	Position: <u>Trustee</u>	State of Residence: <u>AR</u>
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

16592 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Pulaski County Special SD</u>	_____	_____
<u>England School District</u>	_____	_____
_____	_____	_____

ACADEMICS PLUS CHARTER SCHOOL  
SPECIAL BOARD MEETING MINUTES  
July 20, 2015 6:00 p.m.  
APCS Administration Conference Room

- I. Call to order / Roll Call  
The meeting was called to order by Mr. Jess Sweere at 6:00 p.m.  
Members present: Mr. Sean Hagan, Dr. Don Henderson, Mrs. Chris Patton, Mr. Michael O’Leary and Mr. Luke Ribich  
Members Absent: Mrs. Adria Conklin, Mr. Will Crawford, Mr. Russ Galbraith  
Administrators in attendance: Mr. Rob McGill, Mrs. Kimberly Willis, Mrs. Diane Gross
  
- II. Public Comments-Ms. Misty Woolsey-Asked if there were plans for bus transportation to expand into Maumelle. Mr. Sweere responded that there were no plans at this time.
  
- III. Oak Grove Lease-This will be a 2 year lease with a total cost to the school of \$32,750. This will allow the school to practice and play games.  
A motion was made by Mr. O’Leary and seconded by Mr. Hagan to approve the lease agreement between APCS and the Oak Grove Life Center as amended. The motion carried.
  
- IV. Scott Charter School Application-A motion was made by Dr. Henderson and seconded by Mr. O’Leary to approve the administration to submit the charter application for Scott Charter School. The motion carried.  
  
A motion was made by Mr. Ribich and seconded by Dr. Henderson to approve the board chair to sign the 2015 Open Enrollment Charter School Application Statement of Assurances for Scott Charter School. The motion carried.
  
- V. High School Construction- A motion was made by Mr. Ribich and seconded by Mr. O’Leary to delay a decision on Phase III High School Construction plans until a member survey has been made. The survey should be completed before the board workshop on August 22<sup>nd</sup>. The motion carried.
  
- VI. Adjournment  
A motion was made by Mrs. Patton and seconded by Mr. Ribich to adjourn at 7:11 p.m. The motion carried.

**LEGAL REVIEW OF  
WAIVER REQUESTS  
AND RESPONSES**

**Red**=Waivers not previously requested, need additional discussion, or have remaining issues  
**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

**Scott Charter School  
Waivers Requested in Original Application  
2015 Open-Enrollment Application**

**1. Planning Time**

**Ark. Code Ann. § 6-17-114**

*SCS requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work but not during the student instructional day (i.e. during a time range of 3:15-4:15 pm.).*

**Legal Comments:** None

**2. Class Size**

**Section 10.02 ADE Rules Governing Standards for Accreditation**

*SCS requests flexibility to have its teachers assigned no more than (5) students above the permissible student/teacher ratio per grade level, only on an as-needed basis, to maximize its teaching resources.*

**Legal Comments:** None

**3. Duty-Free Lunch**

**Ark. Code Ann. § 6-17-111**

*SCS requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.*

**Legal Comments:** None

**4. School Boards**

**Ark. Code Ann. § 6-13-619: Board Member Presence**

*SCS requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.*

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*Information provided by Applicant is in italics.*

**Ark. Code Ann. §§ 6-13-608, 611, 615, 616, 618, 620, 621, 628, 630, 631, 633, 634, 635**

*SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.*

**Legal Comments:** None

**5. School Elections**

**Ark. Code Ann. § 6-14-101 et seq.**

*SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their fact applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.*

**Legal Comments:** None

**6. Employment of Staff**

**Ark. Code Ann. § 6-13-620(5)(A)**

*SCS requests a waiver of this provision as it concerns the employment of staff other than the Executive Director. Scott Charter School's charter provides for the Executive Director to employ all staff which report to that position.*

**Legal Comments:** None

**7. Teacher Reimbursement for Classroom Materials**

**Ark. Code Ann. § 6-21-303(b)(1)**

*SCS wishes to have the flexibility to provide its elementary teachers with less than the statutory amounts for reimbursement of expenses for classroom materials. The anticipated maximum reimbursement to be provided for such expense is anticipated to be approximately three hundred dollars (\$300) per teacher.*

**Legal Comments:** None

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

## **8. Keyboarding**

### **Section 9.03.3.9 ADE Rules Governing Standards for Accreditation**

*SCS wishes to have the same waiver as Academic Plus Charter School to offer and teach keyboarding in the 4<sup>th</sup> grade. SCS will make keyboarding available in the 8<sup>th</sup> grade for those students enrolling in SCS after the 4<sup>th</sup> grade.*

**Legal Comments:** No waiver from the Arkansas Department of Education is needed to teach keyboarding in the 4<sup>th</sup> grade. This waiver can be provided by Arkansas Department of Career Education; applicant should contact ACE.

#### **Applicant Response:**

**The Applicant will follow up with ACE on this request.**

**Remaining Issues: Confirm with applicant that it is withdrawing this waiver request.**

## **9. Clock Hours for Units of Credit**

### **Section 14.03 ADE Rules Governing the Standards for Accreditation**

*Due to its implementation of digital coursework, project-based learning, and off-campus educational opportunities (such as internships and job shadowing), SCS is requesting a waiver of its seat time requirements. SCS is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirements. In accordance with prior ADE comments on this type of waiver request, SCS hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or Chart Authorizing Panel any additional information that may be desired.*

**Legal Comments:** Explanation should be provided as to how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks will be taught.

#### **Applicant Response:**

**SCS will apply this waiver to digital courses – both those for elective credit and required 22 graduation credits from any approved ADE provider. Those given for graduation credit will be utilized from the ADE approved list which provides assurance that frameworks will be taught. Elective courses will be granted local credit.**

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

**Remaining Issues: None.**

## **10. School Year Dates**

**Ark. Code Ann. § 6-10-106**

*SCS requests a waiver from this section in order that it may start its school year before August 14.*

**Legal Comments:** None

## **11. Grading Scale**

**Ark. Code Ann. 6-15-902(a)**

**ADE Rules Governing Uniform Grading Scales**

*SCS wishes to request a waiver from the statutory grading scale as it applies to core courses and its grading scale is more rigorous.*

**Legal Comments:** To effectuate this waiver, applicant must request a waiver of *at least* 6-15-902(b) and quite possibly other subsections of 6-15-902. Explain the grading scale that the applicant intends to use.

**Applicant Response:**

**SCS requests a waiver of Ark. Code Ann. 6-15-902(a) and (b) and the ADE Rules Governing Uniform Grading Scales**

**For example:**

**Grading at K-2 is standards based.**

**Elementary (3-5) Grading Scale**

**A = 100 – 93**

**B = 92 – 85**

**C = 84 – 77**

**D = 76 – 70**

**F = 69 and below**

**Remaining Issues:** Application is for a K-12 charter. What grading will be used for grades 6-12?

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## **12. Teacher Licensure (Qualified Teachers)**

**Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, 6-17- 919  
ADE Rules Governing Educator Licensure**

*SCS seeks exemption from these portions of the Education Code and ADE Rules. Instead, SCS seeks the flexibility to hire teachers and administrators who are best suited to implement SCS's unique curriculum and policies to best attain the maximum amount of student achievement and growth. SCS will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. SCS provides extensive training, support, and supervision for its teachers and administrators. SCS ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.*

**Legal Comments:** Applicant refers to “administrators.” Please clarify whether applicant seeks waiver of superintendent licensure. If so, applicant must seek waivers of Ark. Code Ann. §§ 6-13-109, 6-17-427, and Section 5.01 to the ADE Rules Governing the Standards for Accreditation.

### **Applicant Response:**

**SCS seeks a waiver of Superintendent licensure and seeks additional waivers of the following: Ark. Code Ann. §§6-13-109, 6-17-427, and Section 15.01 of the ADE Rules Governing the Standards for Accreditation and the ADE Rules Governing the Superintendent Mentoring Program.**

**Remaining Issues:** None.

## **13. Gifted and Talented**

**Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)  
Section 18.0 ADE Rules Governing Standards for Accreditation  
ADE Rules Governing Gifted and Talented Program Approval Standards  
ADE Rules Governing Gifted and Talented Programs**

*SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted and Talented services or placement in an Alternative Learning Environment.*

**Legal Comments:** Remove from waiver request ADE Rules Governing Gifted and Talented Programs; appears to be a redundancy. Explain how Gifted and Talented students will be served. Also, please see questions set forth in C-9 regarding Gifted and

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**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

Talented.

**Applicant Response:**

**SCS removes from the waiver request “ADE Rules Governing Gifted and Talented Programs.”**

**SCS will offer all students instruction that meets their individual needs through differentiated instruction and by offering enrichment opportunities after school.**

**Teachers will infuse the daily instruction with activities and projects that will move students to higher level thinking. They will identify the interests and strengths of students in order to design curriculum and instruction that matches the needs of those students. Students will be encouraged and expected to participate in after school enrichment classes, which are outcome or project based, two days a week.**

**Remaining Issues:** None.

**14. Alternative Learning Environment**

**Ark. Code Ann. §§ 6-15-1005(b)(5), 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.  
Section 19.03 ADE Rules Governing Standards for Accreditation  
Section 4.00 of ADE Rules Governing the Distribution of Student Special Needs Funds**

*SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted and Talented services or placement in an Alternative Learning Environment.*

**Legal Comments:** Explain how students who otherwise would be placed in an alternative learning environment will be served.

**Applicant Response:**

**SCS will utilize the RTI process to formally address the concerns and needs of students who are not finding success in the classroom. Through modifications, interventions, and effective practice, teachers will work to address individual learning and behavioral needs of students in order to help them be successful in the regular learning environment.**

**Remaining Issues:** None.

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**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

## **15. Personnel**

### **Ark. Code Ann. § 6-17-201 et seq.: Written Personnel Policies—Teacher Salary Schedules**

#### **Ark. Code Ann. § 6-17-2203: Minimum Salary**

#### **Ark. Code Ann. § 6-17-2403: Minimum Teacher Compensation Schedule**

*SCS seeks exemption from this portion of the Education Code because the SCS Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address unique needs of the school's operational model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and Public Employee Fair Hearing Act.*

**Legal Comments:** To effectuate this waiver, applicant must also seek waiver of Section 6 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

#### **Applicant Response:**

**SCS seeks additional waivers of Section 6 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.**

### **6-17-1501 et seq: Teacher Fair Dismissal Act**

*SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most highly qualified teachers available.*

**Legal Comments:** None

### **6-17-1701 et seq: Public School Employee Fair Hearing Act**

*SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most qualified employees available.*

**Legal Comments:** Please confirm that this waiver request applies only to classified employees.

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

**Applicant Response:**

**SCS confirms that this waiver request applies only to classified employees.**

**Remaining Issues:** None.

**Ark. Code Ann. § 6-17-2301 et seq.: Classified School Employee Personnel Policy Law**

*SCS seeks exemption from this portion of the Education Code. Instead, SCS requests the flexibility to allow its Board to adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.*

**Legal Comments:** Please confirm that this waiver request applies only to classified employees. To effectuate this waiver, applicant must also seek waivers of Section 8 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.

**Applicant Response:**

**SCS confirms that this waiver request applies only to classified employees.**

**SCS seeks additional waivers of Section 8 and 9.01.2 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites.**

**Remaining Issues:** None.

**16. Media Services**

**Ark. Code Ann. § 6-25-101 et seq: Public School Library and Media Technology Act**

*SCS seeks exemption from this portion of the Education code in order to have the flexibility to hire a person who is qualified but may not meet the statutory licensure requirements.*

**Section 16.02 ADE Rules Governing Standards for Accreditation: Media Services**

*SCS seeks exemption from this portion of the Education code in order to have the*

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*Information provided by Applicant is in italics.*

*flexibility to furnish classrooms with books and appropriate technology.*

**Legal Comments:** Explain how media services will be provided without a media center.

**Applicant Response:**

**SCS will provide all necessary access to technology and media for teachers and students. This will be done through the acquisition of materials, use of digital materials, subscriptions to various educational web-based programs, (i.e. Discovery Education, Raz-Kids, Keyboarding w/o Tears).**

**Remaining Issues:** None.

### **17. School Nurse**

**Ark. Code Ann. § 6-18-706 and 6-18-1001 et seq.  
Section 16.03.01 ADE Rules Governing Standards for Accreditation**

*SCS seeks exemption from these portions of the Education Code and the ADE rules to allow it to have the flexibility to provide required health services without the necessity of hiring a full-time licensed nurse.*

**Legal Comments:** In order to effectuate this waiver, the only waivers necessary are from Ark. Code Ann. § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services. Also, please clarify why this waiver is needed, as applicant noted in C-9 that it would employ a full time school nurse.

**Applicant Response:**

**SCS requests a waiver from Ark. Code Ann. § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services.**

**The waiver of health service requirements will be used to give SCS flexibility in meeting the health needs of students.**

**Remaining Issues:** Confirm that only waivers sought are from § 6-18-706, Section 16.03 of the ADE Rules Governing the Standards for Accreditation, and Section 3.01.6 of the ADE Rules Governing Public School Student Services.

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**Green**=Waivers previously granted, no remaining issues  
*Information provided by Applicant is in italics.*

## **18. Supplementary Educational Opportunities**

### **Section 19 ADE Rules Governing Standards for Accreditation**

*SCS requests a waiver of this section of the ADE rules to allow it the flexibility to provide its own set of educational opportunities for its students, which will be of high quality but may not necessarily be in compliance with the listed section of the ADE rules.*

**Legal Comments:** None

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### **Concerns and Additional Questions**

- In Section C-9(A) of its application, applicant wrote that “[a]lthough a waiver of licensed Guidance Counselor is being sought, a full time Counselor will be employed at SCS.” Applicant did not, however, request this waiver request in Section 24 of its application.

### **Applicant Response:**

**SCS requests a waiver of Ark. Code Ann. § 6-18-1001 *et seq.*  
Standards for Accreditation 16.03  
ADE Rules Governing Public School Student Services**

**The waiver of Guidance Counselor will be used to give SCS flexibility in meeting the needs of students.**

**Remaining issues:** Applicant should clarify. If they are seeking waiver of only licensed guidance counselor requirements, the proper waivers to be sought are Ark. Code Ann. § 6-18-1004(a)(2) and Section 16.01.3 of the ADE Rules Governing Standards for Accreditation. If the applicant also is seeking to waive guidance counseling services, the proper waivers to be sought are Ark. Code Ann. § 6-18-1001 *et seq.*, Section 16.01 of the Standards for Accreditation, and Section 3.01.1 of the ADE Rules Governing Public School Student Services.

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**Green**=Waivers previously granted, no remaining issues

*Information provided by Applicant is in italics.*

- In Section C-9(E) of its application, applicant wrote that “a waiver of transportation is being sought.” Applicant did not, however, request this waiver in Section 24 of its application.

**Applicant Response:**

**SCS requests a waiver of Ark. Code Ann. § 6-19-101 et seq.**

**Remaining issues:** None.

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**Desegregation analysis:** Fully Responsive

**ADE LEGAL  
DESEGREGATION  
ANALYSIS**

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**MEMORANDUM**

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To: ADE Charter Authorizing Panel

From: ADE Staff

Re: Desegregation Analysis of Open-Enrollment  
Public Charter School Application for  
Scott Charter School

Date: September 30, 2015

**I. INTRODUCTION**

Academics Plus Charter School, Inc. submitted an application for an open-enrollment public charter school, Scott Charter School. The proposed charter school would be located within the boundaries of the Pulaski County Special School District. The proposed charter school would provide instruction to students in grades kindergarten through twelve (K-12). The proposed charter school would possess a student enrollment cap of 950. According to its application, the proposed charter school expects to draw students from the Pulaski County Special and England school districts.

**II. STATUTORY REQUIREMENTS**

Ark. Code Ann. § 6-23-106(a) requires the applicants for a charter school, the board of directors of the school district in which a proposed charter school would be located, and the charter authorizer to “carefully review the potential impact of an application for a 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.” Ark. Code Ann. § 6-23-106(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.” Ark. Code Ann. § 6-23-106(c) states that the authorizer “shall not approve any public charter school under this chapter or any other act or any combination of acts that hampers, delays, or in any manner negatively affects the desegregation efforts of a public school district or public school districts in this state.” This analysis is provided to inform the decision-making of the charter authorizer with regard to the effect, if any, of the proposed public charter school upon the desegregation efforts of a public school district.

### III. INFORMATION SUBMITTED BY THE APPLICANT AND THE AFFECTED SCHOOL DISTRICTS

The applicant addresses Desegregation Assurances on pages 33 and 34 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

### IV. ANALYSIS FROM THE DEPARTMENT

The October 1, 2014, enrollment for the school districts listed by the applicant as affected by its proposed school, and for open-enrollment charter schools operating in the same county, is:

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
<b>School Districts in Pulaski County</b>							
England School District	21	0	269	52	3	407	752
	2.79%	0.00%	35.77%	6.91%	0.40%	54.12%	--
Pulaski Co. Spec. School District	539	319	7,238	1,194	71	7,218	16,592
	3.25%	1.92%	43.62%	7.20%	0.43%	43.50%	--
<b>DISTRICT TOTAL</b>	<b>560</b>	<b>319</b>	<b>7,507</b>	<b>1,246</b>	<b>74</b>	<b>7,625</b>	<b>17,344</b>
	<b>3.23%</b>	<b>1.84%</b>	<b>43.28%</b>	<b>7.18%</b>	<b>0.43%</b>	<b>43.96%</b>	<b>--</b>
<b>Open-Enrollment Public Charter Schools in Pulaski County</b>							
Academics Plus (PCSSD)	0	14	112	37	7	579	749
	0.0%	1.9%	15.0%	4.9%	0.9%	77.3%	
Covenant Keepers (LRSD)	0	0	89	68	0	0	157
	0.0%	0.0%	56.7%	43.3%	0.0%	0.0%	
E-Stem (LRSD)	51	47	666	93	3	602	1,462
	3.5%	3.2%	45.6%	6.4%	0.2%	41.2%	
Jacksonville Lighthouse (PCSSD)	1	19	493	88	8	304	913
	0.1%	2.1%	54.0%	9.6%	0.9%	33.3%	
Lisa Academy (LRSD/NLRSD)	13	188	568	203	19	497	1,488
	2.1%	18.3%	42.8%	9.9%	0.6%	26.3%	
LR Prep Academy (LRSD)	3	2	359	33	0	1	398
	0.8%	0.5%	90.2%	8.3%	0.0%	0.3%	
Premier High School (LRSD)	1	0	107	4	0	18	130
	0.8%	0.0%	1-%	3.1%	0.0%	13.8%	
SIATech Little Rock (LRSD)	2	2	129	1	0	18	152
	1.3%	1.3%	84.9%	0.7%	0.0%	11.8%	
<b>CHARTER TOTAL</b>	<b>71</b>	<b>272</b>	<b>2,523</b>	<b>527</b>	<b>37</b>	<b>2,019</b>	<b>5,449</b>
	<b>1.3%</b>	<b>5.0%</b>	<b>46.3%</b>	<b>9.7%</b>	<b>0.7%</b>	<b>37.1%</b>	
<b>COUNTYWIDE TOTAL</b>	<b>631</b>	<b>591</b>	<b>10,030</b>	<b>1,773</b>	<b>111</b>	<b>9,644</b>	<b>22,793</b>
	<b>2.8%</b>	<b>2.6%</b>	<b>44.0%</b>	<b>7.8%</b>	<b>0.5%</b>	<b>42.3%</b>	

Source: ADE Data Center, Oct. 1, 2014 Enrollment

*Note: The school district listed in parentheses next to the charter school's name is the district in which the school is located.*

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

The ADE is unaware of any desegregation orders applicable to the England School District. The ADE is aware of the existence of a desegregation order applicable to the Pulaski County Special School District.

In 2002, the Little Rock School District was declared unitary with respect to the majority of its desegregation plan obligations and released from court supervision in those areas. *Little Rock School District v. Pulaski County Special School District*, 237 F. Supp. 2d 988, 999 (E.D. Ark. 2002). In 2007, LRSD successfully completed its desegregation efforts and was declared fully unitary by the federal court. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed February 23, 2007. This order was affirmed by the Eighth Circuit Court of Appeals on April 2, 2009. *Little Rock School District v. Pulaski County Special School District*, 561 F.3d 746 (8th Cir. 2009). In February and March 2010, the federal court held hearings on the motions of NLRSD and PCSSD to be declared unitary. On May 19, 2011, the federal court held that neither district was fully unitary. *Little Rock School District v. Pulaski County Special School District*, Case No. 4:82-cv-0866 (E.D. Ark.), Order filed May 19, 2011. However, on December 28, 2011, the Eighth Circuit Court of Appeals ruled that NLRSD is fully unitary but that PCSSD is not. *Little Rock School District v. State of Arkansas*, 664 F.3d 738 (8th Cir. 2011).

On January 13, 2014, the presiding federal judge in the Pulaski County Desegregation Case gave final approval to a settlement agreement between the Joshua Intervenors, Knight Intervenors, Little Rock School District, North Little Rock School District, PCSSD and the State of Arkansas. Pursuant to the settlement agreement, the only remaining obligation of the State of Arkansas is to continue the distribution of desegregation payments to the three Pulaski County school districts through the 2017-2018 school year. On January 30, 2014, the Court also approved a stipulation among the parties that PCSSD is unitary in the areas of Assignment of Students and Advanced Placement, Gifted and Talented and Honors Programs. Based on the stipulation, the Court released PCSSD from supervision and monitoring in these areas. Thus, as of January 30, 2014, all three school districts in Pulaski County are unitary in the area of student assignments. On April 4, 2014, the court found that PCSSD is unitary in the areas of special education and scholarships. PCSSD remains non-unitary in the following five areas areas of its desegregation plan: (1) Discipline; (2) School Facilities; (3) Staff; (4) Student Achievement; and (5) Monitoring.

Because Scott Charter School would draw students from Pulaski County, Arkansas, the authorizer must ensure that any act it approves does not hamper, delay, or in any manner negatively affect the desegregation efforts of PCSSD. As the Supreme Court noted in *Missouri v. Jenkins*, 515 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation -- that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or *intent* to segregate." *Id.*, at 208 (emphasis in original).

As noted above, PCSSD remains under federal court supervision with regard to five areas of the district's desegregation plan. Therefore, the authorizer should consider whether granting an open-enrollment charter for Scott Charter School will negatively affect PCSSD's efforts to achieve full unitary status.

## **V. CONCLUSION**

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that "hampers, delays, or in any manner negatively affects the desegregation efforts" of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-rationally motivated reasons for the charter school's existence.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents and guardians of the enrolled students and other members of the community will be involved with SCS and positively impact the charter school's educational programs by participating in the charter Parent Teacher Organization, by attending functions at the school, by partnering with the school in the agricultural science focus. Parents and guardians will be provided with Literacy and Math night opportunities as well as student led conferences. Three parents or guardians will serve on the Advisory Board and assist in the decision making that directly affects the students of SCS. All parents and guardians of enrolled students will be voting members and participate in the Board of Trustees election process.

22. Describe the potential impact of the proposed 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.

Applicant Response:

SCS will locate its open-enrollment public charter school in Scott, Arkansas, within the boundaries of the Pulaski County Special School District. SCS expects to obtain most of its students from within the boundaries of the Pulaski County School District, with its remaining students coming from the England, Lonoke, North Little Rock and Little Rock School Districts.

SCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Scott Charter School has substantiated that the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been found by the Federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. Scott Charter School's review has determined that the Lonoke School District (Lonoke) is not or ever has been subject to any federal desegregation court orders; the England School District (England) is currently under a Federal District Court desegregation order, but after carefully examining the effect of the opening of SCS in Scott, the applicant is convinced that such action shall not hinder England in meeting its court-ordered desegregation obligations. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Scott Charter School cannot be said to have a negative impact on the LRSD, NLRSD, and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

SCS is asking for an enrollment cap of nine hundred seventy five (975) students. According to the 2014-2015

school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; the LRSD had a student population of 23,363 students; England had a student population of 752 and Lonoke had a student population of 1,754. Ark. Code Ann. §6-23-106 requires that SCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. §6-23-106 also requires that Scott Charter School's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Scott Charter School's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the England and Lonoke School Districts, shows that that such negative effect is not present here.

In January, 2014 Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (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) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Circuit Court of Appeals concerning charter school issues.

In conclusion, SCS submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, nor the Federal District Court desegregation order affecting England prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders and other leaders are highly engaged in the success of SCS. They will exhibit a high degree of focused leadership and stewardship when it comes to the fiscal needs of SCS. They will abide by all laws and expectations within the charter agreement with the Arkansas Department of Education. Charter founders and other leaders will work to recruit and maintain the level of student enrollment and participation to ensure sustainability of the educational program.

# **APPLICATION**



# ARKANSAS DEPARTMENT OF EDUCATION

## 2015 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday July 28, 2015, 4:00 p.m.  
**Applications will not be accepted after this time.**



**Name of Proposed Charter School:**

\_\_\_\_\_  
Scott Charter School

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

**ARKANSAS DEPARTMENT OF EDUCATION  
2015 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Scott Charter School

Grade Level(s) for the School: K-12 Student Enrollment Cap: 975

Name of Sponsoring Entity: Academics Plus Charter School, Inc.

Other Charter Schools Sponsored by this Entity (Name and Location):

Maumelle Charter Elementary School, 900 Edgewood Dr., Maumelle, AR

Maumelle Charter High School, 900 Edgewood Dr., Maumelle, AR

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

**Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.**

Name of Contact Person: Mr. Rob McGill

Address: 900 Edgewood Dr. City: Maumelle

ZIP: 72113 Daytime Phone Number: ( 501 ) 803-9730 FAX: ( 501 ) 803-9742

Email: rob.mcgill@academicsplus.org

Charter Site

Address: 15306 Alexander Rd City: Scott

ZIP: 72142 Date of Proposed Opening: 8.1.2016

Chief Operating Officer

of Proposed Charter (if known): Mr. Rob McGill Title: Executive Director

Address: 900 Edgewood Dr. City: Maumelle

ZIP: 72113 Daytime Phone Number: ( 501 ) 803-9730

The proposed charter will be located in the Pulaski County Special School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Rob McGill Position: Executive Director State of Residence: AR

Name: Diane Gross Position: Elementary Principal State of Residence: AR

Name: Nita Gray Position: Assistant Principal State of Residence: AR

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

List the current K-12 student enrollment of the district where the proposed public charter school would be located.

16592 (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

<u>Pulaski County Special SD</u>	_____	_____
<u>England School District</u>	_____	_____
_____	_____	_____

## **B. EXECUTIVE SUMMARY**

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Scott Charter School (SCS) 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.

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

SCS will ensure that students are college and career ready by engaging students in a rigorous standards-based curriculum. Students will be immersed in an ambitious academically challenging core curriculum that will help them master complex concepts and ideas. SCS will consider social growth and responsibility of students as equal partners with the academic curriculum.

SCS shares the APCS core mission of academic excellence. SCS will foster the cognitive development of students through a combination of rigorous curricula and research-based instructional practices in order to master Common Core State Standards in English Language Arts and Mathematics and Next Generation Science Standards (NGSS) and Arkansas State Frameworks in other courses. Through the core curriculum, the integration of agricultural science concepts will broaden the scope of agriscience and agribusiness in order to maximize student engagement and success.

SCS will cultivate the social-emotional development of our students and school community by implementing evidence-based responsive teaching techniques. Through the implementation of responsive classroom strategies (see details within the Innovations section of this application or <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>), SCS will create an environment that fosters the development of our core values of academic excellence, positive culture, and self-awareness. SCS will be intentional in supporting students in developing effective social skills in order for them to thrive academically, socially, and emotionally.

## **C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL**

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

The Public Meeting regarding SCS was held July 9, 2015 from 6:30 - 8:30 p.m. at the All Souls Church, 4601 Walker's Corner Road, Scott, Arkansas. There were 31 Scott community members in attendance as well as several APCS representatives.

A presentation was made by APCS regarding charter schools and the Scott Charter School application. There was a time for questions and answers. Several topics were covered by Q&A and discussion:

- SCS School Board and representation
- Location - Scott Elementary School building
- Funding/Taxes
- Technology
- Promotion of SCS prior to approval and after for enrollment purposes
- Grade levels
- Sports
- Discipline
- Lottery

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
  - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
  - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will 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 or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

Board of Trustees. The primary governing body of SCS will be the Academics Plus Charter School, Inc. (APCS) Board of Trustees.

The following information concerning Powers and Duties of the Board are taken from APCS board policy:

*"The APCS Board of Trustees, operating in accordance with state and federal laws, assumes its responsibilities for the operation of APCS. The Board shall concern itself primarily with the broad questions of policy as it exercises its legislative and judicial duties. The administrative functions of the Charter School are delegated to the executive director who shall be responsible for the effective administration and supervision of the Charter School."*

"Some of the duties of the Board include:

1. Developing and adopting policies to affect the vision, mission, and direction of the Charter School;
2. Understanding and abiding by the proper role of the Board of Trustees through study and by obtaining the necessary training and professional development;
3. Appointing an Executive Director and giving him/her the support needed to be able to effectively implement the Board's policies;
4. Conducting formal and informal evaluations of the Executive Director annually or no less often than prior to any contract extension;
5. Approving the selection of curriculum and seeing that all courses for study and educational content prescribed by the State Board of Education or by law for all grades are offered and taught;
6. Reviewing, adopting, and publishing the Charter School's budget for the ensuing year;
7. Being responsible for providing sufficient facilities, grounds and property and ensuring they are managed and maintained for the benefit of the Charter School;
8. Monitoring Charter School finances and receiving, reviewing and approving each annual financial audit;
9. Understanding and overseeing the school's finances to ensure alignment with the Charter School's academic and facility needs and goals;
10. Visiting schools and classrooms when students are present no less than annually;
11. Setting an annual salary schedule;
12. Being fiscally responsible to the Charter School's patrons;
13. Involving the members of the community in the Charter School's decisions to the fullest extent practicable; and
14. Striving to assure that all students are challenged and are given an equitable educational opportunity."

Executive Director. The Executive Director will have the final authority in the hiring and firing of staff.

B. Election Process. APCS Board of Trustees is made up of nine (9) members. APCS has received a waiver from the SBE from the provisions of Ark. Code Ann. §6-13-634, allowing it to have a School Board comprised of more than seven (7) members. Six (6) of the trustees are elected from the membership of APCS and three (3) are appointed by the Maumelle City Council. All trustees are elected or appointed to three (3) year terms. The Board of Trustees consists of a chairman, vice chairman, secretary and treasurer. The following information is taken from the APCS Policy concerning the trustee election process: Any Member who is not an employee of APCS may be a Candidate. Candidates, including incumbents, must declare their candidacy in writing and submit biographies and platform statements to the Election Committee no less than twenty (20) days prior to the opening of the voting process in order to be included on the ballot.

#### (1) Membership and Voter Registration

Section 1.10 Member is defined in the Bylaws of APCS.

Section 1.11 Voter Registration Forms shall be distributed to the Members in January of each year. and shall be made available to any Member upon request Completed Voter Registration Forms shall be maintained by the

APCS Executive Director or his/her designee for three (3) years after the election. Section 1.12 Eligible Voter is defined as a Member who has completed a Voter Registration Form during the current APCS fiscal year and at least thirty (30) calendar days prior to the annual meeting of the Members. Only Eligible Voters may cast ballots in the election of APCS Trustees.

## (2) Election Committee

Section 2.10 An Election Committee shall be appointed to oversee the Board of Trustees election each year and to ensure that this Election Process is properly followed.

Section 2.11 The Election Committee shall consist of five (5) members. The following four (4) members shall be appointed by the APCS Board of Trustees during its regular February meeting:

- (a) A Chairperson;
- (b) APCS Trustee whose term is not expiring;
- (c) APCS teacher; and
- (d) A parent/guardian/custodian of an APCS student.

The Board of Trustees shall offer the position of Election Committee Chairperson to the PTO Chairperson if in attendance. If the P.T.O. Chairperson is not in attendance or refuses the appointment, the Board of Trustees shall appoint another Member who is not an employee or a Trustee to be the Election Committee Chairperson. The fifth member shall be appointed by the Maumelle Mayor. Section 2.12 The Election Committee shall be released from their duties after the new Board has been seated and all Contesting Election Petitions have been resolved.

## (3) Election Process

Section 3.10 The APCS Election Committee shall adopt an election schedule prior to the regular March meeting of the Board of Trustees, at which the Election Committee Chairperson shall present the election schedule for review and approval by the Board of Trustees. The approved election schedule shall be posted on the school website within the following week.

Section 3.11 The election schedule shall include a public forum during which Members may meet the candidates at least ten (10) but not more than fifteen (15) days prior to the annual meeting. Electronic voting will commence within seventy-two (72) hours after the close of the public forum and end no less than four (4) hours prior to the start of the annual meeting.

Section 3.12 The APCS Executive Director or his/her designee shall provide a list of the Members and a list of Eligible Voters to the Election Committee no less than fifteen (15) calendar days prior to opening of the voting process

## Section 3.13 Notices

- (a) The APCS Executive Director shall be responsible to ensure that all notices required pursuant to this Election Process are properly posted.
- (b) Notice of the annual meeting of the Members shall be made through the electronic communication system, student flyer, and published on the school's official web site at least forty-five (45) days prior to the opening of the voting process.
- (c) Electronic notices shall be repeated weekly throughout the election process.
- (d) Additional notices may be required at the discretion of the Election Committee.
- (e) Notices shall include, at a minimum:
  - 1. All procedural deadlines

2. Candidacy requirements or listing of the declared candidates
3. Schedule of proposed election week activities and voting opportunities (event name, date, time, location)
4. Web address for school election details.

Section 3.14 Candidate biographies shall be published on the school website and be made available for public viewing at the school at least fifteen (15) days prior to the opening of the election process, and shall be made available during the public forum.

Section 3.15 The public forum shall be scheduled to coincide with a school event such as a concert, dinner, awards ceremony, etc. Each candidate shall be provided an equal amount of time to address the Members at the forum.

Section 3.16 The promotion of candidates by the candidate or other Members is allowed provided that:

- (a) School instruction is not interrupted and the dropping off and picking up of students is not hindered;
- (b) Promotional materials are placed on school grounds only in approved locations as determined by the APCS Executive Director ensuring equal access for all candidates.
- (c) Public campaigning on school property is only allowed one (1) hour prior to the opening of the manual voting process at the public forum.
- (d) Public campaigning is not allowed within one-hundred (100) feet of the manual voting area.
- (e) No school funds are used for the promotion of individual candidates.

Section 3.17 Development of the ballots shall be the responsibility of the APCS Executive Director. Ballots shall be distributed to the Election Committee no less than five (5) days prior the opening of the voting process.

Section 3.18 Voting will be made available via an electronic software program approved by the election committee. The voting process will ensure anonymity and eligibility of the voter.

Section 3.19 Voting shall stop at least four (4) hours prior to the start of the annual meeting and will officially close at the annual meeting if a minimum of forty percent (40%) of Eligible Voters have voted. In the event that voting does not close at the annual meeting, the Election Committee shall reopen the voting process. The annual meeting shall be continued and reconvened the first Monday after at least forty (40%) of Eligible Voters have voted. Voting shall officially close at the reconvened annual meeting.

Section 3.20 Once voting has officially closed; the vote count shall be verified by no fewer than three (3) Election Committee Members. The results shall be revealed before the close of the annual meeting. The results shall be posted on the school website within twenty-four (24) hours.

#### (4) Candidates

Section 4.10 Any Member who is not an employee of APCS may be a Candidate.

Section 4.11 Candidates, including incumbents, must declare their candidacy in writing and submit biographies and platform statements to the Election Committee no less than twenty (20) days prior to the opening of the voting process in order to be included on the ballot.

Section 4.12 Candidate biographies and platform statements, which may not exceed one side of an 8.5 x 11 single sheet of paper, shall be published on the school website no less than fifteen (15) days prior to the opening of the voting process. A single photograph of the candidate may be included but no extra space will be permitted.

#### (5) Contesting Election Results

Section 5.10 Members may contest Election results by submitting a Contesting Election Petition to the Election Committee Chairperson and the Board of Trustees Chairperson within three (3) business days following the

announcement of election results.

Section 5.11 In order to be considered, the Contesting Election Petition must:

- (a) Be signed by a minimum of 10% of the Eligible Voters; and
- (b) State specific reasons for objecting to the posted results.

Section 5.12 If a valid Contesting Election Petition is filed, the Election Committee shall:

- (a) Schedule, announce, and hold a community meeting to discuss the issues within ten (10) business days;
- (b) Investigate the issues stated in the Contesting Election Petition; and (c) Adopt and present findings and recommendations to the APCS Board of Trustees, which may include:
  - 1. A finding of no validity;
  - 2. A finding of validity insignificant to the outcome of the election, thereby requiring no action; or
  - 3. A finding of validity significant to the outcome of the election, thereby requiring the results to be set aside and a new election to be held.

Section 5.13 In the event that the results are set aside, the Election Committee shall adopt and present an expedited election schedule to the Board of Trustees for approval. The Board of Trustees seated prior to the election shall be reseated until a new election is completed.

Policy Revised: July 14, 2014

Advisory Board. SCS will operate under the APCS governing board, an advisory will be established. SCS Advisory Board will be a liaison with the APCS Board of Trustees. An appointed member of SCS Advisory Board will serve as the primary method of communicating needs and desires of the SCS Advisory Board. SCS Advisory Board will be comprised of the school administrator, one teacher representative, and three parent representatives. This advisory board will appoint one member to represent SCS and communicate with the APCS Board of Trustees.

C. School Leadership Accountability to Parents. The school's leadership will practice an open door policy for parents and other stakeholders. The school will responsibly report all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format at parents' request. School leadership will ensure teachers communicate often with parents about their child's progress. There are also two scheduled parent-teacher conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff. Parents will have the opportunity to participate during the public comment portion of any Board of Trustees, Advisory, or Board Committee meeting.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Scott Charter School (SCS) 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.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2014 literacy and mathematics performance assessment data and graduation rates for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Pulaski County Special School District		
District Status	NEEDS IMPROVEMENT		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	72.97	64.00	72.89
Targeted Achievement Gap Group	64.26	53.02	68.46
African American	64.51	67.35	74.59
Hispanic	71.20	61.12	67.80
White/Caucasian	80.85	75.95	70.76
Economically Disadvantaged	53.67	36.89	67.61
English Language Learners/ Limited English Proficient	50.72	35.68	n<10
Students with Disabilities	28.24	17.84	73.17

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Pulaski County Special School District	
Campus Name	Harris Elementary School	
Grade Levels	K-5	
Campus Status	NEEDS IMPROVEMENT PRIORITY	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	57.83	42.17
Targeted Achievement Gap Group	56.79	41.98
African American	56.68	42.11
Hispanic	n<10	n<10
White/Caucasian	n<10	n<10
Economically Disadvantaged	56.25	41.25
English Language Learners/ Limited English Proficient	n<10	n<10
Students with Disabilities	23.08	15.38

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Pulaski County Special School District	
Campus Name	Sylvan Hills Middle School	
Grade Levels	6-8	
Campus Status	NEEDS IMPROVEMENT	
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	72.12	63.72
Targeted Achievement Gap Group	61.46	49.63
African American	63.91	49.77
Hispanic	68.57	60.53
White/Caucasian	81.17	77.16
Economically Disadvantaged	63.41	50.68
English Language Learners/ Limited English Proficient	57.14	42.86
Students with Disabilities	15.22	16.13

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Pulaski County Special School District		
Campus Name	Sylvan Hills High School		
Grade Levels	9-12		
Campus Status	NEEDS IMPROVEMENT		
	LITERACY 2014 ESEA Report Percentage Achieving or Advanced	MATH 2014 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2013-2014 2014 Report Card Percent Graduated
All Students (Combined)	74.44	67.22	72.54
Targeted Achievement Gap Group	62.67	56.35	64.37
African American	70.12	53.33	69.07
Hispanic	n<10	n<10	60.00
White/Caucasian	81.72	80.70	76.92
Economically Disadvantaged	68.12	58.10	63.86
English Language Learners/ Limited English Proficient	n<10	n<10	n<10
Students with Disabilities	0	24.44	71.43

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

SCS is being established to serve students who live in the Scott community as well as the surrounding cities of North Little Rock and England. However, it will be an open enrollment charter school, and students may enroll from other districts. In Scott where the school will be located, the area lacks options for school choice and the achievement gap for economically disadvantaged students continues to broaden.

The 2014 ESEA report for Harris Elementary School, a Pulaski County Special School District (PCSSD) zone school, provides the data showing the educational need. Harris Elementary School reports a poverty rate of 92.24% with its economically disadvantaged students scoring achieving in literacy 56.25% and 41.25% in math. Students that are currently zoned for Scott Elementary School will be reassigned to Harris Elementary School for the 2015-2016 School Year.

A compelling factor in the Scott community is the current reality of the closure of Scott Elementary School within the PCSSD. SCS will be located in this community to provide a free public school choice. ESEA 2014 report for Scott Elementary School reveals that 87.32% are economically disadvantaged and students scoring achieving in literacy 78.43% and 56.86% in math. While these numbers may not be alarming in literacy, a great concern is what will happen when this population is combined with Harris' population of students only achieving at a rate of 43.75%. The math achievement for economically disadvantaged students performing below achieving is higher than literacy. According to the 2014 ESEA report for Scott Elementary and Harris Elementary schools, approximately half of economically disadvantaged students are not achieving from both schools.

Based on the ESEA reports of the feeder middle school and high school that serve students in the Scott community, the overall achievement scores and poverty are lower than the feeder pattern school, Scott Elementary. Sylvan Hills Middle and Sylvan Hills High schools report overall literacy and math percentage scores of 65.76% and 54.39% respectively, and poverty rates of 52.57% and 43.68% respectively.

The analysis of educational need in the Scott community is based on student performance, achievement gap, poverty and school choice.

#### Student Performance

In 2014, the Pulaski County Special School District made insignificant progress in increasing academic outcomes. The district did not meet AMO for any subpopulations. Pulaski County Special School District was rated "Needs Improvement" in both literacy and math in 2014.

Sylvan Hills High School was rated "Needs Improvement" in 2014. The high school did not meet AMO in math for TAGG, African-American, White, Economically Disadvantaged and Students with Disabilities. It received a School Rating of C.

Sylvan Hills Middle School was rated "Needs Improvement" in 2014. The middle school did not meet AMO in literacy and math for TAGG, African-American, White, Economically Disadvantaged and Students with Disabilities. Sylvan Hills failed to meet AMO in math by 10% percent for all scholars and a smaller margin for literacy by nearly 4% percent for all scholars. It received a School Rating of D.

There are two particular elementary schools from which the proposed charter will pull students. Both schools, Scott Elementary and Harris Elementary, received overall "Needs Improvement" status according to the 2014 ESEA report. In addition, the two schools received "Needs Improvement" status for both literacy and math. Students did not meet growth AMO in either school. Scott Elementary received a School Rating of C and Harris Elementary received a School Rating of D.

#### Achievement Gap

There is a significant achievement gap among students within the PCSSD. There is a 19.69% gap between all students and TAGG students in combined scores of literacy and math. Equally important, PCSSD is not meeting students' growth AMO in literacy and math. The most compelling gap is noted in African-American and Economically Disadvantaged subpopulations in literacy and math.

Overall in the PCSSD, growth in math performance for African-American students is 34.34% percent and 57.37% percent in Whites. The growth in literacy performance for African-American students is 62.96% percent compared to 77.31% percent for Whites.

Specifically at the elementary level, Scott Elementary School, White students outperform African-American and economically disadvantaged students nearly 20% and nearly 10% respectively in math performance. Performance in literacy shows the TAGG group not meeting growth AMO by a deficient of 17.98% percent.

#### School Choice

Pulaski County Special School District families have a limited choice of high performing quality schools. In PCSSD, 35 out of 36 schools are in "Needs Improvement". School closure in the Scott community has affected students and families of the area. Those students will be re-zoned to schools miles from the current site leaving families without essential educational opportunities. To provide a proven option to the children in the Scott area, and a choice for families looking for a progressive educational program for their child, SCS aims to offer an academically rigorous college preparatory program for all students.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

#### Applicant Response:

England School District is adjacent to the home district of the proposed charter school. Based on data provided by the Arkansas Department of Education, this district was in Needs Improvement status in 2014. The district did not meet its AMO in both mathematics and literacy for all students and TAGG students. Likewise, the district did not meet its Growth AMOs in mathematics and literacy. England's overall graduation rate is 89% with a 50% graduation rate for Hispanics. A smaller school setting will afford the teachers and staff an opportunity to

connect with students and families to build a sense of community and forge lasting relationships. Families in and around urban cities are being provided options for their children's education and rural areas need to be given like opportunities.

Describe three (3) innovations that will distinguish the charter from other schools.

Applicant Response:

SCS will follow the proven successful strategies of APCS by producing high performers through a rigorous curriculum and responsive approach to building self-disciplined learners. SCS will expect each student to perform at least one grade level above current grade. To accomplish this, SCS will set high expectations and establish rigorous academic standards while infusing agricultural science. Greater parental engagement, coupled with a positive behavior incentive system for managing discipline and an extended school day and year will lead to academic success for all students and for SCS.

APCS has a proven pathway to producing high performers which is inclusive of three key aspects: challenging academics, social-emotional development, and a data driven culture. It is predicated on high expectations of excellence, engaging learners, and continuing improvements in cultivating career and college prepared students. SCS will extend the APCS framework for producing high performers through fostering a community of continuous learning, responsive classrooms, and the integration of agricultural science.

*Continuous Learning.* To improve teaching and learning, SCS will devote significant time and resources to having a systemic, data driven culture that utilizes assessment outcomes to make informed decisions to improve student learning and teaching practice. SCS teachers will be required to attend 90 hours of professional development which is 45 hours above the state requirement. Teachers' professional growth plans will be based on student data. Continuous learning will be evident from the classroom to professional learning communities. Students will evaluate their own learning through building portfolios that demonstrate progress toward academic goals and mastery of standards. Parents will be partners in the students' learning journeys by meeting at minimum one time a year to engage in a student led conference.

*Responsive Classrooms.* The responsive classroom approach is an innovative approach to incorporate students' social and emotional growth into their academic growth. In SCS responsive classrooms, one will witness a place where students are challenged, stimulated, safe, and pleasant. Based on Dr. Sara E. Rimm-Kaufman's work centered on the responsive classroom approach it was found the approach had a significant impact on the academic and social skills of students and those students had higher test scores in reading and math, better social skills, and a more positive outlook on school (Rimm-Kaufman, 2006). <https://www.responsiveclassroom.org/principles-and-practices-responsive-classroom>

*Integration of Agricultural Science.* The mission of Scott Charter Elementary is to provide an academically rigorous college preparatory program. To extend the rigorous college preparatory program, students will be exposed to agricultural science through project-based learning, experiential learning within the community, and hands-on opportunities to use resources surrounding the school community. Students will have a skill set in

agricultural science and technology through real-world projects that require critical thinking and problem solving skills.

5. On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. 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.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
Reading: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Reading achievement at the state average, or AMO, or at or above PCSSD annual aver	Annually
Reading Comprehension: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Reading Comprehension achievement at the state average, or AMO, or at or ab	Annually
Math: Achieve measurable growth for students as demonstrated by state assessments.	State Assessments	SCS will demonstrate Math achievement at the state average, or AMO, or at or above PCSSD annual averag	Annually

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The academic progress made by students on the state mandated assessments will demonstrate the success of SCS in meeting the educational need for the school and will show progress is achieving the mission of the school.

At the beginning of each student's initial year at SCS, the school will administer a formative measure of academic progress (i.e. NWEA, DIBELS, DRA, ACT Aspire) in order to gather baseline data. This will act as 

the primary benchmark for student progress. Teachers will interpret the data to implement research-based instructional methods to enhance student's progress or remediation of deficient skills so each year students will meet or exceed growth goals. The test will be given multiple times a year for each school year. Additional performance tests will include the state mandated assessment, and any other assessments deemed appropriate.



6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.  
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Applicant Response:

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

SCS mission is to provide an academically rigorous college preparatory program for all students. With this in mind, SCS will use Arkansas Content Frameworks and Common Core Standards to set clear and consistent guidelines for what students know and be able to do in mathematics and literacy to be prepared for college and career. In addition to a rigorous, common core aligned curriculum, SCS model includes the extended day and calendar year, integration of agricultural science and technology, data-driven culture, and after school intervention and enrichment program with a focus on agriScience, Technology, Enrichment, and Mathematics (aSTEM).

SCS will provide more time on task with an extended day and school year. In essence, this means longer school year (183 instructional days) and longer school day (6.5 hours). An extended school day and year will equate to over 124 hours of instruction for students at SCS each year.

SCS will use Next Generation Science Standards (NGSS) to guide instruction in integrating agricultural sciences in core areas. The frameworks will be supplemented by other resources. SCS will be a culture that embraces assessment literacy. Every decision will be based on data from numerous assessment types including screeners, diagnostics, formative, interim, and summative. Staff will employ best practices in data driven decision making to gauge instructional methods. Grade levels and staff data team meetings will focus on using results of assessments to set classroom and student goals, grouping students for small group instruction, remediation and enrichment of targeted students, and plan engaging instruction to meet the needs of all students. SCS will be grounded in being practitioners who promote the use of various data types collected at multiple times of year and then taking action based on the analysis of that data.

In order to provide a service to SCS families, a Title I funded after school enrichment program that focuses on aSTEM will be offered for all students K-6 grades. The program will help students meet mastery of state standards in core academic subjects such as math, science and reading. Based on formative measures of academic progress, students' individual needs will be determined. Math and literacy intervention will take place in flexible small group settings. The intervention will be delivered using the strategies based on the comprehensive literacy model and standards based math instruction. Based on teacher observation and formative assessments in science, students needing support will be offered intervention. Students will be offered a vast array of enrichment activities that will complement their regular academic program; and offer other community resources to students and their families.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

APCS curriculum is aligned with Common Core State Standards (CCSS) and Arkansas Curriculum Frameworks at Maumelle Charter Elementary and High Schools. These curriculum maps will be used by staff at SCS. The three schools will collaborate on curriculum and instruction goals and professional development in person and via web-based technology.

By utilizing the formula for continuous improvement in teaching and learning already being practiced by APCS, SCS will ensure a rigorous curriculum is being offered to students, that teachers and leadership collaborate on curriculum decision making, and hold a shared belief that instructional leaders indirectly impact student achievement and teachers directly impact student achievement. With that being the norm, teachers will participate in capacity building focused on linking grade level mastery objectives to state standards.

The following will be the process of aligning curriculum materials to frameworks and state standards:

- Pre-service professional development will focus on “unpacking” the standards in order to delve down to what students need to know and be able to do based on Bloom’s Levels in order to determine the learning ladder for that standard.
- Teachers will receive tailored professional development based on needs of instructional practices that support standards. For example, teachers will be trained in Effective Literacy or ELLA depending on grade level.
- On-going professional development and coaching by the instructional leadership team will be used to support teachers in the implementation process of the educational program.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

Although a waiver of licensed Guidance Counselor is being sought, a full time Counselor will be employed at SCS.

B) Health services;

Applicant Response:

Although a waiver of 16.03.1 School Nurse is being sought, a full time School Nurse will provide services at SCS.

C) Media center;

Applicant Response:

A waiver of Media center is being sought. Each classroom will be equipped with technology appropriate for student and teacher use and classroom libraries.

D) Special education;

Applicant Response:

SCS will comply with all state and federal requirements regarding Special Education and IDEA.

E) Transportation;

Applicant Response:

Although a waiver of Transportation is being sought, and there are no plans to provide home to school transportation at this time, a .25 Bus Driver is included in the budget in order to provide bus transportation for field trips and events.

## F) Alternative education, including Alternative Learning Environments;

### Applicant Response:

Although a waiver of Alternative Learning Environments is being sought, SCS will provide various supports for students who are struggling through the Response to Intervention (RtI) process. This might include any or all of the following: parent conferences, after school intervention, in school intervention, counseling regarding behavior or academic concerns, and various research-based teaching strategies in the classroom (ELLA, ELF, Comprehensive Literacy, CGI).

## G) English Language Learner (ELL) instruction

### Applicant Response:

Students whose Home Language Survey show English as their second language, will undergo the State required assessment and then be given the appropriate English Language Learner instruction within the regular education classroom utilizing English immersion strategies.

## H) Gifted and Talented Program.

### Applicant Response:

Although a waiver of Gifted and Talented Education is being sought, SCS will seek to enrich all students daily through differentiated instruction in the classroom, as well as providing enrichment after school.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

### Applicant Response:

SCS will be an open-enrollment public charter school; therefore, we could draw students from anywhere in the state. The school will be located within the city limits of Scott, and will also be located within the boundaries of the Pulaski County Special School District. It is anticipated that SCS will receive most of its students from the Pulaski County Special, England, Lonoke, Little Rock and North Little Rock School Districts. The maximum enrollment in the first five (5) years of the charter will be 975 students.

According to the 2014-2015 enrollment information housed on the Department of Education Data Center's website, there were 16,592 students enrolled in the Pulaski County Special School District ; 23,363 students enrolled in the Little Rock School District; 8,576 students in the North Little Rock School District; 752 students in the England School District, and 1,754 students in the Lonoke School District. The school will enroll approximately 164 students in 2016-17; of those 164 students, it is estimated that up to 110 students would come to Scott Charter School from the Pulaski County Special School District; up to 15 students from the England School District; up to 15 students from the Lonoke School District, and up to 24 students from the Little Rock and North Little Rock School Districts combined. At its five (5) year maximum enrollment, it is estimated that up to 705 students would come to SCS from the Pulaski County Special School District; up to 75 students from the England School District; up to 75 students from the Lonoke School District, and up to 120 students from the Little Rock and North Little Rock School Districts combined.

It is possible that SCS will enroll students who currently attend private schools or who are home schooled students, thus further reducing the impact to the named school districts.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

SCS will fully comply with A.C.A. § 6-15-2006 (2015) by holding the Annual Report to the Public School Board meeting prior to November 15 in order to demonstrate progress made by the charter school during the previous academic year in meeting its academic performance objectives.

12. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

SCS will be advertised in the Scott Community through posters at local businesses and announcements or communication with local places of worship, or community clubs or organizations. There will also be notices on radio and television stations that broadcast in the area surrounding the school.

The following admission procedures can be found on the APCS website with a link to the documents necessary for application for lottery:

The following general guidelines are established and presented below to aid prospective and returning students to understand the admissions process. If at any time during your admissions experience you require additional information or have questions or comments of any kind, just call 501-803-0066 ext. 121 or email [registrar@academicsplus.org](mailto:registrar@academicsplus.org).

The application process is electronic and can be accessed from the website or a packet can be emailed to you.

1. Download or request an applications package from the school website or APCS Registrar's office.
2. Complete the application package and return it via fax, mail or email to the APCS Registrar's office.

3. Once a student is attending SCS, it's not necessary to reapply.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Children of founding members of the charter and siblings of enrolled students will be given enrollment preference if there is seat availability in the grade level in which they wish to be enrolled.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

As an open-enrollment public charter school, SCS will conduct a random, anonymous student selection lottery to determine enrollment for the following school year. Applications for the next school year must be submitted by February 28 (or the preceding work day if the 28<sup>th</sup> falls on a weekend) in order to participate in the lottery. The lottery will be held on March 8, 2016 at 4:00pm in the APCS CAFETERIA at 900 Edgewood Dr., Maumelle, AR 72113, and is open to the public. Students who apply after February will be assigned slots as their applications are received if space is available. If space is not available these students will be placed on the waiting list in the order applications are received, behind students participating in the lottery. The lottery will be conducted by grade level, with priority given to lower levels until our student cap is met. Students will be accepted for enrollment for all grade levels on a space available basis. Siblings of current students and employees children are given preference in the admissions process. Space must be available for the grade level requested for them

to be enrolled.

Students selected to attend SCS will receive an Enrollment Acceptance Form. Slots are held open for ten days from the postmarked date and are claimed by returning the Enrollment Acceptance Form to the registrar office. After ten days from the postmarked date, the student will lose his/her slot, and it will be given to the next student on the waiting list.

APCS policy prohibits discrimination on the basis of sex, national origin, race, ethnicity, religion, disability, academic or athletic eligibility. APCS may exclude any student who has been expelled from another public school.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

N/A

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Board of Trustees with prior involvement with APCS

J. E. Jess Sweere

Luke Ribich

Sean Hagan

Adria Wilson Conklin

Dr. Don Henderson

Russ Galbraith

Chris Patton

Will Crawford

Michael O'Leary

Leaders who have had prior involvement with APCS  
Mr. Rob McGill

14. Summarize the job descriptions of the school director and other key personnel. Specify the qualifications to be met by professional employees (administrators, teachers, counselors, etc.) of the program. List the types of administrative positions, teaching positions, and support positions for the school.

Applicant Response:

Executive Director: The Executive Director shall be the chief administrative officer for the District. The Director is responsible for the effective operation of the District; for the general administration of all instructional, business or other operations of the District; and for advising and making recommendations to the Board of Trustees with respect to such activities.

Principal: Reports to the Executive Director. Supervise and facilitate the daily operations of a school. Administer the program in accordance with school board policies and Arkansas Department of Education's rules and regulations.

Qualifications: At minimum BA and MA

Business Manager: The Business Manager is entrusted with the financial and personnel records of the central office. This includes the maintenance of confidential school records of finances in a manner consistent with administrative, ethical, legal and regulatory requirements of the educational system and the Arkansas Department of Education.

Title 1/Federal Coordinator: The Title 1/Federal Programs Coordinator performs a variety of duties relating to the development of curriculum standards as outlined by the Arkansas department of Education. This position is responsible for monitoring the expenditure of Title 1/Federal funds to include planning, organizing, administering, directing and accounting for the operation of the Title 1/Federal Programs. The coordinator will work with principals and teachers to facilitate the Title 1 program.

District Registrar: The District Registrar maintains student records; providing student information to authorized parties; facilitates the enrollment and registration of students into the school district; and provides general clerical support, information, and/or direction as may be assigned.

Technology Director: The Technology Director shall provide leadership and management to the Technology Department in its charge to provide, operate, and maintain computing and telecommunication facilities, equipment, and services that meet the needs of the administrative, educational, and research programs. The Technology Director is responsible for all aspects of information technology management and control, including supervision of information technology employees; budget preparation and management; recommendations for technical acquisitions; and development of guidelines, standards and procedures. The director is charged with strategic planning, tactical action, and operational decision-making to fulfill the mission of the Technology department. The Technology Director must possess initiative and drive, have broad relevant technical knowledge with good management expertise and have excellent written and verbal communication skills.

Maintenance Director: The Maintenance Director provides all students with a physical learning environment that is safe, clean, efficient and attractive. To assure that all educational facilities and transportation services are properly maintained and efficiently operated. To provide assistance and leadership on all aspects of assigned projects.

Teachers:

10 teachers K-6 (including Specials: PE, Art, and Music)  
Special Education (1.0 FTE)

Others:

Administrative Assistants (1.5 FTE)  
Counselor (1.0 FTE)  
Nurse (1.0 FTE)  
Maintenance Workers 1 day each week (2)  
Custodians (2) part time nights  
Registrar (.15 FTE)  
Maintenance Director (.15 FTE)  
Business Manager (.15 FTE)  
HR Officer (.15 FTE)  
Technology Director (.15 FTE)  
Instructional Technology Support Staff (.5 FTE)  
Bus Driver (.25)  
Food Supervisor (1.0 FTE)  
Food Service Workers (1.5 FTE)

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The business office of APCS will manage all business activities including procurement activities in accordance with State/Federal Laws and APCS Policy. The business office consists of a business manager and a human resource officer. The business manager holds a bachelor's degree in Business Administration with an additional 21 hours in accounting. She has been employed at APCS for the past 6 years and worked as the business manager for the past 4 years. The human resource officer was hired in June 2015. The annual budget will be approved by the APCS Board of Trustees and submitted to the ADE in the Cycle 1 Report by September 30<sup>th</sup>.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

It is projected that SCS will need a minimum of 164 students enrolled to maintain a balanced budget. This number will be reduced if the state is successful in obtaining federal grant money for charter schools. The number was obtained by using the provided budget worksheet. The budget was developed by Rob McGill, Executive Director (22 years in education to include 5 years as APCS executive director and 16 months as PCSSD acting superintendent) with assistance from Kim Martin, Business Manager (6 years in the APCS business office) and Johnny Haley, Director of Technology (1 year with APCS with over 29 years in information technology).

If necessary an attendance lottery will be held in March 2016. APCS administration will analyze the results of the lottery or applications received. If necessary, the APCS Board of Trustees will make a final determination to not open the school during the May 2016 board meeting. Parents, surrounding districts and the ADE will then be notified of the determination no later than June 5, 2016.

If there are not enough students enrolled during the school year to viably support the school, then cash reserves from the APCS operating fund will be used to complete the year.

Unexpected expenses will be handled either by obtaining a loan or using cash reserves from the APCS operating fund.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

The APCS annual audit is conducted by Arkansas Legislative Audit.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

APCS is currently negotiating the terms to purchase or lease the Scott Elementary School campus owned by PCSSD. Scott Elementary was closed by PCSSD in June 2015. It is the intent of APCS to finalize the terms of a lease or purchase agreement by September 30, 2015.

Scott Elementary School is located at 15306 Alexander Road, Scott AR 72142. It has 12 large classrooms, a cafeteria, kitchen, media center, P.E. facility, 2 small classrooms, office space, parking lot, and a large playground area with multiple pieces of playground equipment. As late as June 2015 the facility was used to educate elementary students. If left intact by PCSSD the facility is in good condition. It will need to be painted and have general maintenance conducted prior to move in. The facility will receive upgrades during the spring 2016.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The owner of Scott Elementary School is Pulaski County Special School District. There is no relationship between the members of the local board of the public school district where the proposed open enrollment charter school will be located, employees of the public school district where the proposed open-enrollment public charter will be located, the eligible entity sponsoring the open-enrollment public charter school, or the employees/directors/administrators of the sponsoring entity or proposed open enrollment public charter school.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Scott Elementary School was operated as a public school in the Pulaski County Special School District during the 2014-2015 school year.

There are no alcohol sales within 1,000 feet of the facility.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

(A) Any other individual specifically identified by name in Section A of the application;

(B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or

(C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

(1) Receives compensation or benefits directly or indirectly from the entity or individual;

(2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or

(3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

There are no existing family or financial relationships between any of the individuals specifically identified by name in Section A of the application.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

If a conflict of interest is identified, SCS will follow the Ethical Guidelines & Prohibitions found in Arkansas Code Chapter 24 and ADE rules governing family and financial relationships.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

SCS will apply to participate in the federal National School Lunch Program. There will be a fully staffed food service program on site. The food service program will be operated in full compliance with state and federal regulations.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Parents and guardians of the enrolled students and other members of the community will be involved with SCS and positively impact the charter school's educational programs by participating in the charter Parent Teacher Organization, by attending functions at the school, by partnering with the school in the agricultural science focus. Parents and guardians will be provided with Literacy and Math night opportunities as well as student led conferences. Three parents or guardians will serve on the Advisory Board and assist in the decision making that directly affects the students of SCS. All parents and guardians of enrolled students will be voting members and participate in the Board of Trustees election process.

22. Describe the potential impact of the proposed 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.

Applicant Response:

SCS will locate its open-enrollment public charter school in Scott, Arkansas, within the boundaries of the Pulaski County Special School District. SCS expects to obtain most of its students from within the boundaries of the Pulaski County School District, with its remaining students coming from the England, Lonoke, North Little Rock and Little Rock School Districts.

SCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Scott Charter School has substantiated that the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD) have been found by the Federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District (PCSSD) has been determined by the Federal District Court to be unitary in all respects concerning inter-district student assignment. Scott Charter School's review has determined that the Lonoke School District (Lonoke) is not or ever has been subject to any federal desegregation court orders; the England School District (England) is currently under a Federal District Court desegregation order, but after carefully examining the effect of the opening of SCS in Scott, the applicant is convinced that such action shall not hinder England in meeting its court-ordered desegregation obligations. The importance of the attainment of unitary status of the LRSD and NLRSD, and the status of the PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public charter for Scott Charter School cannot be said to have a negative impact on the LRSD, NLRSD, and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

SCS is asking for an enrollment cap of nine hundred seventy five (975) students. According to the 2014-2015

school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students, the NLRSD had a student population of 8,576 students; the LRSD had a student population of 23,363 students; England had a student population of 752 and Lonoke had a student population of 1,754. Ark. Code Ann. §6-23-106 requires that SCS must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project racial composition. Ark. Code Ann. §6-23-106 also requires that Scott Charter School's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Scott Charter School's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the England and Lonoke School Districts, shows that that such negative effect is not present here.

In January, 2014 Federal District Judge D.P. Marshall Jr. accepted a Settlement Agreement which effectively concluded the desegregation case (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) involving the three (3) Pulaski County School Districts. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth District Circuit Court of Appeals concerning charter school issues.

In conclusion, SCS submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, nor the Federal District Court desegregation order affecting England prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

23. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

The charter founders and other leaders are highly engaged in the success of SCS. They will exhibit a high degree of focused leadership and stewardship when it comes to the fiscal needs of SCS. They will abide by all laws and expectations within the charter agreement with the Arkansas Department of Education. Charter founders and other leaders will work to recruit and maintain the level of student enrollment and participation to ensure sustainability of the educational program.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Planning Time	Ark. Code Ann. 6-17-114	SCS requests this waiver to have flexibility to, as needed, provide its teachers with the required planning time during their regularly scheduled hours of work but not during the student instructional day (i.e. during a time range of 3:15-4:15 pm.).		
Class Size	ADE Rules Gov. Standards for Accreditation Sec. 10.02	SCS requests flexibility to have its teachers assigned no more than (5) students above the permissible student/teacher ratio per grade level, only on an as-needed basis, to maximize its teaching resources		
Duty-free Lunch	Ark. Code Ann. 6-17-111	SCS requests a waiver from this statute to provide it with flexibility in making assignments for duty-free lunches. Although we will continue to provide 150 minutes of duty-free lunch per week, we request greater flexibility in planning the lunch time on a daily basis.		
Board Member Presence	Ark. Code Ann. 6-13-619 (c-d)	SCS requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Employment of Staff	Ark. Code Ann. 6-13-620(5)(A)	SCS requests a waiver of this provision as it concerns the employment of staff other than the Executive Director. Scott Charter School's charter provides for the Executive Director to employ all staff which report to that position.		
Teacher Reimbursements	Ark. Code Ann. 6-21-303(b)(1)	SCS wishes to have the flexibility to provide its elementary teachers with less than the statutory amounts for reimbursement of expenses for classroom materials. The anticipated maximum reimbursement to be provided for such expenses is anticipated to be approximately three hundred dollars (\$300) per teacher.		
Keyboarding	Section 9.03.3.9 of the ADE Rules Gov. Standards for Accreditation	SCS wishes to have the same waiver as Academics Plus Charter School to offer and teach keyboarding in the 4th grade. SCS will make keyboarding available in the 8th grade for those students enrolling in SCS after the 4th grade.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Clock Hours for Units of Credit	Section 14.03 of the ADE Rules Gov. Standards for Accreditation	<p>Due to its implementation of digital coursework, project-based learning, and off-campus educational opportunities (such as internships and job shadowing), SCS is requesting a waiver of its seat time requirements.</p> <p>SCS is not, by this request, asking for a waiver of graduation requirements. It is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, SCS hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.</p>		
School Year Dates	Ark. Code Ann. 6-10-106	SCS request a waiver from this section in order that it may start its school year before August 14.		
District Board of Directors	Ark. Code Ann. 6-13-608, 6-13-611, 6-13-615, 6-13-616, 6-13-618, 6-13-620, 6-13-621, 6-13-628, 6-13-630, 6-13-631, 6-13-633, 6-13-634, 6-13-635	SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
School Elections	Ark. Code Ann. 6-14-101 et seq.	SCS seeks exemptions from these portions of the Education Code to the extent that they govern school board operations. SCS is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of SCS's charter.		
Grading Scale - Exemptions - Special Education	Ark. Code Ann. 6-15-902(a), ADE Rules governing Uniform Grading Scales	SCS wishes to request a waiver from the statutory grading scale as it applies to core courses as its grading scale is more rigorous.		
Qualified Teachers	Ark. Code Ann. 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, 6-17-919, ADE Rules governing Standards for Accreditation Sections 15.02-15.03, ADE Rules governing Educator Licensure	SCS seeks exemption from these portions of the Education Code and ADE Rules. Instead, SCS seeks the flexibility to hire teachers and administrators who are best suited to implement SCS's unique curriculum and policies to best attain the maximum amount of student achievement and growth. SCS will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. SCS provides extensive training, support, and supervision for its teachers and administrators. SCS ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Gifted & Talented/ Alternative Learning Environments	Ark. Code Ann. 6-15-1005(b)(5), 6-18-503 (a)(1)(C)(i), 6-20-2208(c) (6), 6-42-109, 6-48-101 et seq., ADE Rules governing Standards for Accreditation 18.01-18.03, ADE Rules governing Gifted & Talented Programs 19.03, ADE Standard Rules, ADE Rules governing Gifted & Talented Program Approval Standards, 4.00 of ADE Rules governing the distribution of Student with Special Needs Funds	SCS seeks exemption from these portions of the Education Code and ADE rules because the SCS education model is flexible enough to allow each child to be fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring Gifted & Talented services or placement in an Alternative Learning Environment.		
Written Personnel Policies - Teacher salary schedule	Ark. Code Ann. 6-17-201 et seq., 6-17-2203, 6-17-2403	SCS seeks exemption from this portion of the Education Code because the SCS Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address unique needs of the school's operational model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.		
Teacher Fair Dismissal Act	Ark. Code Ann. 6-17-1501 et seq.	SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most highly qualified teachers available.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Public School Employee Fair Hearing Act	Ark. Code Ann. 6-17-1701 et seq.	SCS seeks exemption from this portion of the Education Code because the SCS model requires the flexibility to hire and retain the most qualified employees available.		
Classified School Employee Personnel Policy Law	Ark. Code Ann. 6-17-2301 et seq.	SCS seeks exemption from this portion of the Education Code. Instead, SCS requests the flexibility to allow it's Board to adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.		
Public School Library and Media Technology Act	Ark. Code. Ann. 6-25-101 et seq.	SCS seeks exemption from this portion of the Education code in order to have the flexibility to hire a person who is qualified but may not meet the statutory licensure requirements.		
Media Services	Section 16.02 ADE Rules Gov. Standards for Accreditation	SCS seeks exemption from this portion of the Education code in order to have the flexibility to furnish classrooms with books and appropriate technology.		
School Nurse	AR Code Ann. 6-18-706 & 6-18-1001 et seq., Section 16.03.1 ADE Rules Gov. Standards for Accreditation, ADE Rules governing Public School Health Services	SCS seeks exemption from these portions of the Education Code and the ADE rules to allow it to have the flexibility to provide required health services without the necessity of hiring a full-time licensed nurse.		

Topic	Statute/ADE Rule/Standard to be Waived	Rationale	Tool to be Used to Measure Impact on Achievement	Level of Achievement that will Show Positive Impact
Supplementary Educational Opportunities	Section 19 ADE Rules Gov. Standards for Accreditation	SCS requests a waive of this section of the ADE rules to allow it the flexibility to provide its own set of educational opportunities for it's students, which will be of high quality but may not necessarily be in compliance with the listed section of the ADE rules.		

**2015 APPLICATION  
OPEN-ENROLLMENT PUBLIC CHARTER  
SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

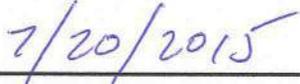
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of 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.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall 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 shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact 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.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment 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

14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding 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 President of the Sponsoring Entity Board of Directors

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Printed Name

# AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am sales representative at the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and that from my own personal knowledge and reference to the files of said publication, that advertisement of:

Academics Plus Charter School was inserted in the regular editions on the Democrat -Gazette On Thursday, June 18<sup>th</sup>, Thursday, June 25<sup>th</sup> and Thursday, July 2<sup>nd</sup>, 2015.

Electronically signed,

Sandra Ward

On the Second day of July 2015.

## Daily record

Meeting announcements published exclusively on Arkansas Online, the newspaper's website, can be found at [www.arkansasonline.com/tools/meetings/](http://www.arkansasonline.com/tools/meetings/). An electronic form is available on the website to submit support group meeting announcements or changes. Readers can access that form by going to [www.arkansasonline.com/contact/supportgroupform/](http://www.arkansasonline.com/contact/supportgroupform/) and submitting the appropriate information.

## Births

The following is a list of those births reported to the Arkansas Democrat-Gazette by area hospitals. It may not be a complete list since parents may ask the hospital not to publicly release the news of a birth.

### BAPTIST HEALTH MEDICAL CENTER-NORTH LITTLE ROCK

June 3

Kiana Welch, Jacksonville, son.

June 8

Joseph Walker Jr. and Tiffany Herrington, Lonoke, daughter.  
Charles Brown and Jessica Oginski, North Little Rock, son.

June 9

Stephen and Robyn Lee, North Little Rock, son.  
Dylan and Samantha Rogers, Cabot, son.

June 10

Luke Patton Sr. and Andrea Jones, Jacksonville, son.  
Casey and Amanda Martin, Beebe, daughter.

Andrew and Sara Silverman, North Little Rock, daughter.  
Craig James and Victoria Hogan, Jacksonville, daughter.  
Benjamin Belflower and Addie Longstreet, Heber Springs, son.  
Jeff and Tiffany Rauber, Beebe, daughter.

June 11

Markita and Jennifer Smith, Jacksonville, daughter.  
Brandon Jones and Kimberly Heard, Lonoke, daughter.  
Brandon and Rachel Millhone, Cabot, daughter.

June 12

Bailey Calvert and Leigha Stone, Alexander, son.  
James and Pearl Perdicaris, Cabot, daughter.  
Jamie Minard and Haley Kinslow, Sherwood, daughter.

## Marriage Licenses

Herbert Ackley Jr., 60, of Upper Chichester, and Dorothy Leatherwood, 59, of Maumelle.  
Felipe Billanfante, 65, and Luz Diaz, 56, both of Little Rock.  
Vito Chiechi Jr., 46, and Claibanne Williamson, 45, both of Little Rock.  
Matthew Floyd, 47, and Haley Hall, 29, both of Little Rock.  
Jorge Marquez, 45, and Maura Tabora, 46, both of Little Rock.  
Robert Lewis Jr., 35, and Tina Anderson, 50, both of North Little Rock.  
Brandon Merriweather, 22, of Sherwood, and Kifanny Weston, 23, of Jacksonville.  
Yony Orellana, 29, and Jocelyn Atilano, 23, both of Little Rock.  
Gareth Patterson, 23, and Dorothy Curry, 22, both of Little Rock.  
Justin Poe, 20, and Ashley Erwin, 19, both of Jacksonville.  
James Powers, 63, and Laura Remmel, 58, both of Little Rock.  
Matthew Rowe, 31, and Annie Ray, 34, both of Little Rock.  
Roger Scarborough, 46, and Kristi Kyzer, 45, both of Little Rock.  
Craig Simmons, 51, and Tamara Parker, 40, both of Little Rock.  
Richard Wayland, 31, and Shelby Delcamp, 22, both of Hensley.

## Divorces

FILED

15-2540. Stephanie Benning v. Jennifer Benning.  
15-2542. Benjamin Chase v. Robin Chase.  
15-2543. Lindsey Schamber v. Christopher Schamber.  
15-2544. Jamie Mucciarelli v. Edward Gains Jr.  
15-2546. Clayton Watkins v. Rebecca Watkins.  
15-2547. Katherine Downing v. Bruce Downing.  
15-2548. Tamara Gantz v. Steve Gantz.  
15-2549. Tammy Ward v. James Ward Jr.  
15-2550. Tonya Nichouls v. Curtis Nichouls.  
15-2552. Bathsbeba Chandler v. Michael Chandler.  
15-2556. Rebekah Lee v. Simon Lee.  
15-2558. Dottie Moore v. Dennis Moore.  
15-2560. Kelley Pruitt v. Morris Pruitt.  
15-2561. Keshia Bradley v. Francis Okaro.  
15-2563. Megan Lacy v. Coy Lacy II.  
15-2567. Pennie Sims v. Richard Sims.

GRANTED

12-4516. Angela Yarberry v. Alvin Yarberry.  
15-257. Charles Bushe v. Donna Bushe.  
15-1113. Mayra Aleem v. Luis Guadian-Nava.  
15-1193. Chandra Harris v. Adrian Thompson.  
15-1421. Susan Nichololson v. John Nichololson.  
15-1670. Ronald Sitton v. Tanya Sitton.  
15-1689. Authur Bass v. April Bass.

## UAFS hosts forum on Common Core

ARKANSAS DEMOCRAT-GAZETTE  
FORT SMITH — The Governor's Council on Common Core Review is hosting a public forum from 5 to 7 p.m. today at the University of Arkansas at Fort Smith.

Tonight's forum is the last of nine forums the council has held on its statewide "Listening Tour" about Arkansas' public school standards in math and English/language arts.

Gov. Asa Hutchinson appointed the council of educators, business leaders and parents earlier this year to evaluate and suggest possible changes to the education standards and to the testing program based on those standards. Lt. Gov. Tim Griffin is chairman of the council.

Arkansas and a majority of other states adopted the Common Core State Standards in 2010.

The council's forum will be at The Blue Lion, University of Arkansas at Fort Smith, Downtown, 101 N. Second St.

The session will be live streamed via Periscope.



Arkansas Democrat-Gazette/RICK McFARLAND

A Little Rock police officer and crime scene investigator team up to get the vehicle number from a pickup at the mobile home park at 8100 block of Stanton Road in Little Rock on Wednesday where one man fatally stabbed another man in the chest.

## Stabbing deadly; LR man held

ARKANSAS DEMOCRAT-GAZETTE

A man who was stabbed Wednesday afternoon on Stanton Road in Little Rock died Wednesday night, according to police.

Geovanone Carbajal, 22, died from injuries he received during an altercation at a southwest Little Rock park-

ing lot, according to Lt. Steven McClanahan, spokesman for the Little Rock Police Department. Police did not release an address for Carbajal.

About 2 p.m. police went to 8118 Stanton Road, where two men had been arguing in the parking lot before one stabbed the other, McClanahan said.

Johnny Tacu, 20, of Little Rock was arrested on a charge of first-degree battery and remained on the Pulaski County jail roster Wednesday night. McClanahan said in an email that homicide detectives would be amending those charges to first-degree murder this morning.

## Police beat

ARKANSAS DEMOCRAT-GAZETTE

### Police: No attack; cut self-inflicted

Maumelle police have determined that a man's stab wound was self-inflicted and he was not attacked as he previously claimed, according to a release from the department.

On Monday, police were called to the Maumelle Fire Department at 100 Millwood Circle at 1:27 p.m. to investigate a stabbing. Steven Wilson, 39, had a cut in his abdomen and told officers that he had been sitting in his car at a stop sign when a man walked up to his car and stabbed him, the release said.

At the time, officers sus-

pected that it was not a random attack. In news release sent out Wednesday, police said they now believe that wound was self-inflicted.

### NLR man arrested in 5-car LR pileup

A North Little Rock man was arrested Wednesday after his vehicle struck a street-sweeping machine, causing a five-vehicle crash,

according to a police report.

The crash happened at 500 W. Markham St. in Little Rock about 4:15 p.m. Witnesses said Matt Butler, 54, was driving fast when he turned onto West Markham Street from Broadway, the report said. It was after making the turn that he hit the street-sweeping machine, which caused a five-vehicle chain reaction, the report said.

The report did not mention any injuries in the crash.

Butler was booked into the Pulaski County jail on charges of driving with a suspended or revoked license, fourth offense driving while intoxicated, refusal to submit to a chemical test and careless driving. He was still listed on the jail roster Wednesday night.

## Death sought in Arkansans' killings

THE ASSOCIATED PRESS

ST. LOUIS — Missouri prosecutors are seeking the death penalty for a 35-year-old man accused in the killing of an Arkansas couple. He is already serving life sentences for six slayings in Illinois.

Prosecutors in Jefferson County south of St. Louis filed notice on June 8 of their intent to seek Nicholas Sheley's execution if he's convicted in the Festus, Mo., killings of Jill and Tom Estes of Sherwood.

Police say the Esteses were attacked outside a hotel after leaving a graduation party in 2008. Sheley is accused of loading their bodies into a pickup that belonged to another of his victims and dumping the bodies near a gas station a short distance away.

Sheley is serving six life sentences at a Pontiac prison for a string of killings that began in his Illinois hometown of Sterling. Four victims whose bodies had been bludgeoned with a hammer were found in a Rock Falls apartment. They ranged in ages from 2 to 29. The other victims were a 65-year-old man whose body was found behind a Galesburg grocery store in northwestern Illinois and a 93-year-old man killed in Sterling.

In February, Sheley was

extradited to Missouri where, unlike in Illinois, offenders can be sentenced to death.

Jefferson County Prosecuting Attorney Forrest Wedge declined to comment, as did the assistant prosecutor handling Sheley's case. The June 8 court filing outlining the state's decision cites Sheley's convictions in the six Illinois killings as well as three other aggravating circumstances, including his attempt to rob the Arkansas couple while committing an "outrageously

or wantonly vile, horrible or inhuman" killing.

Public Defender David Kenyon, one of two St. Louis-based attorneys appointed to represent Sheley, declined to comment. An arraignment is scheduled for July 6.

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## State inmate stabbed, dies at Searcy hospital

ARKANSAS DEMOCRAT-GAZETTE

A state prison inmate died Wednesday after being discharged once from a hospital for a stab wound, Arkansas Department of Correction spokesman Cathy Frye said in a news release.

Joe K. Harter, 32, an inmate at the Grimes Unit in Newport died at 3:32 a.m. Wednesday at the White River Medical Center in Searcy.

About 24 hours earlier, correctional officers responded to an altercation in the housing barracks and discovered Harter with puncture wounds in his chest. A homemade weapon was confiscated from a fellow inmate, the release said.

Harter was taken by ambulance to Harris Hospital Newport, where he was treated and released. Prison medical staff became concerned about Harter's condition on Tuesday, and he was transported back to the hospital.

Harris Hospital staff members determined that Hester needed to be transferred to White River Medical Center, where he died early Wednesday.

The name of the inmate suspected of stabbing Hester

was not released. Frye said, however, that the inmate was immediately placed in solitary confinement.

Frye said the prison notified internal affairs and the Arkansas State Police immediately after Hester was stabbed. Three investigators were sent to the site.

Arkansas State Police will continue its investigation into both the altercation and Harter's death. His body will be sent to the Arkansas Crime Laboratory for an autopsy.

Harter — who arrived in prison in September 2006 — was serving a 15-year sentence out of Grant County for manufacturing, delivery and possession of a controlled substance.

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## Sand return



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

North Little Rock Street Department workers (from left) Steve Hubbard, John Davidson and Allen Buie push sand deposited by the Arkansas River back into the river Wednesday at a parking area beneath Interstate 30.

## Ex-bank teller pleads guilty to embezzling

ARKANSAS DEMOCRAT-GAZETTE

A former teller at the Cantrell Road branch of Allied Bank in Little Rock admitted Tuesday to embezzling \$197,100 from the bank between May 2013 and October of that year.

Karla D. Morris, 31, of Little Rock pleaded guilty to an embezzlement charge before U.S. District Judge D. Price Marshall Jr., who will sentence her at a later date, after a presentence report is prepared.

According to what Assistant U.S. Attorney Jana Harris told the judge, Morris had been taking cash from the teller drawer and the vault, and then falsifying audit reports to make it appear the cash was still there. But when the bank required Morris to take a vacation in October 2013, over her protests, a cash count in the vault showed a shortage.

When confronted about the missing money, Morris confessed that she had initially taken small amounts for herself to buy personal items, and said she was later approached by a friend who needed larger amounts of money for a business venture. Harris said Morris was hesitant at first, but then agreed to take money for her friend as well, after he said he would pay it back, though he never did.

Morris, who was represented by attorney Nicole Lybrand of the federal public defender's office, faces a potential prison sentence of up to 30 years and a fine of up to \$1 million.

## 3 separate crashes kill 3 Arkansans

EMILY NITCHER

ARKANSAS DEMOCRAT-GAZETTE

A Forrest City man was hit and killed along Interstate 40 in St. Francis County on June 11, according to a crash report released Monday by the Arkansas State Police.

Perry Robinson, 47, was walking eastbound near the fog line on I-40 at 3:16 a.m. when he was hit by a 2012 Honda Accord also traveling eastbound, according to the report. Robinson was pronounced dead at the scene.

The name of the driver was not released. Beginning earlier this month, state police are no longer providing the names of survivors in fatal car crashes.

A Huntsville man was killed in a two-vehicle crash Tuesday morning in Washington County, according to a state police report.

David Scott, 28, was driving a 2000 Chevrolet and was stopped at a yield sign at the intersection of Arkansas 303 south and U.S. 412 east about 10 a.m., according to the report. Scott pulled out into the intersection and was hit by a westbound 2004 Honda, the report said.

The name of the other driver was not listed in the report. At the time of the crash, the weather was clear and roads were dry.

Also Tuesday, a motorcycle and tractor crash on U.S. 412 killed a Springdale man in Madison County, a state police report said.

Billy Burchard, 57, was driving a 2004 Harley-Davidson motorcycle behind a 2011 New Holland tractor in the westbound lane of U.S. 412 at 4:25 p.m., according to the report. The motorcycle hit the back of the tractor and turned onto its side, ejecting the driver.

## Daily record

Meeting announcements published exclusively on Arkansas Online, the newspaper's website, can be found at [www.arkansasonline.com/tools/meetings/](http://www.arkansasonline.com/tools/meetings/). An electronic form is available on the website to submit support group meeting announcements or changes. Readers can access that form by going to [www.arkansasonline.com/contact/supportgroupform/](http://www.arkansasonline.com/contact/supportgroupform/) and submitting the appropriate information.

### Births

The following is a list of those births reported to the Arkansas Democrat-Gazette by area hospitals. It may not be a complete list since parents may ask the hospital not to publicly release the news of a birth.

#### BAPTIST HEALTH MEDICAL CENTER- LITTLE ROCK

**May 6**  
Garcio and Jasmine Buggs, El Dorado, daughter.

**June 5**  
Ephraim and Brooke Baumann, Little Rock, daughter.

**June 11**  
Heath and Brooke Harper, Little Rock, twin sons.

**June 12**  
Ramey and Holli Harrington, Little Rock, son.  
Alexius Johnson, Little Rock, son.

**June 14**  
Christopher and Kimberly Brown, Cabot, son.

**June 15**  
Kyle and Mary Kastner, Ward, son.  
Dometia Bogard, Little Rock, twin sons.  
Gunda Langford, Cabot, son.

**June 16**  
John and Natalie Huggins, North Little Rock, son.

**June 17**  
John and Kelly Hickey, Benton, daughter.

**June 18**  
Ashia James, Pine Bluff, son.  
Brittany Hairsten, Paron, daughter.  
Mitchell and Jennifer Henard, Mabelvale, son.

**June 19**  
Jess Bishop and Paige Davis, Pocahontas, son.

**June 16**  
Vincent and Jennifer Pedersen, Little Rock, son.

**June 17**  
Seth and Rachel Latture, Conway, daughter.

**June 18**  
Frederick Brewer and Tranena McClinton, England, daughter.

**June 19**  
Jason and Samantha Nation, Jacksonville, daughter.

**June 20**  
Bobby Rudley and Jamyle Hunt, Little Rock, daughter.

**June 21**  
Reginald Ransom Jr. and Tiashea Jones, Little Rock, son.

**June 22**  
Michael and Naomi Hamline, Little Rock, triplet sons.

**June 23**  
Kevin and Kelsey Livengood, Cabot, twin sons.

**June 17**  
Chris and Gina Bennett, Conway, son.  
Nathaniel and Jordan Rutledge, Little Rock, daughter.

**June 18**  
Kylar Whitmore and Tanesha Williams, Little Rock, son.

**June 19**  
Lauren Zeagler, Little Rock, son.

**June 20**  
William and Telissa Evans, Greenbrier, daughter.

**June 21**  
Mark and Stephanie Harris II, Little Rock, daughter.

**June 22**  
Michael and Melinda Jones, Jefferson, daughter.

**June 23**  
Sanjay Maraboyina and Monica Verma, Little Rock, daughter.

**June 19**  
Latisha Burnett, North Little Rock, daughter.

**June 20**  
Gloria Thomas, Sherwood, daughter.  
Tarra Anderson, Jacksonville, daughter.

**June 21**  
Brian and Joi Leonard, Little Rock, daughter.

**June 22**  
Amanda Christopher, North Little Rock, daughter.

**June 23**  
Latonya Singleton, Little Rock, son.  
Christene Caldwell, North Little Rock, daughter.

**June 24**  
Kirby Pifer, Little Rock, twins.

**June 21**  
Metallica Moore, England, son.  
Josh and Nikina Allen, Bigelow, son.

**June 22**  
Lewis and Kimberly Young, Sherwood, son.

**CHI ST. VINCENT INFIRMARY MEDICAL CENTER**

**May 29**  
Lawanna Gaines, Little Rock, daughter.

**June 1**  
LeDetra Walls, Little Rock, daughter.

**June 2**  
Richard and Tiffany O'Brien, Little Rock, son.

**June 3**  
Brandon and Ashley Evans, Little Rock, twin sons.

**June 4**  
Terri Williams, Jacksonville, daughter.

**June 5**  
Jacob and Stephanie Smith, Little Rock,

daughter.

**June 5**  
Willicia Tidwell, Little Rock, son.

**June 6**  
Nicole Sims, Little Rock, daughter.  
Michael and Katie Holland, North Little Rock, son.

**June 8**  
Brandon and Brittani Jackson, Little Rock, daughter.

**June 9**  
Ashle Hankton and Deandra Ward, North Little Rock, daughter.

**June 10**  
Tywanda Barbee and Charley Walker, North Little Rock, daughter.

**June 11**  
Tashara Thomas and Travis Nelson, Little Rock, daughter.

**June 12**  
Diamond Lindsey, Conway, son.  
Allegra Dukes, Little Rock, daughter.

**June 13**  
Dare and Randa Saul, Des Arc, daughter.

**June 14**  
Brittany Johnson, Little Rock, son.

**June 15**  
Teresa Del Toro and Eduardo Acevedo, Bauxite, daughter.

**June 16**  
Rickeisha Babbs, North Little Rock, son.  
Mr. and Mrs. David Whitehead, North Little Rock, daughter.

**June 17**  
Gregory and Bivia Hunt, North Little Rock, daughter.

**June 18**  
Brandi Crook and Xavier Raino, Little Rock, son.

**June 19**  
Donnye Hill, Little Rock, son.  
Leslie Arra and Brock Walden, North Little Rock, daughter.

**June 20**  
Deterica Porchia, Little Rock, daughter.

**June 21**  
Kayla Mitchell and Donovan Harris, Little Rock, son.

**June 22**  
Carla Sanders, Little Rock, daughter.  
Drew and Laura Frith, Little Rock, son.  
Carol Bowie, Little Rock, daughter.

**June 23**  
Alexis Green and Llewelyn Rogers Sr., Little Rock, son.

## Marriage Licenses

Anthony Brown, 44, and Patricia Johnson, 38, both of Bryant.

Denton Egger, 26, and Kati Bellamy, 26, both of Little Rock.

Reynaldo Arthur, 42, and Angie Lewis, 33, both of North Little Rock.

David Miles III, 37, and Karen Rains, 34, both of North Little Rock.

Jose Miranda, 25, and Maria Valadez, 27, both of Little Rock.

Matthew Ojukwu, 31, of North Little Rock and Adrea Coley, 28, of Little Rock.

Darryl Pulver, 46, and Alice Moore, 46, both of Jacksonville.

Kenneth Rawlins, 56, and Yvonne Russell, 50, both of Little Rock.

Jeffrey Ward, 34, and Katlin Jones, 33, both of Little Rock.

Robert Williams, 55, and Judith Manning, 49, both of Little Rock.

## Divorces

FILED

15-2641. Tyler Chandler v. Justin Shelley.  
15-2645. Shawn Garrett v. Cythia Garrett.

15-2654. Craig Roe v. Melissa Roe.  
15-2657. Jacob Killian v. Lucy Killian.

15-2662. Jeneisis McClinton v. Will McClinton.  
15-2663. Curtis James v. Chris James.

GRANTED

14-4929. Robin Bishop v. Matthew Bishop.

14-5266. Shannon Foy v. Brandon Foy.  
15-538. Michael Scales Sr. v. Rockelle Hudson.

15-542. Clifton Joy v. Suzanne Joy.  
15-596. Denise Spencer v. Maurice Spencer.

15-694. Phillip Chappell v. Jennifer Chappell.

15-809. Kenya Walker v. Elijah Walker.  
15-1407. Jimmy Lewis Jr. v. Negril Douglas.

15-1465. Lorna Scott v. Michael Scott Sr.

## ACADEMICS PLUS CHARTER SCHOOL

Plans to submit an application to open a public charter school in or near Scott, Arkansas.

### Notice Of Public Hearing

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# Governor tells city chiefs global engagement vital

MARA KLECKER

ARKANSAS DEMOCRAT-GAZETTE

Gov. Asa Hutchinson spoke about a recent economic development trip to Europe and the importance of job-skill education to several hundred municipal officials from across the state Wednesday.

Speaking at the opening-night banquet of the 81st annual Arkansas Municipal League convention, Hutchinson told of pitching Arkansas to French and German companies looking to build manufacturing plants.

"Global engagement by the governor of Arkansas is absolutely essential," Hutchinson said before explaining that he wants the state to be competitive in an increasingly global market.

"The world knows about Arkansas and Wal-Mart, Arkansas and Dillard's," he said. "These stories have been told."

Hutchinson hopes to add more names to that list, he said. "Now the world is learning about Arkansas and aerospace, about Arkansas and steel, and Arkansas and computer science."

The governor said reducing trade tariffs would help attract

global companies to Arkansas, and he made mention of talking with an unnamed German automobile company while he was in Europe.

He also encouraged the municipal league members to support the computer science initiative and make sure teachers are well-prepared to teach the curriculum. The initiative will make Arkansas the first state to mandate computer coding classes in every high school, he said.

Last year, Arkansas ranked 35th in business climate "because we were lacking in innovation," Hutchinson said. "Now when I'm in Germany meeting with SAP — a software development company — and when I talk about the computer science initiative, they have their eyes open."

After the governor's speech, Arkansas first lady Susan Hutchinson stepped up to the lectern to ask for the municipal officials' support for adding more Children's Advocacy Centers across the state. The nonprofit centers work with abused children.

"We are trying to make the whole state aware of a missing link between children being safe and heard, and the great

laws we have in place to help them," she said. "It's like Little Red Riding Hood having to face the big bad wolf in the courtroom," when abused children have to tell their stories over and over again to people who aren't trained to talk with children, she said. "We are the missing link, and we are there for the children."

Though he did not address the dispute over the Confederate flag in his Wednesday night speech, the governor mentioned his live interview Wednesday morning on CN-BC's *Squawk Box* program. In the interview, Hutchinson took questions on Wal-Mart's decision to stop selling Confederate flags. "[Wal-Mart] set an example and a high standard, and hats off to Wal-Mart," he said. The governor declined to make further comment on the issue Wednesday afternoon.

The governor repeatedly thanked the municipal officials for their help creating jobs in the state and for working to help him with his "passion of economic development."

"We are adding important chapters to the story of Arkansas," he said.

## Ex-teacher rejects plea deals, to fight rape charges at trial

TRACY M. NEAL

NWA DEMOCRAT-GAZETTE

BENTONVILLE — A former Siloam Springs teacher has rejected all plea offers to resolve her criminal case concerning allegations that she had a sexual relationship with a 13-year-old boy.

Mary Faith McCormick, 33, is charged with rape, a Class Y felony. She is accused of engaging in sexual intercourse with the boy between June 1, 2014, and July 31.

Her jury trial is scheduled to begin July 28.

She appeared in court Wednesday afternoon for a hearing. Circuit Judge Brad Karren wanted to know whether all plea offers had been relayed to McCormick.

Chief deputy prosecutor Stuart Cearley told Karren that he had given the offers to Joel Huggins, McCormick's attorney. Huggins said he had talked with McCormick about the offers.

Karren wanted to know whether McCormick understood she was rejecting the offers and proceeding to trial. McCormick said she understood.

Neither Cearley, deputy prosecutor Carly Marshall nor Huggins discussed details of the plea offers.

McCormick, who was arrested Aug. 13, previously pleaded innocent in the case. She is free on \$50,000 bond.

Siloam Springs police began an investigation Aug. 8 after receiving information accusing McCormick of engaging in sexual acts with the boy.

The boy told police he began exchanging messages with McCormick via SnapChat two weeks after the school year ended. The boy said McCormick sent him a photograph of her breasts, and he sent a photo of himself to her, according to the affidavit.

SnapChat is an electronic

application allowing users to send photos and videos that disappear after a specified time, usually seconds, once the recipient views them.

The boy told police that he had two sexual encounters with McCormick.



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## Robinson

• Continued from Page 1B

all of the challenges of protecting our historic exterior and protecting the historical significance of this project, while basically gutting the entire interior to provide a world-class performing art center and an expanded brand-new conference center on the west side," said Gretchen Hall, president and chief executive officer of the Little Rock Convention and Visitors Bureau.

The visitors bureau has administrative control of the center and spearheaded the campaign to renew Little Rock's 2 percent hospitality tax to repay bonds over a 30-year period to fund the project. Construction company CDI/Hunt Robinson Joint Venture signed a \$60 million construction contract. The remaining bond funds will go toward furniture, decorations and other supplies for the interior of the building.

When the center reopens in November 2016, the theater stage will sit three stories lower, allowing for tiered seating that is closer to the stage. Boxed seating will wrap the side walls, and two balconies will be installed, as well as an orchestra pit.

The 75-year-old building will also have the glass-walled ballroom for conferences, banquets and other special events. That space will connect to the Doubletree Hotel next door, which is undergoing its own multimillion-dollar renovations.

"I'm so excited about [November] 2016. It will be here before you know it," said Capi Peck, who led the Restore Robinson campaign and is a member of the city's Advertising and Promotion Commission. "This beautiful, grand lady, this icon that we all have history with. All of us. We've either danced or been in the audience, seen countless ballets, Broadway performances and graduations. I mean it has such a rich, rich history and the architectural team has done a wonderful job of blending the old with the new."

From the ballroom, visitors



Arkansas Democrat-Gazette/RICK McFARLAND

**Construction continues** inside Robinson Center during a topping out ceremony for the center's new conference facility Wednesday in Little Rock. The ceremony marked a one-year milestone in the \$68 million renovation and expansion of the center that opened in December 1939.

will be able to see the art deco architecture of Robinson Center's exterior through glass walls. The elevator and lobby area of the ballroom has a direct view of engravings on the Broadway side of the building.

At the news conference Wednesday, more than 100 people signed a white beam that will be placed inside the ballroom, displaying the signatures of city officials, members of the media and construction crews who attended what Mayor Mark Stodola called a historic day.

"This is a transition of a building into the 21st century that's going to live long beyond most of us," Stodola said. "It is a new beginning, not only a restoration, but a true transformation of a wonderful facility into one of the finest performing arts buildings that will be in the United States."

CDI/Hunt has employed 470 construction workers throughout the building process so far, which Stodola said is an example of the economic impact the renovations have already had on Little Rock. He said 73 percent of the project's subcontractors are local.

More than 90 percent of the material gutted from the building has been recycled, representing almost 10,000 tons.

"The issue of tearing out the guts of this building and leaving the walls standing was something I think the engineers, who were very confident this could happen, were secretly asking themselves, 'OK, now how are we going to get this done?'" Stodola said, adding that the feat has been accomplished and the center will soon serve as an anchor of a thriving downtown.

## Ohio follows Arkansas, exits testing consortium

CYNTHIA HOWELL  
ARKANSAS DEMOCRAT-GAZETTE

Ohio government leaders have pulled out of the same multistate student-testing consortium that Arkansas left last month after giving the tests in just one year.

John Kasich, the Republican governor of Ohio, on Tuesday signed a legislative budget bill that prohibits that state from spending any money on the Partnership for Assessment of Readiness for College and Career exams, better known as PARCC tests, and directs the Ohio Department of Education to find an alternative test.

*The Columbus Dispatch*, a newspaper in Ohio's capital city, reported Wednesday that Ohio leaders acted after hearing complaints from the public that the PARCC testing time — amounting to as many as 13 hours — was excessive and the results took too long to be returned.

Arkansas and Ohio are the latest states to withdraw from the consortium that was once made up of nearly two dozen states that formed to develop student tests based on the Common Core State Standards. A majority of the 50 states, including Arkansas, adopted the 2010 standards in math and English/language arts and then had to find or develop tests based on those standards to comply with federal law.

The consortium — without Arkansas and Ohio — now consists of seven states and the District of Columbia.

The federal No Child Left Behind Act of 2002 requires states to test students in grades three through high school in math and literacy.

Failure to administer tests would put millions of federal education dollars to a state in jeopardy.

The states must use the results of their annual tests to evaluate school perfor-

mance as well as individual students.

Arkansas Gov. Asa Hutchinson, heeding the sentiment of some in the Legislature and acting on the advice of the Governor's Council on Common Core Review, directed his state's education leaders on June 8 to end the state's relationship with the PARCC consortium and enter into a contract with ACT Inc.

He wanted students to take the ACT college-entrance exam and the related ACT Aspire tests in the coming 2015-16 school year.

The state Board of Education, all appointed by Hutchinson's predecessor, Gov. Mike Beebe, bucked the governor, voting June 11 against using the ACT Inc. products and to stay with the PARCC tests.

But Hutchinson cited a provision in the state's 2010 memorandum of understanding with PARCC that requires a new governor to affirm in writing the state's continued commitment to participate in the consortium — which Hutchinson did not do. The governor again directed that the relationship between Arkansas and PARCC be severed and that the state Education Board exercise its statutory responsibility to select a new test provider.

That test-selection matter is on the agenda for the Education Board's July 9 meeting.

Lt. Gov. Tim Griffin, the

chairman of the Governor's Council on Common Core Review, said Wednesday that this week's decision in Ohio validates what Arkansas did.

"This is a state that is very different than Arkansas but has drawn the same exact conclusions," Griffin said.

"The governor and legislators in Ohio have reportedly been hearing objections to the PARCC test similar to what we have heard from parents and teachers in Arkansas," he said. "It's not surprising that Ohio has decided to end its relationship with PARCC and seek a better alternative."

The state of Arkansas paid about \$8.5 million for this past year's PARCC exams that were given in two parts — in March and May. The state is not expected to receive the results of those tests until October or November, as the result of going through the process of setting different achievement levels — such as basic, proficient and advanced on new tests.

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## Two teachers in state earn national recognition

ARKANSAS DEMOCRAT-GAZETTE

WASHINGTON — A pair of Arkansas teachers were recognized Wednesday by President Barack Obama as two of the top math and science educators in the country.

Brian Leonard, a math teacher at Lake Hamilton High School in Garland County, and Amanda Jones, a science teacher at Poyen High School in Grant County, are among

108 recipients of The Presidential Award for Excellence in Mathematics and Science Teaching, according to a news release from the White House.

They will receive \$10,000 from the National Science Foundation and a trip to Washington later this year to be recognized.

"These teachers are shaping America's success through their passion for math and sci-

ence," Obama said in the news release. "Their leadership and commitment empower our children to think critically and creatively about science, technology, engineering, and math. The work these teachers are doing in our classrooms today will help ensure that America stays on the cutting edge tomorrow."

Recipients of the award are chosen by a panel of sci-

entists, mathematicians and educators after a selection process at the state level, according to the White House. Established in 1983, the award alternates annually between teachers teaching kindergarten through sixth grade and those teaching seventh through 12th grades. The recipients named Wednesday teach seventh through 12th grades.

## Education notebook

CYNTHIA HOWELL  
ARKANSAS DEMOCRAT-GAZETTE

### 3 schools receive \$3.1M in grants

Three Arkansas schools are the latest in the state to receive federal School Improvement Grants worth approximately \$3.1 million in the first year.

Baseline Elementary School in the Little Rock School District will receive \$1,649,518.88, Bellepoint Alternative School in the Fort Smith School District will receive \$1,020,954 and Osceola High School in the Osceola School District will receive \$453,467.50 for the forthcoming school year.

These funds are renewable for up to five years, pending federal allocations.

"These schools will greatly benefit from the additional funds," Arkansas Education Commissioner Johnny Key said. "The funds will allow schools to think outside the box and provide additional resources to help students achieve academic success."

School districts underwent a competitive application process requiring them to show how they would implement school improvement models approved by the federal government. These models include curriculum changes, professional development and extended learning time.

Recipients can use the federal funds for before- and after-school instructional planning, planning for extended school days, and additional support staff and interventions to help reduce suspensions and dropouts. Funds also can be used for technology initiatives, weekend tutoring programs, hiring

firms that specialize in improving schools and partnering with higher education to highlight science and math careers.

Since 2009, when the school grant program was redesigned, Arkansas has received more than \$60 million.

### 4 new members join charter panel

Arkansas Education Commissioner Johnny Key has appointed several new members to the Charter Authorizing Panel that oversees the establishment, renewal, revision and revocation of charters for open-enrollment and district charter schools.

The Arkansas Quality Charter Schools Act of 2013 requires the commissioner to appoint agency staff members to the panel.

The new members are Mark Gotcher, deputy commissioner; Greg Rogers, assistant commissioner for fiscal and administrative services; Jennifer Liwo, an attorney for the department's professional licensure standards board; and Bobby Lester, director of the federal programs unit.

Other members who remain on the panel are Debbie Jones, assistant commissioner for learning services, who will serve as vice chairman; Annette Barnes, assistant commissioner for public school accountability; Ivy Pfeffer, assistant commissioner for educator effectiveness and licensure; and Eric Saunders, assistant commissioner for research and technology.

Deborah Coffman, the department's chief of staff who has served on the panel since 2013, will serve as the chairman.



Arkansas Democrat-Gazette/STEPHEN B. THORNTON

**World War II veteran** Neal Johnson's son, Arthur Johnson, with Neal's wife, Ruth, watch Wednesday as U.S. Sen. Tom Cotton — a veteran of the wars in Iraq and Afghanistan — talks to the elder Johnson at his Greenbrier home.

## Medals

• Continued from Page 1B

and relatives.

"Thank you for your service," the 38-year-old Cotton told Johnson, who in turn thanked the senator.

Cotton, a veteran of war in Iraq and Afghanistan, admired the medals on display in two black-and-gold cases with the words "United States of America."

Johnson, who was in the Army Reserve and assigned to the 76th Infantry, recalled that he was 19 when the Battle of the Bulge was fought in the war's final, bitterly cold winter.

"My whole division was on the front lines for three days," he said.

In another battle fought somewhere near the Rhine River, Johnson was wounded when a piece of shrapnel struck him as he was carrying the way for others to carry the bodies of dead soldiers off the battlefield.

"They just patched me up and sent me back," he said.

"When you thought you were ready to quit, you were

just starting, he said.

Cotton thanked Johnson and said "the World War II generation" had helped make America the greatest country and helped ensure freedom for millions of people.

Johnson and his future wife were "just sweethearts" when he went to war, she recalled.

Seventeen days after he returned home to Quitman, they were married.

Jancey Sheats, a spokesman for the senator, said she thought the problem of lost medals happens "quite often."

"But people don't know how to go about getting them" again, she said. By contacting the senator's office, Johnson's neighbor was able to help this time, though.

Johnson's other medals include the Good Conduct Medal, the European-African-Middle Eastern Campaign Medal with three bronze service stars, the World War II Victory Medal, the Combat Infantryman Badge 1st Award, the Honorable Service Lapel Button World War II and the Marksman Badge with Carbine Bar with Rifle Bar.

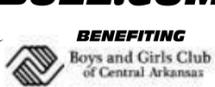
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## *Academics Plus Charter School*

900 Edgewood Drive  
Maumelle, AR 72113  
Ph 501.803.9730 • Fax 501.803.9742  
[rob.mcgill@academicsplus.org](mailto:rob.mcgill@academicsplus.org)

June 11, 2015

Dr. Jerry Guess  
Superintendent  
Pulaski County Special School District  
925 East Dixon Road  
Little Rock, AR 72216

Dear Dr. Guess,

Pulaski Charter School, Inc., dba Academics Plus Charter School a 501(c)(3) non-profit organization, intends to apply for an open-enrollment charter school during the 2015 application cycle. Pulaski Charter School, Inc. plans to open the new Scott Charter School during the 2016-2017 school year.

The contact for Scott Charter School is:

Nita Gray, Ed.S  
Academics Plus Charter School  
900 Edgewood Drive  
Maumelle, AR 72113  
Office 501-803-0066 ext. 215  
Fax 501-803-9748  
[nita.gray@academicsplus.org](mailto:nita.gray@academicsplus.org)

Scott Charter School will be located in east Pulaski County or west Lonoke County. It is anticipated that the school will serve students in kindergarten through sixth grades during the first year of operation and will add one grade per year until it serves K-12. The school will be located within the Pulaski County Special School District. At full capacity, the school will serve 975 students.

Notice of Public Hearing:  
All Souls Church  
4601 Walker's Corner Road  
Scott, AR 72142  
July 9, 2015  
6:30 p.m.

Please contact Ms. Gray or me if you have questions.

Best Regards,

Rob McGill  
Executive Director

**PRODUCING HIGH PERFORMERS!**



# *Academics Plus Charter School*

900 Edgewood Drive Maumelle, Arkansas 72113

Academics Plus Charter School plans to submit an application to open

# Scott Charter School

in Scott, Arkansas.

## Notice of Public Hearing

All Souls Church  
4601 Walker's Corner Road  
Scott, AR 72142  
July 9, 2015  
6:30 p.m.

All are welcome to attend and learn more about the planned Scott Charter School and the opportunities to be offered to your community.

*Producing High Performers*



NAME

1. Mary Taylor
2. Jeffrey Robinson
3. Stuart Vess
4. Rita Vess
5. Shannon Armond
6. Carol Koort
7. Debrah J. Wright
8. Tyler Burnett
9. Lacresha Snow
10. DAVID PERRY
11. Leida Miller
12. RAX VANZANDT
13. Ruthanne Turner

NAME

1. Lucretia Turner

2. Martin & Sara Gipson [REDACTED]

3. Jess Sweare

4. Corrie Wooten

5. Charles Lusk

6. Tina Sartoro

1. Scott Walker [REDACTED]

2. Melissa Wierck [REDACTED]

3. Stella + Amanda Amato

4. Mary Edwards [REDACTED]

5. Edward D. Schostek [REDACTED]

6. EULA LUSK [REDACTED]

7. Dee

8. Tammyl L. Greer [REDACTED]

1. Leigh Sneed [REDACTED]

2. Tim Robertson 2

3. Susan Robertson

1. Ju Stunt

2. \_\_\_\_\_

3. \_\_\_\_\_

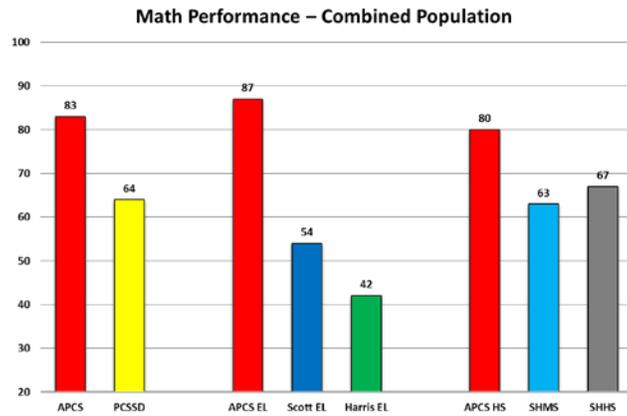
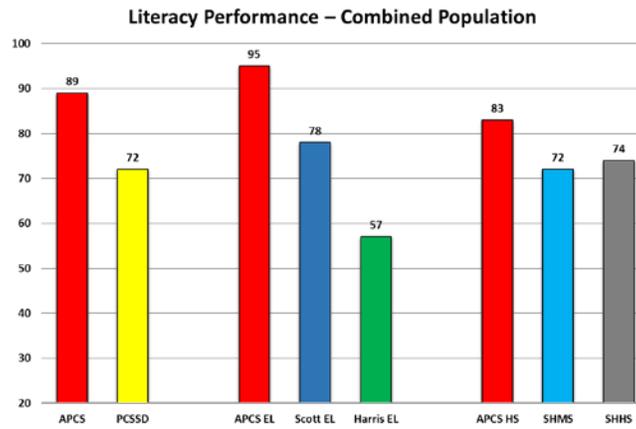
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7. \_\_\_\_\_

The charts below show students scoring Proficient and Advanced.



School Ratings from Arkansas Department of Education:

- Academics Plus Charter Elementary School – A
- Academics Plus Charter High School – A
- Scott Elementary – C
- Harris Elementary – D
- Sylvan Hills Middle School – D
- Sylvan Hills High School - C

Scott Charter School Proposed Sample Daily Schedule  
Kindergarten – Third Grade

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Student Arrival				
7:45-8:00	Bellringers	Bellringers	Bellringers	Bellringers	Bellringers
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-8:45	Morning Meeting				
8:45-10:00	Reading Workshop				
10:00-10:15	Recess	Recess	Recess	Recess	Recess
10:15-10:45	Word Study				
10:45-11:45	Writing Workshop				
11:45-12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15-12:30	Recess	Recess	Recess	Recess	Recess
12:30-1:50	Math Workshop				
1:50-2:30	Specials*	Specials*	Specials*	Specials*	Specials*
2:30-3:15	Science/ Social Studies				
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Scott Charter School Proposed Sample Daily Schedule  
Fourth, Fifth, & Sixth Grades

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-7:45	Student Arrival				
7:45-8:00	Bellringers	Bellringers	Bellringers	Bellringers	Bellringers
8:00-8:30	Intervention	Intervention	Intervention	Intervention	Intervention
8:30-8:45	Morning Meeting				
8:45-10:30	Literacy	Literacy	Literacy	Literacy	Literacy
10:30-10:45	Recess	Recess	Recess	Recess	Recess
10:45-12:15	Math	Math	Math	Math	Math
12:15-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:45-1:15	Recess	Recess	Recess	Recess	Recess
1:15-2:30	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies	Science/ Social Studies
2:30-3:15	Specials*	Specials*	Specials*	Specials*	Specials*
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Name of Individual with Prior Charter Experience Rob McGill

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Position with Proposed Charter Executive Director

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Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Executive Director	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ ReportCard/View? lea=6040700&amp;schoolYear=201 4</a>

Name of Individual with Prior Charter Experience Michael O'Leary

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
SAVA Charter School	Principal	Operating	5330 Power Inn Rd. Suite D Sacramento, CA 95820	data1.cde.ca.gov/dataquest

Name of Individual with Prior Charter Experience J. E. Jess Sweere

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Luke Ribich

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Sean Hagan

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Adria Wilson Conklin

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Dr. Don Henderson

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Russ Galbraith

Position with Proposed Charter Board of Trustee

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Chris Patton

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics Plus Charter School	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

Name of Individual with Prior Charter Experience Will Crawford

Position with Proposed Charter Board of Trustees

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Academics	Trustee	Operating	900 Edgewood Dr. Maumelle, AR 72113	<a href="https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014">https://adesrc.arkansas.gov/ReportCard/View?lea=6040700&amp;schoolYear=2014</a>

**2016-2017**  
**Public Charter School Application**  
**Personnel Salary Schedule**

Line#	<b>Administrative Positions:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
1	Principal	1	\$67,816.00	1	\$69,117.00
2	Central Office Staff to include Executive Dir.,	0.15	\$358,054.00	0.18	\$368,574.00
3	Business Manager, Dir. of Tech.,				
4	HR Officer, Registrar, Dir. of Maintenance,				
5	Admin. Assistant				
6					
7	<b>Subtotal:</b>		\$121,524.10		\$135,460.32
8	Fringe Benefits (rate used 22%)		\$26,735.30		\$29,801.27
9	<b>Total Administration:</b>		<u>\$148,259.40</u>		<u>\$165,261.59</u>

Line#	<b>Regular Classroom Instruction:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
10	Teachers	10	\$39,000.00	14	\$40,000.00
11	Aides				
12	<b>Subtotal:</b>		\$390,000.00		\$560,000.00
13	Teacher Fringe Benefits (rate used 22%)		\$85,800.00		\$123,200.00
14	Aide Fringe Benefits (rate used _____)				
15	<b>Total Regular Classroom Instruction:</b>		<u>\$475,800.00</u>		<u>\$683,200.00</u>

Line#	<b>Special Education:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
16	Teachers	1	\$40,000.00	1	\$41,000.00
17	Aides				
18	<b>Subtotal:</b>		\$40,000.00		\$41,000.00
19	Teacher Fringe Benefits (rate used 22%)		\$8,800.00		\$9,020.00
20	Aide Fringe Benefits (rate used 22%)		\$0.00		\$0.00
21	<b>Total Special Education:</b>		<u>\$48,800.00</u>		<u>\$50,020.00</u>

Line#	<b>Gifted and Talented Program:</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
22	Teachers				
23	Aides				
24	<b>Subtotal:</b>				
25	Teacher Fringe Benefits (rate used _____)				
26	Aide Fringe Benefits (rate used _____)				
27	<b>Total Gifted and Talented Program:</b>				

**Alternative Education Program/  
Alternative Learning Environments:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
28 Teachers				
29 Aides				
30 <b>Subtotal:</b>				
31 Teacher Fringe Benefits (rate used _____)				
32 Aide Fringe Benefits (rate used _____)				
33 <b>Total Alternative Education Program/ Alternative Learning Environments:</b>				

**English Language Learner Program:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
34 _____		
35 _____		
36 _____		
37 _____		
38 _____		
39 <b>Subtotal:</b>		
40 Fringe Benefits (rate used _____)		
41 <b>Total English Language Learner Program:</b>		

**Guidance Services:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
42 Counselor	1	1
43 _____		
44 _____		
45 _____		
46 _____		
47 <b>Subtotal:</b>		
48 Fringe Benefits (rate used 22% )		
49 <b>Total Guidance Services:</b>		

**Health Services:**

List Positions	2016-2017 No. FTEs	2017-2018 No. FTEs
50 Nurse	1	1
51 _____		
52 _____		
53 _____		
54 _____		
55 <b>Subtotal:</b>		
56 Fringe Benefits (rate used 22% )		
57 <b>Total Health Services:</b>		

**Media Services:**

	2016-2017 No. FTEs	2016-2017 Salary	2017-2018 No. FTEs	2017-2018 Salary
58 List Positions				
59 Waiver				
60				
61				
62				
63 <b>Subtotal:</b>				
64 Fringe Benefits (rate used _____)				
65 <b>Total Media Services:</b>				

**Fiscal Services:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
66 List Positions		
67 Included in Central Office Staff		
68		
69		
70		
71 <b>Subtotal:</b>		
72 Fringe Benefits (rate used <u>22%</u> )		
73 <b>Total Fiscal Services:</b>		

**Maintenance and Operation:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
74 List Positions		
75 Lead Maintenance/Custodian	1	1
76 Night Custodian	1	1
77		
78		
79 <b>Subtotal:</b>		
80 Fringe Benefits (rate used <u>22%</u> )		
81 <b>Total Maintenance and Operation:</b>		

**Pupil Transportation:**

	2016-2017 No. FTEs	2017-2018 No. FTEs
82 List Positions		
83 Bus Driver	0.25	0.25
84		
85		
86		
87 <b>Subtotal:</b>		
88 Fringe Benefits (rate used <u>22%</u> )		
89 <b>Total Pupil Transportation:</b>		

**Food Services:**

	<b>List Positions</b>	<b>2016-2017 No. FTEs</b>	<b>2016-2017 Salary</b>	<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>
90	Supervisor _____	1	\$24,000.00	1	\$24,500.00
91	Workers _____	1.5	\$22,800.00	1.5	\$23,500.00
92	_____				
93	_____				
94	_____				
95	<b>Subtotal:</b>		\$58,200.00		\$59,750.00
96	Fringe Benefits (rate used <u>22%</u> )		\$12,804.00		\$13,145.00
97	<b>Total Food Services:</b>		\$71,004.00		\$72,895.00

**Data Processing:**

	<b>List Positions</b>	<b>2016-2017 No. FTEs</b>		<b>2017-2018 No. FTEs</b>	
98	Computer Tech _____	0.5	\$23,040.00	0.5	\$23,500.00
99	Administrative Assistant (240 days) _____	1	\$23,040.00	1	\$23,750.00
100	Administrative Assisant (183 days) _____	0.5	\$14,640.00	0.5	\$15,000.00
101	_____				
102	_____				
103	<b>Subtotal:</b>		\$41,880.00		\$43,000.00
104	Fringe Benefits (rate used <u>22%</u> )		\$9,213.60		\$9,460.00
105	<b>Total Data Processing:</b>		\$51,093.60		\$52,460.00

**Substitute Personnel:**

		<b>2016-2017 No. FTEs</b>		<b>2017-2018 No. FTEs</b>	
106	Number of <b>Certified</b> Substitutes _____				
107	Number of <b>Classified</b> Substitutes _____				
108	<b>Subtotal:</b>				
109	Certified Fringe Benefits (rate used _____)				
110	Classified Fringe Benefits (rate used _____)				
111	<b>Total Substitute Personnel:</b>				

112	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$948,280.50		\$1,181,216.59
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**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

**State Public Charter School Aid:**

<i>Line#</i>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
	<b>2016-2017</b>		
1	No. of Students <u>164</u> x <u>\$6,646.00</u> State Foundation Funding	<u>\$1,089,944.00</u>	
2	No. of Students <u>164</u> x <u>\$26.00</u> Professional Development	<u>\$4,264.00</u>	
3	No. of Students <u>131</u> x <u>\$522.00</u> eligible rate* NSL Funding	<u>\$68,382.00</u>	
4	No. of Students _____ x _____ Other: <i>Explain Below</i>		
5			
	<b>2017-2018</b>		
6	No. of Students <u>232</u> x <u>\$6,646.00</u> State Foundation Funding		<u>\$1,541,872.00</u>
7	No. of Students <u>232</u> x <u>\$26.00</u> Professional Development		<u>\$6,032.00</u>
8	No. of Students <u>185</u> x <u>\$522.00</u> eligible rate* NSL Funding		<u>\$96,570.00</u>
9	No. of Students _____ x _____ Other: <i>Explain Below</i>		
10			
11	<b>Total State Charter School Aid:</b>	<u><u>\$1,162,590.00</u></u>	<u><u>\$1,644,474.00</u></u>

**Other Sources of Revenues:**

*( MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE )*

12	Private Donations or Gifts	<u>\$250,000.00</u>	
13	Federal Grants (List the amount)	<u>\$50,000.00</u>	<u>\$55,000.00</u>
14	Special Grants (List the amount)	<u>\$82,000.00</u>	<u>\$116,000.00</u>
	Other ( <i>Specifically Describe</i> )		
15	Food Service Funding	<u>\$101,004.00</u>	<u>\$102,895.00</u>
16	<b>Total Other Sources of Revenues:</b>	<u><u>\$483,004.00</u></u>	<u><u>\$273,895.00</u></u>
17	<b>TOTAL REVENUES:</b>	<u><u>\$1,645,594.00</u></u>	<u><u>\$1,918,369.00</u></u>

**EXPENDITURES**

**Administration:**

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
18	Salaries and Benefits	<u>\$148,259.40</u>	<u>\$165,261.59</u>
	Purchased Services - List Vendors Below		
19	V - AD 1 _____		
20	V - AD 2 _____		
21	V - AD 3 _____		
22	V - AD 4 _____		
23	V - AD 5 _____		
24	Supplies and Materials	<u>\$3,000.00</u>	<u>\$3,000.00</u>
25	Equipment	<u>\$3,000.00</u>	<u>\$0.00</u>
	Other (List Below)		
26	Copy Machines	<u>\$7,000.00</u>	<u>\$9,000.00</u>
27	Board Expense (15% and 18%)	<u>\$4,950.00</u>	<u>\$6,120.00</u>
28	Parent Involvement	<u>\$200.00</u>	<u>\$200.00</u>
29	Central Office Utilities (15%)	<u>\$720.00</u>	<u>\$864.00</u>
30			
31	<b>Total Administration:</b>	<u><u>\$167,129.40</u></u>	<u><u>\$184,445.59</u></u>

<b>Regular Classroom Instruction:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
32	Salaries and Benefits	\$475,800.00	\$683,200.00
	Purchased Services - List Vendors Below		
33	V - CI 1 _____	_____	_____
34	V - CI 2 _____	_____	_____
35	V - CI 3 _____	_____	_____
36	V - CI 4 _____	_____	_____
37	V - CI 5 _____	_____	_____
38	Supplies and Materials	\$10,000.00	\$7,000.00
39	Equipment	_____	_____
	Other (List Below)		
40	Furniture	\$53,500.00	\$5,000.00
41	2 Computer Carts/lab	\$25,000.00	_____
42	2 Computers in each classroom	\$4,500.00	\$1,500.00
43	Technology Setup in each room	\$38,000.00	\$7,000.00
44	Software	\$10,000.00	\$12,000.00
45	<b>Total Regular Classroom Instruction:</b>	<u>\$616,800.00</u>	<u>\$715,700.00</u>

<b>Special Education:</b>			
46	Salaries and Benefits	\$48,800.00	\$50,020.00
	Purchased Services - List Vendors Below		
47	V - SE1 Speech Therapy	\$10,000.00	\$12,000.00
48	V - SE 2 Occupational Therapy	\$6,000.00	\$7,500.00
49	V - SE 3 Physical Therapy	\$4,000.00	\$5,000.00
50	V - SE 4 Testing	\$3,200.00	\$3,200.00
51	V - SE 5 _____	_____	_____
52	Supplies and Materials	\$500.00	\$500.00
53	Equipment	\$2,000.00	\$500.00
	Other (List Below)		
54	_____	_____	_____
55	_____	_____	_____
56	_____	_____	_____
57	_____	_____	_____
58	_____	_____	_____
59	<b>Total Special Education:</b>	<u>\$74,500.00</u>	<u>\$78,720.00</u>

<b>Gifted and Talented Program:</b>			
60	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
61	V - GT1 Waiver	_____	_____
62	V - GT2 _____	_____	_____
63	V - GT3 _____	_____	_____
64	V - GT4 _____	_____	_____
65	V - GT5 _____	_____	_____
66	Supplies and Materials	\$2,000.00	\$2,000.00
67	Equipment	_____	_____
	Other (List Below)		
68	_____	_____	_____
69	_____	_____	_____
70	_____	_____	_____
71	_____	_____	_____
72	_____	_____	_____
73	<b>Total Gifted and Talented Program:</b>	<u>\$2,000.00</u>	<u>\$2,000.00</u>

**Alternative Education Program/ Alternative Learning Environments:**

2016-2017 Amount:

2017-2018 Amount:

74	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
75	V - ALE1 Waiver	_____	_____
76	V - ALE2	_____	_____
77	V - ALE3	_____	_____
78	V - ALE4	_____	_____
79	V - ALE5	_____	_____
80	Supplies and Materials	_____	_____
81	Equipment	_____	_____
82	Other (List Below)	_____	_____
83	_____	_____	_____
84	_____	_____	_____
85	_____	_____	_____
86	_____	_____	_____
87	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<u>_____</u>	<u>_____</u>

**English Language Learner Program:**

88	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below	_____	_____
89	V - ELL1	_____	_____
90	V - ELL2	_____	_____
91	V - ELL3	_____	_____
92	V - ELL4	_____	_____
93	V - ELL5	_____	_____
94	Supplies and Materials	\$500.00	\$500.00
95	Equipment	_____	_____
96	Other (List Below)	_____	_____
97	_____	_____	_____
98	_____	_____	_____
99	_____	_____	_____
100	_____	_____	_____
101	<b>Total English Language Learner Program:</b>	<u>\$500.00</u>	<u>\$500.00</u>

**Guidance Services:**

102	Salaries and Benefits	\$47,580.00	\$48,800.00
	Purchased Services - List Vendors Below	_____	_____
103	V - GS1	_____	_____
104	V - GS2	_____	_____
105	V - GS3	_____	_____
106	V - GS4	_____	_____
107	V - GS5	_____	_____
108	Supplies and Materials	\$500.00	\$500.00
109	Equipment	\$1,500.00	_____
110	Other (List Below)	_____	_____
111	_____	_____	_____
112	_____	_____	_____
113	_____	_____	_____
114	_____	_____	_____
115	<b>Total Guidance Services:</b>	<u>\$49,580.00</u>	<u>\$49,300.00</u>

<b>Health Services:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
116	Salaries and Benefits	\$43,920.00	\$45,140.00
	Purchased Services - List Vendors Below		
117	V - HS1 Waiver		
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,000.00
123	Equipment	\$3,000.00	
124	Other (List Below)		
125			
126			
127			
128			
129	<b>Total Health Services:</b>	<u>\$48,920.00</u>	<u>\$46,140.00</u>
<b>Media Services:</b>			
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 Waiver		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials	\$30,000.00	\$5,000.00
137	Equipment		
138	Other (List Below)		
139			
140			
141			
142			
143	<b>Total Media Services:</b>	<u>\$30,000.00</u>	<u>\$5,000.00</u>
<b>Fiscal Services:</b>			
144	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
145	V - FS1 A/C Repair	\$4,000.00	\$3,000.00
146	V - FS2 Miscellaneous	\$5,000.00	\$5,000.00
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
152	Other (List Below)		
153	Phone System	\$15,000.00	\$6,500.00
154	A/C Replace	\$5,000.00	\$5,000.00
155	Security System	\$7,000.00	
156			
157	<b>Total Fiscal Services:</b>	<u>\$36,000.00</u>	<u>\$19,500.00</u>

<b>Maintenance and Operation:</b>		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
158	Salaries and Benefits	\$57,096.00	\$58,560.00
	Purchased Services - List Vendors Below		
	<b>INCLUDE UTILITIES</b>		
159	V - MO1 Entergy	\$30,000.00	\$32,000.00
160	V - MO2 Centerpoint Energy	\$3,000.00	\$3,200.00
161	V - MO3 Disposal/Sanitation	\$5,000.00	\$5,200.00
162	V - MO4 Water/Sewer	\$15,000.00	\$15,500.00
163	V - MO5 Phone	\$1,000.00	\$1,200.00
164	Supplies and Materials	\$13,000.00	\$14,500.00
165	Equipment	\$1,500.00	\$1,500.00
	Other (List Below)		
166	Lawn Mower	\$7,000.00	
167	Tools	\$1,000.00	
168			
169	Fuel	\$1,500.00	\$1,500.00
170			
171	<b>Total Maintenance and Operation:</b>	<b>\$135,096.00</b>	<b>\$133,160.00</b>

<b>Pupil Transportation:</b>			
172	Salaries and Benefits	\$4,727.50	\$4,880.00
	Purchased Services - List Vendors Below		
173	V - PT1		
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180	Fuel	\$4,000.00	\$4,500.00
181	Bus	\$15,000.00	
182			
183			
184			
185	<b>Total Pupil Transportation:</b>	<b>\$23,727.50</b>	<b>\$9,380.00</b>

<b>Food Services:</b>			
186	Salaries and Benefits	\$71,004.00	\$72,895.00
	Purchased Services - List Vendors Below		
187	V - FD1 Ben E. Keith	\$30,000.00	
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment	\$55,000.00	
	Other (List Below)		
194			
195			
196			
197			
198			
199	<b>Total Food Services:</b>	<b>\$156,004.00</b>	<b>\$72,895.00</b>

		<u>2016-2017 Amount:</u>	<u>2017-2018 Amount:</u>
200	<b>Data Processing:</b>		
	Salaries and Benefits	<u>\$51,093.60</u>	<u>\$52,460.00</u>
	Purchased Services - List Vendors Below		
201	V - DP1 <u>Compsys - Data Backup</u>	<u>\$3,600.00</u>	<u>\$3,700.00</u>
202	V - DP2 _____	_____	_____
203	V - DP3 _____	_____	_____
204	V - DP4 _____	_____	_____
205	V - DP5 _____	_____	_____
206	Supplies and Materials	_____	_____
207	Equipment	_____	_____
	Other (List Below)		
208	<u>Data Rm - 3 servers, POE switch, UPS, rack</u>	<u>\$24,000.00</u>	
209	<u>Internet</u>	<u>\$12,000.00</u>	<u>\$12,000.00</u>
210	_____	_____	_____
211	_____	_____	_____
212	_____	_____	_____
213	<b>Total Data Processing:</b>	<u><u>\$90,693.60</u></u>	<u><u>\$68,160.00</u></u>
	<b>Substitute Personnel:</b>		
214	Salaries and Benefits	_____	_____
	Purchased Services - List Vendors Below		
215	V - SB1 <u>Subteach</u>	<u>\$16,470.00</u>	<u>\$17,500.00</u>
216	V - SB2 _____	_____	_____
217	V - SB3 _____	_____	_____
218	V - SB4 _____	_____	_____
219	V - SB5 _____	_____	_____
220	<b>Total Substitute Personnel:</b>	<u><u>\$16,470.00</u></u>	<u><u>\$17,500.00</u></u>
	<b>Facilities:</b>		
221	Lease/Purchase Contract for One Full Year	<u>\$150,000.00</u>	<u>\$150,000.00</u>
	Facility Upgrades - List Upgrades Below		
222	<u>Paint</u>	<u>\$15,000.00</u>	
223	<u>Strip, wax, replace floor tiles</u>	<u>\$2,000.00</u>	<u>\$2,000.00</u>
224	_____	_____	_____
225	_____	_____	_____
226	_____	_____	_____
227	_____	_____	_____
228	_____	_____	_____
229	Property Insurance for One Full Year	<u>\$4,000.00</u>	<u>\$4,100.00</u>
230	Content Insurance for One Full Year	_____	_____
231	<b>Total Facilities:</b>	<u><u>\$171,000.00</u></u>	<u><u>\$156,100.00</u></u>

**Debt Expenditures:**

List Debts Below

2016-2017 Amount:

2017-2018 Amount:

232	_____	_____	_____
233	_____	_____	_____
234	_____	_____	_____
	<b>Total Debts:</b>	<u>_____</u>	<u>_____</u>

**Other Expenditures:**

List Other Expenditures Below

235	<u>After School Program Salaries/Benefits</u>	<u>\$12,000.00</u>	<u>\$18,300.00</u>
236	<u>After School Program Supplies/Snacks</u>	<u>\$4,000.00</u>	<u>\$3,000.00</u>
237	<u>Staff Milage to and from central office</u>	<u>\$4,500.00</u>	<u>\$4,500.00</u>
238	_____	_____	_____
239	_____	_____	_____
240	_____	_____	_____
241	<b>TOTAL EXPENDITURES:</b>	<u><u>\$1,638,920.50</u></u>	<u><u>\$1,584,300.59</u></u>

242	<b>Net Revenue over Expenditures:</b>	<u><u>\$6,673.50</u></u>	<u><u>\$334,068.41</u></u>
-----	---------------------------------------	--------------------------	----------------------------

*Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.*

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL  
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Pulaski Co. Sp. Sch. District or Academics Plus Charter School

Lessee(Tenant): Scott Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

APCS is currently negotiating the terms to purchase or lease the Scott Elementary School campus owned by PCSSD. Scott Elementary was closed by PCSSD in June 2015. It is th

Address of Premises: 15306 Alexander Rd,  
Scott 72142

Square Footage: TBD

Terms of Lease: TBD

Rental Amount: TBD

Contingency: The terms of this agreement are contingent upon

Scott Charter School

*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas 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. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Scott Charter School

By: \_\_\_\_\_ Date \_\_\_\_\_

Lessor: Pulaski Co. Sp. Sch. District or Academics Plus Charter School

By: \_\_\_\_\_ Date \_\_\_\_\_

# ACADEMICS PLUS CHARTER SCHOOL

## Calendar for 2016/2017 School Year

July 2016						
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016						
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Date	Event
<b>July</b>	
7/4/16	Fourth of July - No School
<b>August</b>	
8/3/16	Open House 6:00pm - 7:30pm
8/4/16	First Day of School
<b>September</b>	
9/5/16	Labor Day- No School
<b>October</b>	
10/5/16	End of First Quarter
10/10 - 10/14	Fall Break - No School
10/18 & 10/20	Parent/Teacher Conferences*
<b>November</b>	
11/21 - 11/25	Thanksgiving Break - No School
<b>December</b>	
12/16/16	End of Second Quarter
12/19 - 1/2/15	Christmas Break - No School
<b>January</b>	
1/3/17	First Day of Third Quarter
1/16/17	MLK Jr. Day - No School
<b>February</b>	
2/20/17	President's Day - No School XDY Snow Day Make Up
<b>March</b>	
3/10/17	End of Third Quarter
3/14 & 3/16	Parent/Teacher Conferences*
3/20 - 3/24	Spring Break - No School
<b>April</b>	
<b>May</b>	
5/26/17	Last Day of School
5/29/17	Memorial Day - No School
5/30 - 6/2	XDY Snow Day Make Up

January 2017						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

### Parent/Teacher Conference Schedule

10/20/2016	3:30 - 7:30 p.m.	
10/22/2016	3:30 - 7:30 p.m.	
3/15/2017	3:30 - 7:30 p.m.	
3/17/2017	3:30 - 7:30 p.m.	

Testing Schedule		
TBA		

Qtr 1	8/4 - 10/5	44
Qtr 2	10/6 - 12/16	42
Qtr 3	1/3 - 3/10	47
Qtr 4	3/13 - 5/25	50
Total Student Days		183
Total Teacher Days		200

**Scott Plantation Settlement  
15525 Alexander Road  
PO Box 214  
Scott, AR 72142**

July 6, 2015

Deborah Coffman, Chairman  
Charter Authorizing Panel  
Arkansas Department of Education  
#4 Capitol Mall  
Little Rock, AR 72201

RE: Scott Charter School:

Dear Chairman Coffman:

The Scott Plantation Settlement is pleased to learn that a charter school is a possibility for the old Scott Elementary School location. Our facilities are right across the street from the school. I am enclosing our brochure with information about our non-profit corporation. One of our services is tours of our historic buildings. We would love to be a partner with the school and provide tours of our facilities. I feel these guided tours will provide insight for the students about plantation life and farm life that most people know very little about. Over the years we have given tours to many schools.

We wholeheartedly support the Scott Charter School and hope to have the opportunity to be an educational partner with the school.

Sincerely,



Anne Crosby, President  
Scott Plantation Settlement

**From:** [Rob McGill](#)  
**To:** [Diane Gross](#)  
**Subject:** Scott Charter School - Support  
**Date:** Wednesday, July 8, 2015 10:50:30 AM

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See email below.

**Rob McGill**

Executive Director

**Academics Plus Charter School**

900 Edgewood Drive  
Maumelle, AR 72113  
Phone (501) 803-9730 ext. 325  
Fax (501) 803-9742

**From:** Barbara Armstrong [mailto:scottheritagefarm@yahoo.com]  
**Sent:** Wednesday, July 08, 2015 10:30 AM  
**To:** Rob McGill; ritves@aol.com; Barbara Armstrong; scottheritagefarm@gmail.com; arkansafarmtotable@gmail.com  
**Subject:** Fw: Scott Charter School

Our relationship with Scott Elementary was very successful this past year as well as with students from UCA. We continue to work with UCA and look forward to continuing the educational component with Scott. I am also the cofounder and manager if the CAFM/Argenta Farmers Market and would love to add this experience to the curriculum Agriculture Education is very important in the schools in order to c

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**From:**

Barbara Armstrong ;

**To:**

Scott Heritage Farm ; ;

**Subject:**

Scott Charter School

**Sent:**

Wed, Jul 8, 2015 1:27:53 PM

We are very excited about the possibility of a Charter School in Scott!

Our farmers, volunteers and farm family are looking forward to the possibility of continuing a relationship with our school to provide a educational, fun and unique experience for the children of our community and surrounding areas. Our farm requires the hearts, hands and minds to create and to sustain a one of a kind farm.

Our commitment to provide educational sessions as well as hands on training for the school children remains strong! On farm and in classroom programs have been developed

**Scott Heritage Family Farm/Arkansas Farm To Table** Community-Supported Agriculture (CSA) is committed to food production, in a wholesome and educational experience for those who are interested in both

increasing the quality of food and the quality of care given the land, plants and animals while, substantially reducing potential food losses and financial risks for the farmer. It is also a method for small-scale farmers and gardeners to have a successful, small-scale closed market. focusing on the production of high quality foods using ecological, organic farming methods.

A farm visit that explores how food is grown and how animals are raised is an ideal way for children to understand and connect with where their food comes from. By learning how a farm works, children experience the natural world in a new way and make a vital connection between the social, ecological, and economic importance of agriculture in their lives. Scott Family Farm aims to provide an experience of environmental education and nutritional learning by connecting people to food, environmentally friendly farming practices, and the wild and domesticated animals that call this farm home.

Along with your field trip to the Plantation, a guided farm experience can be scheduled.

Farm visits can easily meet curriculum requirements based on the following concepts:

- Science & Math: Food webs, life cycles, habitat, soil exploration, watershed health concepts, photosynthesis, collecting data, measuring, problem solving and counting etc.
- Language Arts & English Language Development: scavenger hunts, letters to farmers, vocabulary development
- Nutrition and Health: farm fresh snacks, label reading, physical activity

Scott Heritage Farm operates with a much greater-than-usual degree of involvement of consumers/ shareholders resulting in a stronger relationship and connection with their farmer and the food grown for the families. We have developed a cohesive consumer group that is willing to fund a ten (10) month growing season and we share the risk of food waste and/or financial loss.

Shareholders do not pay for pounds of produce, but rather support the budget of the whole farm and receive weekly/bi weekly what is seasonally ripe. This approach eliminates the marketing risks and costs for the farmer and an enormous amount of time, often manpower, and allows producers to focus on quality care of soils, crops, animals, and on serving the

families. There is little to no loss (i.e. waste) in this system, since the producers know in advance who they are growing for and how much to grow, etc.

An advantage of the close consumer-producer relationship is increased freshness of the produce, because it does not have to be shipped long distances. The close proximity of the farm to the members also helps the environment by reducing pollution caused by transporting the produce. A CSA is the only way to assure families where their food is coming from and having a close connection to the land and people who support this type of farming.

Farmer Barbara  
870-283-9065

**PERFORMANCE DATA  
FROM OTHER CHARTER  
SCHOOL OPERATED  
BY SAME  
SPONSORING ENTITY**

OVERALL DISTRICT STATUS: **ACHIEVING**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	344	344	100.00	394	394	100.00
Targeted Achievement Gap Group	112	112	100.00	117	117	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	60	60	100.00	62	62	100.00
Hispanic	17	17	100.00	18	18	100.00
White	258	258	100.00	304	304	100.00
Economically Disadvantaged	91	91	100.00	98	98	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	29	29	100.00	30	30	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	288	322	89.44	79.29	91.00	196	232	84.48	77.14	93.00
Targeted Achievement Gap Group	83	106	78.30	65.91	91.00	53	71	74.65	64.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	823	949	86.72	79.29	91.00	542	638	84.95	77.14	93.00
Targeted Achievement Gap Group	271	355	76.34	65.91	91.00	178	234	76.07	64.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	41	56	73.21	66.38		29	37	78.38	62.50	
Hispanic	12	14	85.71	76.32		9	11	81.82	81.25	
White	226	243	93.00	83.09		152	178	85.39	81.98	
Economically Disadvantaged	66	85	77.65	67.19		43	59	72.88	64.35	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	22	29	75.86	43.75		13	16	81.25	47.50	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	311	371	83.83	80.19	92.00	158	233	67.81	78.75	81.00
Targeted Achievement Gap Group	80	111	72.07	70.83	92.00	37	71	52.11	75.77	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	870	1115	78.03	80.19	92.00	406	640	63.44	78.75	81.00
Targeted Achievement Gap Group	274	406	67.49	70.83	92.00	118	234	50.43	75.77	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	36	58	62.07	68.15		19	37	51.35	69.32	
Hispanic	13	15	86.67	76.32		5	11	45.45	75.00	
White	252	288	87.50	83.88		128	179	71.51	81.98	
Economically Disadvantaged	65	92	70.65	72.73		33	59	55.93	75.41	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	19	30	63.33	43.75		5	16	31.25	55.00	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	32	34	94.12	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	70.00	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	89	101	88.12	95.59	94.00
Targeted Achievement Gap Group	17	19	89.47	70.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10	85.00	
Hispanic	n < 10	n < 10	n < 10	100.00	
White	24	25	96.00	96.87	
Economically Disadvantaged	n < 10	n < 10	n < 10	70.00	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	25.00	

# **2014 ESEA DATA**

OVERALL DISTRICT STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	8789	8982	97.85	10060	10272	97.94
Targeted Achievement Gap Group	5615	5721	98.15	6400	6526	98.07
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	4019	4105	97.90	4592	4689	97.93
Hispanic	543	548	99.09	634	647	97.99
White	3968	4065	97.61	4559	4656	97.92
Economically Disadvantaged	5267	5341	98.61	6011	6113	98.33
English Language Learners	260	260	100.00	299	300	99.67
Students with Disabilities	1107	1166	94.94	1209	1263	95.72

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5989	8208	72.97	76.47	91.00	3964	5621	70.52	79.25	93.00
Targeted Achievement Gap Group	3323	5171	64.26	69.32	91.00	2251	3602	62.49	73.48	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18244	24718	73.81	76.47	91.00	12277	16660	73.69	79.25	93.00
Targeted Achievement Gap Group	10009	15438	64.83	69.32	91.00	6981	10613	65.78	73.48	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	2396	3714	64.51	69.27		1601	2543	62.96	74.21	
Hispanic	361	507	71.20	77.34		253	352	71.88	80.28	
White	3028	3745	80.85	82.71		1993	2578	77.31	83.41	
Economically Disadvantaged	3188	4838	65.89	70.50		2168	3415	63.48	74.37	
English Language Learners	141	244	57.79	68.00		99	164	60.37	79.47	
Students with Disabilities	277	1034	26.79	44.21		218	673	32.39	51.90	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	6035	9429	64.00	77.13	92.00	2714	5810	46.71	72.06	81.00
Targeted Achievement Gap Group	3142	5926	53.02	70.73	92.00	1363	3727	36.57	66.05	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	18985	28187	67.35	77.13	92.00	8831	16852	52.40	72.06	81.00
Targeted Achievement Gap Group	10132	17583	57.62	70.73	92.00	4661	10741	43.39	66.05	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	2188	4276	51.17	68.22		897	2612	34.34	64.27	
Hispanic	360	589	61.12	79.18		175	381	45.93	71.61	
White	3269	4304	75.95	85.20		1522	2653	57.37	79.37	
Economically Disadvantaged	2982	5556	53.67	71.56		1299	3521	36.89	66.84	
English Language Learners	141	278	50.72	71.82		66	185	35.68	66.06	
Students with Disabilities	320	1133	28.24	44.21		124	695	17.84	46.43	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	839	1151	72.89	65.91	94.00
Targeted Achievement Gap Group	382	558	68.46	62.44	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	2445	3688	66.30	65.91	94.00
Targeted Achievement Gap Group	1086	1759	61.74	62.44	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	405	543	74.59	66.44	
Hispanic	40	59	67.80	56.88	
White	363	513	70.76	66.20	
Economically Disadvantaged	336	497	67.61	62.30	
English Language Learners	n < 10	n < 10	n < 10	56.25	
Students with Disabilities	90	123	73.17	66.30	

**MATERIALS SUBMITTED  
IN OPPOSITION**

# MITCHELL || WILLIAMS

M. Samuel Jones, III  
Direct Dial: 501-688-8812  
Fax: 501-918-7812  
E-mail: sjones@mwlaw.com

425 West Capitol Avenue, Suite 1800  
Little Rock, Arkansas 72201-3526  
Telephone: 501-688-8800  
Fax: 501-688-8807

October 2, 2015

**Via E-mail - Alexandra.Boyd@arkansas.gov**

Ms. Alexandra Boyd  
Public School Program Coordinator  
Four Capitol Mall  
Rm. 401-B  
Little Rock, Arkansas, 72201

Re: Scott Charter School Proposal

Dear Ms. Boyd:

Again, thank you very much for assisting me with locating the application for this proposed charter school. Thank you also for providing submission deadlines for PCSSD to submit further analyses in opposition to this new charter request. In the meantime, we wanted to send this letter so that the Charter School Panel would be informed, at least, that the PCSSD opposes this new charter request.

First, virtually all of the submissions sound familiar to us. They are basically the submissions, representations and generalities submitted in previous years by Academics Plus both in support of their charter renewal and for an increase in enrollment.

For a specific critique of Academics Plus, and by extension the new charter, we refer you to our letters of February 2, 2015 and February 11, 2015 and our submissions, all of which are attached, made in support of that opposition as well as the proceedings of the State Board of Education meeting held on February 18, 2015 at which we opposed both the charter extension and the enrollment cap with some limited success.

In sum, even though this application does add a reference to exposing the proposed students to agricultural education, the proposal is totally lacking as to specifics in that regard and otherwise simply reflects what Academics Plus always submits; i.e. glittering generalities, non-specific curricular promises and, we think most significantly regarding open-enrollment charter schools, nothing that describes or promises any kind of really innovative approach to education that is not otherwise available in public schools and in the PCSSD in particular.

We also wish, at this point, to note an especially perplexing circumstance; i.e. that the State has taken over the PCSSD, that the State approved the closure of Scott Elementary School and that now the State is being asked to approve the establishment of an open-enrollment charter school in the same building that was closed by PCSSD as part of its State required and State

Ms. Alexandra Boyd  
October 2, 2015  
Page 2

approved fiscal distress recovery plan. In other words, the State is being asked to approve the opening of a school in a location for which it just approved a closure.

This circumstance has many tentacles so to speak. First, PCSSD has reassigned the former Scott students to Harris Elementary a hard to desegregate school, but one proximate to the location of Scott Elementary. PCSSD previously reassigned Scott middle and high school students to the Sylvan Hills campuses for desegregation purposes.

Now, PCSSD, still under State control, is faced with the irony of the State potentially approving the reestablishment of a school in Scott that would serve not only elementary students but middle and high school students as well.

All the Scott campuses over time proved too inefficient for the PCSSD, a traditional public school district operating pursuant to ALL State Standards and Requirements, to operate efficiently, the maintenance of which contributed in some measure to its fiscal distress status. Yet, the State is now being asked by an open-enrollment charter school which has the benefit of multiple waivers of State Standards and Requirements to let it open and, inevitably, attract many of the students PCSSD has reassigned, back to this facility. The complexion of those students is not hard to predict. While PCSSD is required to provide transportation for ALL students, Scott Charter School has made it plain that it might have a bus only for field trips and some extracurricular events but no transportation to and from school. Translation, those students of low income, who are more often than not African American in this county, will not have access to the new charter school and it will inevitably be populated, especially as time passes, by middle and upper class students who are, in this county, predominantly white.

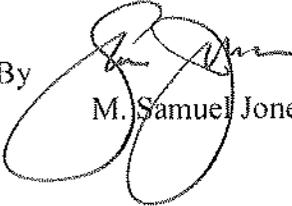
The irony is palpable. The State is being asked to approve what will eventually become a predominantly white school in an area that has historically been desegregated but became too inefficient for the PCSSD to operate because it had to comply with all State Standards and Requirements. Yet, Academics Plus believes it can efficiently operate such a school no doubt because it does not have to comply with many State standards and by not providing transportation for this large area, would have a homogenous student population that could largely educate itself.

What is wrong with this picture? We think the answers are obvious. We will likely follow up this letter with a more specific analysis within the deadline set for our response. In the meantime we wanted to acquaint the Panel with these thoughts which, we believe, are irrefutable given the State's experience with charter schools in Pulaski County to date.

Ms. Alexandra Boyd  
October 2, 2015  
Page 2

Cordially,

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

By   
M. Samuel Jones III

MSJ:kn

cc: (via e-mail)  
Superintendent Jerry Guess (Pulaski County Special School District)  
[jguess@pcssd.org](mailto:jguess@pcssd.org)  
Superintendent Eddie Johnson (England School District)  
[eddie.johnson@england.k12.ar.us](mailto:eddie.johnson@england.k12.ar.us)  
Superintendent Suzanne Bailey (Lonoke School District)  
[suzanne.bailey@lonokeschools.org](mailto:suzanne.bailey@lonokeschools.org)  
Commissioner Johnny Key  
[Johnny.Key@arkansas.gov](mailto:Johnny.Key@arkansas.gov)



## PULASKI COUNTY SPECIAL SCHOOL DISTRICT

Office of the Superintendent

February 2, 2015

Panel Members  
Charter Authorizing Panel  
c/o Cindy Hogue  
Arkansas Department of Education  
Four Capitol Mall, Box #6  
Little Rock, AR 72201

Re: Notice of Charter Authorizing Panel Hearing  
Academics Plus Charter School

Ladies & Gentlemen:

Please accept this letter as part of the PCSSD “paper opposition” to the charter school renewal applications submitted by Academics Plus in December. As it has consistently done in the past, PCSSD opposes both the requested enrollment increase and the requested increase in the length of the charter largely for the same reasons that State Board of Education members articulated when these matters previously came before the state board (please see state board minutes dated February 14, 2011). In addition to this paper submission, we plan to submit an electronic supplement on or before February 11, 2015.

Before addressing the particulars of the Academics Plus application, PCSSD thinks it is important to remind the panel that while Academics Plus claims some successes, nowhere in the renewal application is there any description of any innovative instructional techniques calculated to result in extraordinary student gain and growth. We understand these to be the reason that the charter school experiment was authorized in the beginning. PCSSD simply believes that when viewed as a whole, Academics Plus cannot demonstrate innovation, and cannot demonstrate growth above what one would expect of an essentially homogenous middle class student body, a student body that cannot be reasonably compared to schools in the PCSSD or statewide, a factor which has been emphasized by previous state boards of education.

### The Vision Statement

The current application for a new charter school requires that the applicant provide the mission statement of the proposed school. See page 4 of 2014 application.

The APCS mission statement is found at its website under the category of “state required reports” and is part of the annual report.

Academics Plus supplies the same mission statement it has historically set out. This includes promising an academically rigorous college preparatory program regardless of

student status and the expectation that all children can learn when challenged by big expectations, etc.

### **The 2014 Application Requirements**

The next section of the application requires the applicant to describe the key programmatic features that the school will implement to accomplish the mission.

Page 10 of the 2014 application requires the applicant to “Describe the innovations that will distinguish the charter from other schools.”

Section 8 of the 2014 application requires the applicant to explain how certain student services, including the guidance program, health services, media center, special education, transportation, alternative education, English language learners and gifted and talented programs would be delivered.

Its vision statement, also found within its website, and required by the 2014 charter application for new charter schools, again reiterates its goal to be the most successful college preparatory school in the country. However, one can examine the four corners of the current application and find no evidence of success in meeting the vision statement, no convincing evidence regarding innovative strategies to realize the mission statement and no explanation of why Academics Plus fits the criteria for entitlement to a charter.

Further, Academics Plus minority enrollment continues at a low level with insufficient sub-populations to demonstrate or even measure growth by sub-populations.

The report contains an enrollment race breakdown showing that its African-American population is only 16%.

### **The Pending Application**

The current application begins with a desegregation analysis and a description of its claimed progress since approximately 2012.

It boasts that it has achieving schools but given its largely middle class student body it should have these results.

It gives non-particularized statements regarding transportation, but simply stated, no meaningful or enlightening evidence is presented that Academics Plus is offering transportation or transporting a significant number of students to change its core student body.

2012-2013 finances are likewise shown. Only 3% of its total budget is devoted to child nutrition; there are no expenditures shown for student transportation.

### **Recruitment**

Probably the most significant thing about the recruitment description is there is no affirmative statement that recruitment promises transportation. This makes one wonder if the described recruitment efforts are actually hollow if no transportation is promised.

## Academics

Nowhere in this analysis does the Academics Plus application make any reference to the Dear Colleague letter. At page 15 Academics Plus makes the statement that quality teachers are the number one reason APSC student achievement has increased during the past several years. While that is certainly an excellent goal to seek, there is nothing innovative about any school district seeking to hire quality teachers.

At page 16, Academics Plus laments the fact that high school math teachers are the most difficult positions to fill and that it's challenging to find quality math teachers and even harder to keep them since there is a state-wide shortage. This statement is illuminating, and PCSSD does not quarrel with it. However, this lack of high quality math teachers, especially in quantity, is not a new phenomenon. It has existed in Arkansas during the entirety of Academics Plus history. Nevertheless, Academics Plus chose to promise student gains in math courses as its primary emphasis. To PCSSD, this is the area where Academics Plus should have displayed innovation and creativity in determining how to deliver math instruction in a way that justifies its charter and all of the exemptions it has been allowed.

### Academics Plus Bar Graphs

For the most part, Academics Plus continues to lag behind the state in most academic assessment categories. PCSSD believes this is a significant indicator that Academics Plus is nowhere near approaching its goal of being the best college preparatory school in the country.

The same is true on the graph showing other comparisons between Academics Plus and the state overall.

Another chart shows 3 year ACT overall comparisons to itself and the results are either declining or flat at best. This is an indicator that Academics Plus is enrolling middle class students who perform well when entering school and show good test outcomes in the early grades but who do not maintain this status and show losses as they enter the high school years.

Stated another way, in the face of the lack of enough highly qualified math teachers, a charter application describing this problem that as the beginning point but then describing and promising strategies of innovation and creativity to overcome that shortage would be a compelling reason to grant the charter in the first place, or to extend it if the results met the promises and goals.

However, Academics Plus seems to be doing just the opposite and relying on the fact that Arkansas lacks sufficient math teachers as an excuse to explain why it is not realizing all its goals in math, why it has to emphasize improvement in math instead of producing extraordinary math gains superior to similar peer schools. These are factors which militate against an enrollment increase or extension of its charter until such a demonstration is made. If they cannot make it, they should not receive an enrollment increase or an extension of their charter.

## The Annual Report

It is instructive to look at the goals now articulated by Academics Plus as set forth in the annual report at its website.

They wish to improve literacy skills, increase math skills, improve physical fitness and nutritional well being. None of these are any different from goals at any other traditional school.

Under the actions section of the state report, the reader can scrutinize the actions to be implemented and readily see that they indicate nothing unique or innovative as an instructional or curriculum strategy.

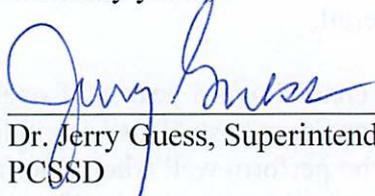
In discussing the high school, Academics Plus highlights a 2013 graduate who completed forty-five credit hours during high school. Such students are not unique to Academics Plus.

While for one of the first times Academics Plus discusses special education, one must question their real commitment to this when one sees that the budget proposed for special education is de minimis.

As we understand the deadlines, this current submission is due by February 4, 2015 with any electronic submission due by February 11, 2015.

Thank you very much.

Cordially yours,



---

Dr. Jerry Guess, Superintendent  
PCSSD

JG:lo

cc: Cindy Hogue, Director – via e-mail  
Office of Educational Options  
Rob McGill – via e-mail

February 11, 2015

Panel Members  
Charter Authorizing Panel  
c/o Cindy Hogue  
Arkansas Department of Education  
Four Capitol Mall  
Little Rock, AR 72201-1019

Re: Notice of Charter Authorizing Panel Hearing  
Academics Plus Charter School

Dear Ms. Hogue:

Please accept and distribute this letter and exhibits as a supplement to the PCSSD opposition to Academics Plus request for an enrollment expansion and extension of its Charter.

**The ACT Results**

Toward the bottom of the pile of documents produced by Academics Plus in response to the PCSSD's FOIA request is a document dated August 20, 2014 from the ACT. It is attached as Exhibit 1. It is addressed to the principal and states in the beginning that:

"This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college level work."

Despite Academics Plus vision statement to be the highest performing college preparatory school in the country, the fact is that its students consistently lag behind the state average in all categories reported by the ACT.

In particular, in college Algebra, most of the students at Academics Plus, based on ACT results, are not college ready and except for English Composition, fewer than half of the students at Academics Plus appear to be college-ready. Indeed, this analysis by the ACT indicates that only 14% of the students graduating from Academics Plus are college-ready in the four categories reported.

While the state results are not immensely better, they are better overall. This report is hardly an indication that Academics Plus is doing anything to justify a continuation of its charter.

**The 2014 Annual Report**

Since our letter to the panel dated February 3, 2015, Academics Plus has finally posted its 2013-2014 Annual Report on its website.

It begins with the same mission statement previously noted which offers nothing unique with the familiar slogan that all children can learn when challenged by high expectations, etc. The vision statement remains the same: It is our vision to be the highest performing college preparatory educational institution in America.

The recognitions page of the website recites that most schools are “achieving” and that the high school received an award for “most improved geometry.”

Under the category of test scores, A Plus boasts that it outperforms the Pulaski County public schools as well as Conway in areas tested, but there is no “control” for poverty or similar distinctions among Academics Plus and the public school districts to which it chooses to compare itself. Despite this omission, it is interesting to note that Academics Plus often lags behind the Conway School District in many of the comparisons it chooses to publish on its website despite the lack of “control” for socioeconomic status or poverty differences.

### **No Innovation or Uniqueness is Shown**

An analysis of Arkansas Districts similar to APCS is attached as Exhibit 2. When controls are made for poverty APCS is exposed as merely ordinary.

Later in the website, if one examines the A Plus school improvement indicators selected by Academics Plus, the evaluator will see that the goals and objectives differ not at all from those of traditional public schools in Arkansas. In other words, the innovation upon which justification for such open enrollment charter schools was based remains singularly lacking in the case of Academics Plus.

References to Common Core, analyzing test data, identifying student needs and training in math instruction simply fail to show anything distinctive about the approach or delivery of academic services by Academics Plus.

Indeed, under the heading of additional actions to increase learning, the strategies set out including professional development, multiple sources of technology, and the offering of a rich curriculum as well as e-mail and service on school committees hardly distinguishes Academics Plus from traditional public schools in Arkansas. At the high school level, Academics Plus promises to engage students with a rigorous model of instruction aligned with Common Core, that teachers will use student learning data to identify needs for instructional support and that they will create assessments to help students and that last year they used data to assess the strength of students in math and will provide a math foundation class. They will also remediate students and use Title 1 funds to purchase materials to enhance learning of targeted students and will help students raise their ACT scores. Teachers will emphasize writing and high school students will have a writing help class; teachers will have access to professional development and that the school will provide a special education supervisor as well as other traditional strategies such as Pathwise, parental involvement plans, homework and academic alerts.

The website concludes with descriptions of such traditional public school offerings as concurrent credits, AP courses, and clubs and activities including a Lego club, a year book, tennis, golf and a jazz band.

### **The Original Application From 2000**

In its application process, requirements for admission, Academics Plus states that its students “will leave high school ‘college ready’ ”.

In other documents obtained pursuant to the FOIA and under the heading of what is a charter school, Academics Plus explains that “a charter school is a form of public school that is waived from some of the restrictive laws that govern traditional public schools. This allows a charter school more flexibility to implement creative and innovative programs and policies. In return for this freedom, a charter school is held more accountable for student success. ... we are expected to produce better results.”

Further, APCS explains that “APCS uses an extended school day and a highly focused curriculum to improve the academic success of the students. We also encourage innovative teaching practices to increase opportunities for learning.”

Later in this section, APCS explains that APCS was the first of these flagship schools and is the oldest charter school in Arkansas.

“Our vision – It is the vision of Academics Plus Charter School to be the highest performing college preparatory educational institution in America. Our Mission – 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, attendance and effort, as well as ability, determine academic success. About Us – APCS uses an extended school day and a highly focused curriculum to improve the academic success of the students. We also encourage innovative teaching practices to increase opportunities for learning. We have a safe, nurturing environment, and we offer after school opportunities for enrichment and tutoring based on the individual needs of all students. We provide a choice in the education of children. There is no tuition for a student to attend APCS.”

### **Departures from the Original Application**

The original application for Academics Plus proposed grades 6 and 7. It was dated to open in 2001-2002.

At page 2, the application states that “A+ will rely primarily on the Core Knowledge Sequence, developed by Dr. E.D. Hirsch, Jr. supplemented with experiential learning.”

PCSSD finds no recent mention of Dr. E.D. Hirsch, Jr. in Academics+ submissions.

On page 2 under the heading of Impact on Desegregation Efforts, A+ pledged that:

“the founders of A+ envision a school that will serve a diverse student population that is reflective of this large geographic area from which students come. A+ ensures compliance with the Pulaski County Special School District (PCSSD) desegregation order of 20-41% minority students for secondary schools and firmly believes the charter school will not negatively impact the racial balance of PCSSD or the Little Rock and North Little Rock School Districts. Additionally, A+ will meet all other obligations in hiring faculty and staff, maintaining diversity on the Board of Trustees of Pulaski Charter School, Inc. (PCS) and in any other areas of the desegregation order.”

Academics Plus now simply submits desegregation is no longer an issue.

At page 3, A+ pledges that:

“The founders, faculty, staff and parents of A+ will work together with the goal of eliminating gaps in test scores that may exist between white and black students.”

However, Academics Plus never recruited enough African-American students to make this comparison or to pronounce achievement with this goal.

The original application and justification stated:

“After years of desegregation of the three Pulaski County school districts, racial disparity in student achievement remains. Recently district officials in Little Rock ‘acknowledged below-average test scores’ in its school district but blamed it on high percentages of minority students from economically disadvantaged homes. (Source: “‘Energized’ or not, voters decide school tax today,” Arkansas Democrat-Gazette, May 9, 2000.) However, many schools across the country provide academic excellence for all children, even those deemed “at-risk”. One such school, KIPP Academy, a charter middle school located in Houston, Texas, served as a model for A+. Although KIPP has a 90% minority enrollment with a 95% free and reduced lunch rate, students consistently perform well above national and state averages on standardized tests.”

“Equal educational opportunity for minority students, one of the main goals in the integration of public schools, is not currently being met in Pulaski County. A+ plans to offer educational excellence to all students, refer to the goals for improving academic achievement as outlined in item #4, pages 13-17, and the educational program as discussed in item #5, pages 17-20.)”

Again, this is no longer mentioned in recent Academics+ submissions.

Academics+ also promised that:

“To assist in the recruitment of black students from Little Rock, PCS has contracted with EduTeam International, Inc, a minority educational consulting firm.”

There is no mention of EduTeam International, Inc. in any recent filings by Academics Plus.

### **The “Core Knowledge Sequence”**

Attachment 3 to the original application at page 46 purports to be the “Introduction to Core Knowledge” and purports to explain:

“What is the Core Knowledge Sequence?”

Attachment 3 states:

“The Core Knowledge Sequence is a detailed outline of specific content to be taught in language arts, history, geography, mathematics, science, and the fine arts. As the core of the school’s curriculum, it can provide a solid, coherent foundation of learning, while allowing flexibility to meet local needs.”

While we acknowledge that Attachment 3 goes on to use a lot of words, we respectfully submit that nowhere within its four corners does it actually explain what in the world it is.

Attachment 3 continues at page 47. Academics Plus states there that:

“For any curriculum to be both excellent and fair, it must demonstrate four qualities that we at the Core Knowledge Foundation refer to as the four S’s: 1) shared, 2) solid, 3) sequenced, and 4) specific.

- Shared Knowledge – It is important for our children to share a body of knowledge for reasons that have to do with literacy, Americans’ high mobility, and social cohesion.
- Solid Knowledge – It is knowledge that persists from generation to generation, indeed, that makes it possible for generation to communicate with another generation.
- Sequence Knowledge – Extensive research in learning theory has proven that children learn new knowledge by building on what they already know.
- Specific Knowledge – By specifying a core of knowledge that all children should share, we guarantee access to that knowledge. This insures that disadvantaged children do not suffer from low expectations and/or a watered-down curriculum.”

Respectfully, this seems like just so much gobbledygook. Despite this observation, it may be important to note that the so called “Core Knowledge” concept is not mentioned in recent filings by the Academics Plus proponents nor do they mention any continuing adoption or use of the Kipp School Model.

Indeed, they do not set out any particular innovative model or unique approach to instruction in their filings of the last four or five years. They seem content to have simply become an ordinary school with results that no one can classify as extraordinary.

#### **The Extended Instructional Day has Vanished**

In Attachment 4 at page 50, a Commitment to Excellence Form is presented. Students are required to commit to remain at school until 5:00 p.m. except for Fridays (See page 50) and teachers commit to arrive by 7:45 and remain at A+ until 5:00 p.m. everyday except Friday.

The current website of Academics Plus states under the heading of “Afternoon Release Procedures” that now “the release time is 3:15 p.m. Apparently, the original promised instructional time extending until 5:00 p.m. has been abandoned. However, the daily schedule posted at 55 of the original application designated 8 periods with the period of 4:30 – 5:00 p.m. set aside for homeroom/sports/clubs. Reading, writing, spelling and communications workshops were to continue until 4:25 p.m.

#### **Transportation**

According to an e-mail dated January 26, 2015 from Chris Pegg to Stephanie Harris, 11 children are transported in the morning and 13 in the afternoon.

Panel Members  
c/o Cindy Hogue  
February 11, 2015  
Page 7

Further, according to FOIA documents, no more than 9 and as few as 7 students avail themselves of Central Arkansas Transit bus passes to attend Academics Plus.

The enrollment race report shows another slight dip in African-American enrollment which is now down to 15% with white enrollment creeping up to a level that is now 77%.

### Special Education

According to documents obtained pursuant to the Arkansas Freedom of Information Act, Academics Plus budgeted \$1,409.93 for speech pathology for fiscal year 15 and \$1,409.93 for physical/occupational therapy for a total of \$2,819.86 for special education as established by a report dated October 24, 2014.

An additional report also dated October 24, 2014 seems to indicate an appropriation for a resource room of \$2,396.42.

2013-2014 finances, depicted as a pie chart, apparently do not include enough expenditures for transportation or special education to even express those expenditures as a percentage of the total school's budget.

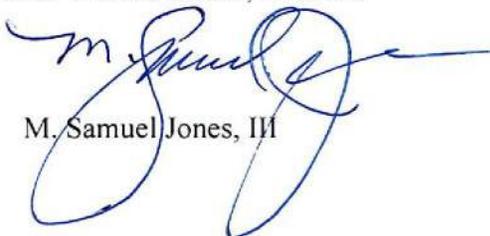
In short, APCS has failed to support the current application. If copies of documents we refer to are needed, they are available upon request.

Thank you very much.

Cordially yours,

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

By



M. Samuel Jones, III

MSJ/lo  
JG:lo

cc: Cindy Hogue, Director – via e-mail  
Office of Education Options  
Rob McGill – via e-mail  
Dr. Jerry Guess – via e-mail  
Dr. Robert Clowers – via e-mail

College Readiness Letter for:  
**ACADEMICS PLUS CHARTER SCHOOL**

August 20, 2014  
 Code: 041528

PRINCIPAL  
 ACADEMICS PLUS CHARTER SCHOOL  
 900 EDGEWOOD DR  
 MAUMELLE, AR 72113



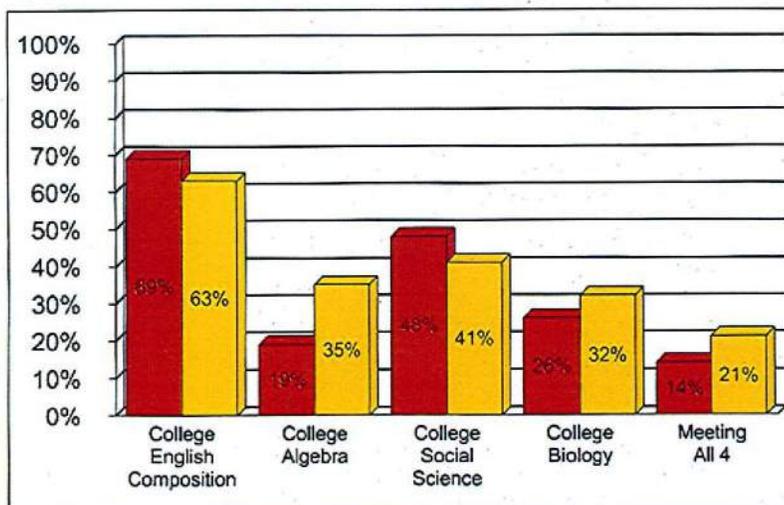
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

**Table 1: Five Year Trends - Average ACT Scores**

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2010	30	24,578	21.2	20.1	18.3	19.9	22.6	20.6	20.1	20.2	20.7	20.3
2011	22	27,020	21.9	19.6	19.7	19.7	22.2	20.2	20.0	19.8	21.1	19.9
2012	47	26,058	21.4	20.0	19.8	20.0	20.9	20.6	21.0	20.1	20.9	20.3
2013	38	25,875	20.1	19.9	18.2	19.9	19.9	20.5	19.1	20.1	19.5	20.2
2014	42	26,821	20.5	20.1	18.2	19.9	20.8	20.8	19.5	20.3	19.9	20.4

**Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework**



**Are Your Students Ready for College?**

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

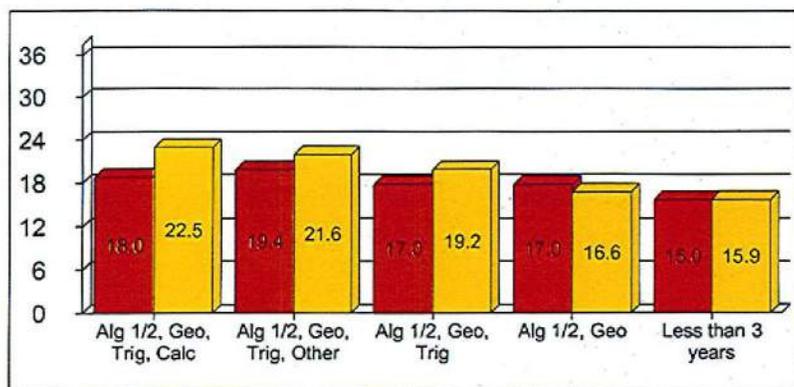
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for  
**ACADEMICS PLUS CHARTER SCHOOL**

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

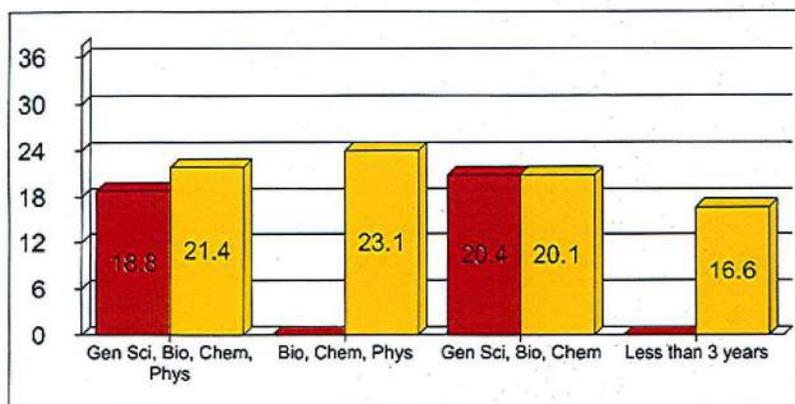
**Figure 2. Average ACT Mathematics Scores by Course Sequence**



**Value Added by Mathematics Courses**

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or [customerservices@act.org](mailto:customerservices@act.org).

**A basic statistic, the Pearson correlation coefficient, was used to look at the strength of the relationship between poverty rates and proficiency percentages.**

More specifically, this statistic was run on districts with two schools and with enrollments of roughly 600 to 800 students, which reflect peer districts of Academics Plus Charter School (APCS).

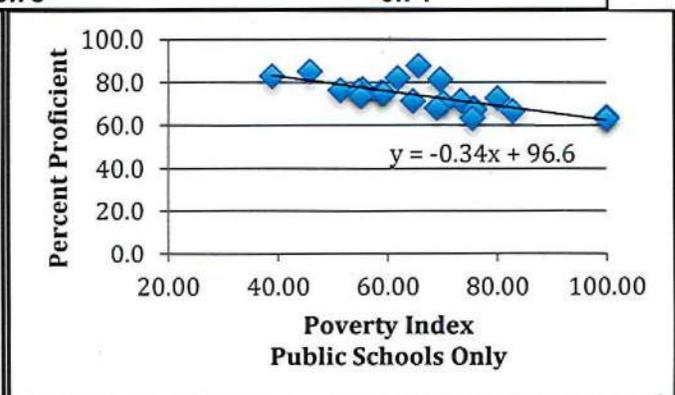
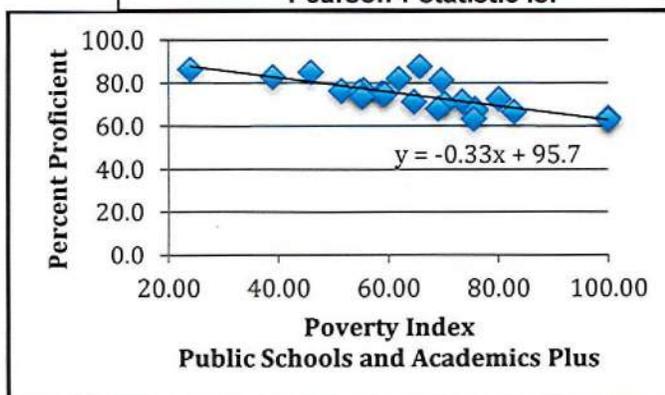
- When this statistic was run for the group of 23 school districts, the statistic came out at **-0.78**.
- When this statistic was run for the group of 22 school districts, which excluded Academics Plus, the statistic came out at **-0.74**.
- The value of this statistic may range from -1 to +1 (i.e., negative one to positive one).
- A correlation of 0.80 (absolute value) but may be regarded as very high in the social sciences.
- Both with and without Academics Plus included in the statistic, the correlation is high.
- Footnote that Benton County School of Arts and Lisa Academy were removed from this correlation study so that Academics Plus could be gauged relative to the other regular, public schools in this student population range.

It is informative to note that when Academics Plus is included in this mix the correlation coefficient increases just slightly. This is interpreted to mean that Academics Plus makes the poverty rate/percent proficient relationship just slightly stronger, yet confirms that Academics Plus fits in with its peer public school districts on the poverty/proficiency relationship.

Because this statistic went up slightly with Academics Plus added in, this translates to their having a slightly stronger relationship between poverty and proficiency; that is, more exclusive, given that Academics Plus has the lowest poverty rate among these peers.

- *This exercise clearly demonstrates a strong relationship between a district's poverty index and the percentage of students scoring proficient or advanced.*
- *A regular, non-chartered district would appear to produce similar test results as Academics Plus.*
- *Said another way, Academics Plus would appear to produce similar test results as a regular school district.*

2012-2013 Report Cards Arkansas Districts of 2 Schools & Enrollment of 600-800 (+/-10)	% Poverty Rate	% Prof/Adv. 2014	% Poverty Rate	% Prof/Adv. 2014
Academics Plus School District	24.00	86.4	<i>Without APCS</i>	<i>Without APCS</i>
Salem School District	65.70	87.7	65.70	87.7
Magnet Cove School District	45.91	85.0	45.91	85.0
Parkers Chapel School District	38.98	82.9	38.98	82.9
McCrary School District	61.88	82.0	61.88	82.0
Cotter School District	69.67	81.4	69.67	81.4
Pangburn School District	55.50	76.7	55.50	76.7
Smackover School District	51.45	76.3	51.45	76.3
East End School District	54.82	75.9	54.82	75.9
Carlisle School District	58.82	75.1	58.82	75.1
Hackett School District	59.31	74.8	59.31	74.8
Quitman School District	55.22	73.6	55.22	73.6
Two Rivers School District	80.05	72.6	80.05	72.6
Hector School District	73.40	71.4	73.40	71.4
Mamaduke School District	64.67	71.3	64.67	71.3
White Co. Central School Dist.	70.20	70.4	70.20	70.4
Mountain Pine School District	75.72	68.1	75.72	68.1
Hazen School District	69.01	68.0	69.01	68.0
Cross County School District	75.83	67.2	75.83	67.2
Lafayette County School District	82.87	66.6	82.87	66.6
Earle School District	100.00	63.7	100.00	63.7
England School District	75.49	63.3	75.49	63.3
Westside School District(Johnson)	100.00	63.0	100.00	63.0
<b>Pearson-r statistic is:</b>		<b>-0.78</b>	<b>-0.74</b>	



# **AMENDMENT REQUEST**



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Northwest Arkansas Classical Academy

LEA Number 0442700

Type of Amendment Requested:

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
AP Courses	Section 9.03.4.12.1ADE Rules Governing Standards for Accreditation	Northwest Arkansas Classical Academy would like to request that all AP courses taught be included as part of the core 38 units as required by the Arkansas Department of Education rules and regulations governing standards and accreditation of Arkansas Public Schools. Northwest Arkansas Classical Academy would like to have greater ability to offer a more rigorous curriculum where the students are challenged to take more AP courses along with dual credit courses without adding extra teaching loads to our certified staff.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893

OVERALL DISTRICT STATUS: **ACHIEVING**

PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	246	257	95.72	258	269	95.91
Targeted Achievement Gap Group	59	61	96.72	61	63	96.83
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	34	35	97.14	37	38	97.37
White	163	173	94.22	168	178	94.38
Economically Disadvantaged	41	43	95.35	43	45	95.56
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	17	17	100.00	17	17	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	197	214	92.06	79.96	91.00	127	145	87.59	81.63	93.00
Targeted Achievement Gap Group	45	55	81.82	73.35	91.00	35	41	85.37	76.44	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.07		n < 10	n < 10	n < 10	71.83	
Hispanic	27	32	84.38	76.80		18	21	85.71	82.03	
White	133	142	93.66	84.49		85	99	85.86	84.57	
Economically Disadvantaged	32	39	82.05	74.10		26	29	89.66	76.92	
English Language Learners	n < 10	n < 10	n < 10	70.97		n < 10	n < 10	n < 10	79.02	
Students with Disabilities	11	15	73.33	51.77		8	11	72.73	56.92	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	ACHIEVING									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	204	226	90.27	82.26	92.00	126	174	72.41	76.52	81.00
Targeted Achievement Gap Group	45	57	78.95	76.54	92.00	27	46	58.70	70.53	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	67.76		n < 10	n < 10	n < 10	63.33	
Hispanic	33	35	94.29	80.04		18	25	72.00	74.37	
White	130	147	88.44	87.18		87	119	73.11	80.94	
Economically Disadvantaged	31	41	75.61	76.92		20	32	62.50	70.92	
English Language Learners	n < 10	n < 10	n < 10	75.24		n < 10	n < 10	n < 10	70.23	
Students with Disabilities	12	15	80.00	51.77		7	13	53.85	48.75	



2013-2014 School Letter Grade Detail Report

School Letter Grade

**0442702 - NORTHWEST ARKANSAS CLASSICAL ACADEMY**  
**0442700 - RESPONSIVE ED SOLUTIONS NORTHWEST ARK CLASSICAL ACADEMY**

**A**

309 Points Earned

Grade Range: K - 08	Superintendent: CHARLES COOK	Principal: TIMM PETERSEN	
School Statistics		District Statistics	State Statistics
Enrollment	400	400	471867
Econ. Disadvantaged	19.50%	19.50%	60.3%
Proficient/Advanced Literacy	92.06%	92.06%	76.55%
Proficient/Advanced Math	90.27%	90.27%	72.7%

Letter Grade Component Scores

Component One: Weighted Performance

Performance Level and Multiplier	Literacy - Students	Math - Students	Total Points	Literacy + Math - Students
Below Basic (0.0)	2	6	0	8
Basic (0.25)	15	16	7.75	31
Proficient (1.0)	60	72	132	132
Advanced (1.25)	137	132	336.25	269
Totals			476	440

Weighted Performance Points Earned =  $(476/440) * 100 = 108.18$

Component Two: School Improvement with ESEA Options

Number of Targets Met: 4	Number of Targets: 4	School Improvement Points Earned: 95					
	Literacy	Math	Graduation Rate				
All Students	Y	Y					
Targeted Achievement Gap Group (TAGG)	Y	Y					
# Possible Targets:	Number of Targets Met:						
	0	1	2	3	4	5	6
6	55	62	68	75	82	88	95
5	55	63	71	79	87	95	
4	55	65	75	85	95		
3	55	68	81	95			
2	55	75	95				

Component Four: Gap Adjustment

Achievement Gap (Literacy and Math)					
Non-TAGG Proficiency Rate:	94.82	TAGG Proficiency Rate:	80.36		
Gap Size:	14.46				
Adjustment:	3				
	Largest Gap	Large Gap	Average Gap	Small Gap	Smallest Gap
Gap Adjustment	-6	-3	0	+3	+6
Achievement Gap Range	23.86% or greater	19.53-23.85%	15.93-19.52%	12.00-15.92%	Less than 12.00%
Graduation Gap Range	16.21% or greater	10.75-16.20%	6.90-10.74%	3.66-6.89%	Less than 3.66%

Overall School Score

Schools without Graduation Rate	Overall school Score = $(1.5)(\text{Weighted Performance} + \text{Gap Adjustment}) + (1.5)(\text{Improvement Score for This School})$				
	$(1.5)(108.18 + 3) + (1.5)(95) = 309$				
Point Ranges for Grades					
A: 270 to 300	B: 240 to 269	C: 210 to 239	D: 180 to 209	F: less than 180	

Overall School Scores are rounded to the nearest whole number.

# Northwest Arkansas Classical Academy Student Demographic Percentages

559 Total Active Students On 09/02/2015

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## District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	288	51.52%
Males	271	48.48%
<b>Gender - Total</b>	<b>559</b>	<b>100.00%</b>

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## District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	111	19.86%
Black	12	2.15%
Hispanic or Latino	67	11.99%
Native American/Alaskan Native	6	1.07%
Two or More Races	12	2.15%
White	351	62.79%
<b>Primary Race - Total</b>	<b>559</b>	<b>100.00%</b>

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## District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	14	2.50%
02	11	1.97%
03	500	89.45%
04	33	5.90%
Unassigned	1	0.18%
<b>Meal Status - Total</b>	<b>559</b>	<b>100.00%</b>

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**Northwest Arkansas Classical Academy  
ENROLLMENT REPORT  
Enrollment Date: Sep 2, 2015**

Enrollment Count		01	02	03	04	05	06	07	08	09	10	KF	Race Totals
Asian	Females	12	8	4	3	6	5	3	2	1		4	48
	Males	10	10	9	11	5	6	5	5			2	63
	<b>Gender Totals</b>	<b>22</b>	<b>18</b>	<b>13</b>	<b>14</b>	<b>11</b>	<b>11</b>	<b>8</b>	<b>7</b>	<b>1</b>		<b>6</b>	<b>111</b>
Black	Females		1	1					1	1		2	6
	Males		2	1	2	1							6
	<b>Gender Totals</b>		<b>3</b>	<b>2</b>	<b>2</b>	<b>1</b>			<b>1</b>	<b>1</b>		<b>2</b>	<b>12</b>
Hispanic	Females	7	2	5	4	2	3	1	3	3	2	3	35
	Males	5	5	5	3	5	1	2	2	2	2		32
	<b>Gender Totals</b>	<b>12</b>	<b>7</b>	<b>10</b>	<b>7</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>67</b>
Native American	Females		1						1				2
	Males		1			1		1		1			4
	<b>Gender Totals</b>		<b>2</b>			<b>1</b>		<b>1</b>	<b>1</b>	<b>1</b>			<b>6</b>
Two or More	Females		1	1	1		2				1		6
	Males		1	1	1			1	1		1		6
	<b>Gender Totals</b>		<b>2</b>	<b>2</b>	<b>2</b>		<b>2</b>	<b>1</b>	<b>1</b>		<b>2</b>		<b>12</b>
White	Females	21	23	18	23	13	18	18	17	15	10	15	191
	Males	14	14	24	19	15	15	13	17	7	8	14	160
	<b>Gender Totals</b>	<b>35</b>	<b>37</b>	<b>42</b>	<b>42</b>	<b>28</b>	<b>33</b>	<b>31</b>	<b>34</b>	<b>22</b>	<b>18</b>	<b>29</b>	<b>351</b>
<b>Grade Totals</b>		<b>69</b>	<b>69</b>	<b>69</b>	<b>67</b>	<b>48</b>	<b>50</b>	<b>44</b>	<b>49</b>	<b>30</b>	<b>24</b>	<b>40</b>	<b>559</b>

**BACKGROUND DATA  
COMPILED BY ADE**

## NORTHWEST ARKANSAS CLASSICAL ACADEMY

Maximum Enrollment	685
Approved Grade Levels	K-12
Grades Served 2015-2016	K-10

### 2014-2015 Enrollment Data

Two or More Races	17
Asian	87
Black	10
Hispanic	71
Native American/Native Alaskan	5
Native Hawaiian/Pacific Islander	0
White	332
<b>Total</b>	<b>522</b>

Migrant	28
LEP	0
Gifted & Talented	24
Special Education	12
Title I	28
Source: Cycle 4 Report	

### 2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
501.1	496.84	496.97	494.76

## BACKGROUND

Authorized November 1, 2012  
 Contract Expiration June 30, 2018

**Amendment Request Considered and APPROVED** May 13, 2013  
 Change charter holder to Responsive Education Solutions

**Amendment Request Considered and APPROVED** November 13, 2013  
 Waiver of:

Ark. Code Ann.

- 6-17-111 Duty-free lunch period
- 6-17-201 Requirements - Written personnel policies - teacher salary schedule
- 6-17-201 et. seq. Teachers' Minimum Sick Leave Law
- 6-17-211 Use of personal leave when administrator or school employee is absent from campus
- 6-18-706 School nurse
- 6-21-203 Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
- 6-25-101 et. seq. Public School Library and Media Technology Act

Standards for Accreditation

- 15.02 Principals
- 16 Support services
- 19.04 Requirement to provide summer school and adult education programs
- 21 Auxiliary services

Other Rules

- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents  
Posted to District Websites

**Amendment Request Considered and DENIED**

November 13, 2013

Waiver of:

Ark. Code Ann.

- 6-11-129 Data to be accessible on website
- 6-16-1204 Implementation (requirement that pre-Advanced Placement courses be offered)
- 6-17-2802 Legislative intent (to evaluate with a system other than TESS)
- 6-21-304 Purchases

Standards for Accreditation

Section 9 Curriculum

**Amendment Request Considered and APPROVED**

March 21, 2014

Waiver of:

Ark. Code Ann.

- 6-13-619 Monthly meetings

**Amendment Request Considered and APPROVED**

October 15, 2014

Waiver of Standard 9.03.4 - 38 units of credit

To allow phasing in courses

**Amendment Request Considered and APPROVED**

February 18, 2015

Rescind waiver of Standard 9.03.4 - 38 units of credit

**NORTHWEST ARKANSAS CLASSICAL ACADEMY  
AN OPEN-ENROLLMENT CHARTER SCHOOL  
APPROVED BY THE STATE BOARD OF EDUCATION TO OPEN FOR THE 2013-2104 SCHOOL YEAR  
WAIVERS**

<b>District LEA:</b>	04-42-700	<b>Elementary School LEA:</b>	04-42-701
<b>City:</b>	Bentonville	<b>Middle School LEA:</b>	04-42-702
<b>Opening Date:</b>	Fall 2013	<b>High School LEA:</b>	04-42-703
<b>Grades Approved:</b>	K-12	<b>Expiration Date:</b>	06/30/2018
<b>CAP:</b>	685	<b>Grades Served 2014-15:</b>	K-9

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-619	Requiring board members to be physically present at board meetings
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-902(a)	Pertaining to the grading scale
6-15-1004	Qualified teachers in every public school classroom
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201	Requirements—Written personnel policies—Teacher salary schedule
6-17-201 et seq.	Personnel Policies
6-17-211	Use of personal leave when administrator or school employee is absent from campus
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, Subchapter 4	Certification Generally
6-17-802	Yearly contracts—Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School Nurses
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities

6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42, Subchapter 1	General Provisions (gifted and talented)
6-48-101 et seq.	Definitions (alternative learning environments)

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

15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

**Waivers from Other Rules:**

- ADE Rules Governing Waivers for 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
- ADE Rules Governing Uniform Grading Scales for Public Secondary Schools and for Optional Use in Public Elementary Schools
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Educator Licensure
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement
- Sections 4-8 of ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites

**Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

# **AMENDMENT REQUEST**



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number 6054700

Type of Amendment Requested:

Waiver:

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
AP Courses	Section 9.03.4.12.1 ADE Rules Governing Standards for Accreditation	Quest Middle School of West Little Rock would like to request that all AP courses taught be included as part of the core 38 units es required by the Arkansas Department of Education rules and regulations governing standards and accreditation of Arkansas Public Schools. Quest Middle School of West Little Rock would like to have greater ability to offer a more rigorous curriculum where the students ere chellenged to take more AP courses along with dual credit courses without adding extra teaching loads to our certified staff.

Other:

The amendment request does not contain any ESEA Reports. The campus hasn't received any ESEA reports for the 2015 school year.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893



ARKANSAS  
DEPARTMENT  
OF EDUCATION

CHARTER AMENDMENT REQUEST FORM

Charter Name Quest Middle School of West Little Rock

LEA Number 6054700

Type of Amendment Requested:

Other:

Quest Middle School of West Little Rock would like to request a name change to the campus so that the name fits the entire student body instead of the middle school grades as we continue to add upper level grades per our charter agreement with the Arkansas Department of Education. The requested name is Quest Academy.

The amendment request does not contain any ESEA reports. The campus hasn't received any ESEA reports for the 2015 school year.

Charter Leader Dr. Alan Wimberley

Email address AWimberley@responsiveed.com

Phone number (214) 418 - 1893

**Quest Middle School of Little Rock**  
**ENROLLMENT REPORT**  
**Enrollment Date: Sep 2, 2015**

Enrollment Count		06	07	08	09	Race Totals
Asian	Females	5	2	1	2	10
	Males	3	3	3	1	10
	<b>Gender Totals</b>	<b>8</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>20</b>
Black	Females	10	7	5	1	23
	Males	6	7	8	2	23
	<b>Gender Totals</b>	<b>16</b>	<b>14</b>	<b>13</b>	<b>3</b>	<b>46</b>
Hawaiian/Pacific Islander	Females		1			1
	<b>Gender Totals</b>		<b>1</b>			<b>1</b>
Hispanic	Females	5	1	3	1	10
	Males	1	1	4		6
	<b>Gender Totals</b>	<b>6</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>16</b>
Native American	Females			1		1
	Males		2			2
	<b>Gender Totals</b>		<b>2</b>	<b>1</b>		<b>3</b>
White	Females	17	29	22	13	81
	Males	25	17	16	13	71
	<b>Gender Totals</b>	<b>42</b>	<b>46</b>	<b>38</b>	<b>26</b>	<b>152</b>
<b>Grade Totals</b>		<b>72</b>	<b>70</b>	<b>63</b>	<b>33</b>	<b>238</b>

# Quest Middle School of Little Rock Student Demographic Percentages

238 Total Active Students On 09/02/2015

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## District Gender Percentages

Gender	Gender Count	Gender Percentage
Females	126	52.94%
Males	112	47.06%
<b>Gender - Total</b>	<b>238</b>	<b>100.00%</b>

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## District Primary Race Percentages

Race	Race Count	Race Percentage
Asian	20	8.40%
Black	46	19.33%
Hawaii/Pacific Islander	1	0.42%
Hispanic or Latino	16	6.72%
Native American/Alaskan Native	3	1.26%
White	152	63.87%
<b>Primary Race - Total</b>	<b>238</b>	<b>100.00%</b>

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## District Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	18	7.56%
02	7	2.94%
03	119	50.00%
04	8	3.36%
Unassigned	86	36.13%
<b>Meal Status - Total</b>	<b>238</b>	<b>100.00%</b>

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**BACKGROUND DATA  
COMPILED BY ADE**

## QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

Maximum Enrollment	490
Approved Grade Levels	6-12
Grades Served 2015-2016	6-9

### 2014-2015 Enrollment Data

Two or More Races	0
Asian	13
Black	38
Hispanic	7
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	1
White	104
<b>Total</b>	<b>166</b>

Migrant	0
LEP	0
Gifted & Talented	12
Special Education	12
Title I	0
Source: District Cycle 4 Report	

### 2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
163.53	161.14	153.96	145.41

### BACKGROUND

Authorized January 10, 2014  
Contract Expiration June 30, 2019

**Amendment Request Considered and DENIED**

May 8, 2014

Location Change

**QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK  
APPROVED WAIVERS**

<b>District LEA:</b>	60-54-700	<b>Elementary School LEA:</b>	N/A
<b>City:</b>	Little Rock	<b>Middle School LEA:</b>	N/A
<b>Opening Date:</b>	Fall 2014	<b>High School LEA:</b>	60-54-703
<b>Grades Approved:</b>	6-12	<b>Expiration Date:</b>	06/03/2019
<b>CAP:</b>	490	<b>Grades Served 2015-16:</b>	6-9

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

6-10-106	School year dates
6-13-109	School superintendent
6-13-619	Monthly meetings
6-13-620	Powers and duties
6-13-622	Budget publication
6-13-634	School district board of directors—Size
6-14-101 et seq.	School Elections
6-15-902(a)	Grading scale—Exemptions—Special education (in grades 3-8, the uniform grading scale is waived only as to non-core courses)
6-15-1004	Qualified teachers in every public school classroom
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-211	Use of personal leave when administrator or school employee is absent from campus
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 et seq.	Certification Generally
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908(a)(4)(B)	Pertaining to insurance and fringe benefits for teachers
6-17-919	Warrants void without valid certification and contract (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)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003

6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-706	School nurses—Nurse-to-student ratio
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

### **Waivers from ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16	Support Services
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

### **Waivers from Other Rules:**

ADE Rules Governing Waivers for 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

ADE Rules Governing the Superintendent Mentoring Program

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Educator Licensure

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)

ADE Rules Governing Public School Student Services

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing School Board Zones and Rezoning

ADE Rules Governing School Election Expense Reimbursement

### **Regardless of any waivers granted, every charter school must always abide by the following requirements:**

- All standardized assessments required by the state must be administered solely by licensed required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability personnel, as Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6.23.105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.

- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the NO CHILD LEFT BEHIND ACT of 2001. Core academic subject are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

# **AMENDMENT REQUEST**



**CHARTER AMENDMENT REQUEST FORM**

**Charter Name** MINER ACADEMY

**LEA Number** 6301000

**Type of Amendment Requested:**

**Waiver:**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
Classroom	Standards for Accreditation 10.02.5	Teacher/Student Ratio increased to 200 students total, and 45 students in the classroom. Students are doing courses primarily through online curriculum and teachers may adequately monitor and grade a larger number of students assigned to them.

**Charter Leader** JOSH HARRISON

**Email address** HARRISONJ@BAUXITEMINERS.ORG

**Phone number** 501-557-5000

**District:** BAUXITE SCHOOL DISTRICT  
**School:** MINER ACADEMY  
**LEA:** 6301703  
**Address:** 800 SCHOOL ST.  
**Address:** BAUXITE, AR 72011  
**Phone:** 501-557-5303

**Superintendent:** JERROD WILLIAMS  
**Principal:** TYLER TARVER  
**Grade:** 06 - 12  
**Enrollment:** 41  
**Attendance:** 93.79  
**Poverty Rate:** 39.02

Report created on: 10/29/2014

**% Prof/Adv.**  
**2014 Math + Literacy** 48.3  
**2013 Math + Literacy**  
**2012 Math + Literacy**

**OVERALL SCHOOL STATUS:** **NEEDS IMPROVEMENT**

PERCENT TESTED						
PERCENT TESTED STATUS:						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	17	19	89.47	20	22	90.91
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	9	10	90.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	16	18	88.89	18	20	90.00
Economically Disadvantaged	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	9	14	64.29	84.51	91.00	n < 10	n < 10	n < 10	83.19	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	77.13	91.00	n < 10	n < 10	n < 10	79.17	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	9	14	64.29	84.51	91.00	n < 10	n < 10	n < 10	83.19	93.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	77.13	91.00	n < 10	n < 10	n < 10	79.17	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	93.75		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	90.00		n < 10	n < 10	n < 10	92.50	
White	8	13	61.54	84.27		n < 10	n < 10	n < 10	82.71	
Economically Disadvantaged	n < 10	n < 10	n < 10	80.38		n < 10	n < 10	n < 10	80.82	
English Language Learners	n < 10	n < 10	n < 10	75.00		n < 10	n < 10	n < 10	85.00	
Students with Disabilities	n < 10	n < 10	n < 10	43.75		n < 10	n < 10	n < 10	51.89	

STUDENT PERFORMANCE -- MATHEMATICS										
MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5	15	33.33	82.54	92.00	n < 10	n < 10	n < 10	78.11	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	74.73	92.00	n < 10	n < 10	n < 10	70.51	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	5	15	33.33	82.54	92.00	n < 10	n < 10	n < 10	78.11	81.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	74.73	92.00	n < 10	n < 10	n < 10	70.51	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	73.53		n < 10	n < 10	n < 10	81.25	
Hispanic	n < 10	n < 10	n < 10	80.26		n < 10	n < 10	n < 10	92.50	
White	3	13	23.08	82.83		n < 10	n < 10	n < 10	77.73	
Economically Disadvantaged	n < 10	n < 10	n < 10	76.76		n < 10	n < 10	n < 10	72.09	
English Language Learners	n < 10	n < 10	n < 10	81.25		n < 10	n < 10	n < 10	100.00	
Students with Disabilities	n < 10	n < 10	n < 10	43.75		n < 10	n < 10	n < 10	44.82	

# Bauxite Miner Academy Student Demographic Percentages

45 Total Active Students On 09/17/2015

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## Building Gender Percentages

Gender	Gender Count	Gender Percentage
Females	21	46.67%
Males	24	53.33%
<b>Gender - Total</b>	<b>45</b>	<b>100.00%</b>

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## Building Primary Race Percentages

Race	Race Count	Race Percentage
Black	1	2.22%
Hispanic or Latino	2	4.44%
Two or More Races	1	2.22%
White	41	91.11%
<b>Primary Race - Total</b>	<b>45</b>	<b>100.00%</b>

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## Building Curriculum Percentages

Curriculum Name	Curriculum Count	Curriculum Percentage
Alternative Education	11	24.44%
Regular Student	34	75.56%
<b>Curriculum - Total</b>	<b>45</b>	<b>100.00%</b>

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## Building G/T Percentages

G/T	G/T Count	G/T Percentage
No	41	91.11%
Yes	4	8.89%
<b>G/T - Total</b>	<b>45</b>	<b>100.00%</b>

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## Building Special Ed Percentages

Special Ed	SPED Count	SPED Percentage
Active	3	6.67%
Inactive	2	4.44%
No	40	88.89%
<b>Special Education - Total</b>	<b>45</b>	<b>100.00%</b>

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## Building 504 Percentages

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504	504 Count	504 Percentage
No	39	86.67%
Yes	6	13.33%
<b>504 - Total</b>	<b>45</b>	<b>100.00%</b>

### Building Meal Status Percentages

Meal Status Code	Meal Status Count	Meal Status Percentage
01	10	22.22%
02	5	11.11%
03	23	51.11%
04	7	15.56%
<b>Meal Status - Total</b>	<b>45</b>	<b>100.00%</b>

### Building Residency Percentages

Residency Name	Residency Count	Residency Percentage
Non-Resident, Legal Transfer	2	4.44%
Resident/District	29	64.44%
School Choice, First Time	1	2.22%
School Choice, Not First Time	13	28.89%
<b>Residency - Total</b>	<b>45</b>	<b>100.00%</b>

### Building Homeless Percentages

Homeless Status	Homeless Count	Homeless Percentage
Not Applicable	45	100.00%
<b>Homeless - Total</b>	<b>45</b>	<b>100.00%</b>

### Building ELL/LEP Percentages

ELL	ELL Count	ELL Percentage
No	45	100.00%
<b>ELL - Total</b>	<b>45</b>	<b>100.00%</b>

### Building Migrant Percentages

Migrant	Migrant Count	Migrant Percentage
No	45	100.00%
<b>Migrant - Total</b>	<b>45</b>	<b>100.00%</b>

### Building Home Language Percentages

Language	Home Language Count	Home Language Percentage
English	45	100.00%
<b>Home Language - Total</b>	<b>45</b>	<b>100.00%</b>

**BACKGROUND DATA  
COMPILED BY ADE**

## MINER ACADEMY (BAUXITE SCHOOL DISTRICT)

Maximum Enrollment	200
Approved Grade Levels	6-12
Grades Served 2015-2016	6-12

### 2014-2015 Enrollment Data

Two or More Races	1
Asian	0
Black	0
Hispanic	2
Native American/Native Alaskan	0
Native Hawaiian/Pacific Islander	0
White	49
<b>Total</b>	<b>52</b>

Migrant	0
LEP	0
Gifted & Talented	3
Special Education	3
Title I	0
Source: School Cycle 4 Report	

### 2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
37.18	54.37	39.92	50.36

### BACKGROUND

Authorized                      March 11, 2013  
Contract Expiration            June 30, 2019

**BAUXITE MINER ACADEMY  
APPROVED WAIVERS**

<b>District LEA:</b>	63-01-000	<b>Elementary School LEA:</b>	n/a
<b>City:</b>	Bauxite	<b>Middle School LEA:</b>	n/a
<b>Opening Date:</b>	Fall 2013	<b>High School LEA:</b>	63-01-703
<b>Grades Approved:</b>	7-12	<b>Expiration Date:</b>	06/30/2018
<b>CAP:</b>	200	<b>Grades Served 2015-2016:</b>	6-12

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

6-10-106	School year dates
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-17-111	Duty-free lunch periods
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
6-17-802	Yearly contracts-Agriculture teacher
6-17-902	Definition (definition of a teacher as licensed)
6-17-919(a)(1)	Warrants void without valid certification and contract (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)
6-18-211	Students in grades nine through twelve—Mandatory Attendance
6-25-101	Legislative intent (pertaining to library media programs)
6-25-103	Library media services program defined
6-25-104	Library media specialist—Qualifications

**Waivers from ADE Rules Governing Standards for Accreditation**

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.03	Licensure and Renewal
16.02	Media Services

**Waivers Requested from the Following Rules:**

ADE Rules Governing Waivers for 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

# **AMENDMENT REQUEST**



ARKANSAS  
DEPARTMENT  
OF EDUCATION

**CHARTER AMENDMENT REQUEST FORM**

**Charter Name** Rogers New Technology High School

**LEA Number** 0405703

**Type of Amendment Requested:**

**Increase enrollment cap**      **Current cap** 600

**Proposed cap** 900

**Waiver:**

Topic	Statute/ADE Rule/Standard to be Waived	Rationale
Class Size & Teaching Load	Ark. Code Ann. 6-17-812	RogersNTHS currently operates under a waiver on class size (SOA 10.02.05) & per Act 993 would like to continue utilizing this class size option (increase to 35)

**Charter Leader** Dr. Lance Arbuckle

**Email address** larbuckl@rps.k12.ar.us

**Phone number** 479.631.3621

# Rogers New Tech High School

## Cost Projections for 300 Additional Students

### Staff

4 New Teachers *	\$	260,000
Registrar	\$	36,750
Counselor	\$	68,100
.5 Nurse	\$	21,500
.5 Assistant Principal	\$	38,000
SPED Resource Teacher	\$	65,000
<i>Benefits included in all Staff Cost Projections</i>	<b>\$</b>	<b>489,350</b>

### Transportation/Maintenance/Custodial/Food Service

Cost Neutral due to current services being provided with room in facility for 300 additional New Tech Students.	\$	-
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### Tech Equipment and Building Furnishings

300 Apple Laptops	\$	330,000
Facility Furnishings	\$	100,000
	<b>\$</b>	<b>430,000</b>

### Annex Facility Renovation

22,000 sq. ft Renovation @ \$70 per sq ft	\$	1,540,000
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**Total 1st Year Cost Projections \$ 2,459,350**

**Reoccurring Cost Projections \$ 489,350**

\* Assumes class size on average of 25 students. 300 New Students would require based on the average class size an additional 12 teachers. It is our assumption that most of the 300 students would be coming from our district's other two high schools. This gives us the ability to transfer at the very least 8 current teachers to New Tech High School. This is why only 4 new teachers salaries are being estimated.

Rogers School District  
 Enrollment Summary  
 Rogers New Technology HS  
 September 3, 2015

Enrollment Count		9th	10th	11th	12th	TOTAL
White	Males	63	49	42	35	189
	Females	50	29	27	20	126
Hispanic	Males	32	16	24	14	86
	Females	61	23	19	14	117
African American	Males	2	1	1	0	4
	Females	1	0	0	1	2
Asian	Males	0	4	1	0	5
	Females	4	2	1	1	8
Pacific Islander	Males	0	0	1	0	1
	Females	1	0	2	0	3
Native American	Males	1	0	0	0	1
	Females	0	0	2	0	2
<b>TOTAL</b>		215	124	120	85	544

	Students	Percent
Free & Reduced Lunch	304	55.9%

<b>District:</b> ROGERS SCHOOL DISTRICT	<b>Superintendent:</b> MARGARET DARR	Report created on: 09/02/2014
<b>School:</b> ROGERS NEW TECHNOLOGY HIGH SCI	<b>Principal:</b> JONATHAN ARBUCKLE	
<b>LEA:</b> 405703	<b>Grade:</b> 09 - 12	<b>% Prof/Adv.</b>
<b>Address:</b> 2922 S. FIRST ST.	<b>Enrollment:</b> 291	<b>2014 Math + Literacy</b>
<b>Address:</b> ROGERS, AR 72756	<b>Attendance:</b> 98.61	<b>2013 Math + Literacy</b>
<b>Phone:</b> 479-631-3690	<b>Poverty Rate:</b> 54.64	<b>2012 Math + Literacy</b>

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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**PERCENT TESTED**

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	0	0		239	239	100.00
Targeted Achievement Gap Group	0	0		147	147	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	0	0		2	2	100.00
Hispanic	0	0		84	84	100.00
White	0	0		141	141	100.00
Economically Disadvantaged	0	0		136	136	100.00
English Language Learners	0	0		43	43	100.00
Students with Disabilities	0	0		18	18	100.00

**STUDENT PERFORMANCE -- LITERACY**

LITERACY STATUS:					
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students				87.24	91.00
Targeted Achievement Gap Group				82.20	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students				87.24	91.00
Targeted Achievement Gap Group				82.20	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American				88.39	
Hispanic				83.06	
White				90.30	
Economically Disadvantaged				82.97	
English Language Learners				79.14	
Students with Disabilities				56.10	

**STUDENT PERFORMANCE -- MATHEMATICS**

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	186	239	77.82	88.41	92.00
Targeted Achievement Gap Group	109	147	74.15	84.11	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	186	239	77.82	88.41	92.00
Targeted Achievement Gap Group	109	147	74.15	84.11	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	2	2	100.00	89.81	
Hispanic	61	84	72.62	83.98	
White	111	141	78.72	91.76	
Economically Disadvantaged	102	136	75.00	84.55	
English Language Learners	28	43	65.12	80.58	
Students with Disabilities	11	18	61.11	56.10	

**BACKGROUND DATA  
COMPILED BY ADE**

## ROGERS NEW TECHNOLOGY HIGH SCHOOL

Maximum Enrollment	600
Approved Grade Levels	9-12
Grades Served 2015-2016	9-12

### 2014-2015 Enrollment Data

Two or More Races	4
Asian	10
Black	3
Hispanic	128
Native American/Native Alaskan	3
Native Hawaiian/Pacific Islander	3
White	234
<b>Total</b>	<b>385</b>

Migrant	0
LEP	61
Gifted & Talented	54
Special Education	34
Title I	0
Source: School Cycle 4 Report	

### 2014-2015 Average Daily Attendance

Q1	Q2	Q3	Q4
261.03	360.47	245.55	347.24

### BACKGROUND

Authorized January 14, 2013  
Contract Expiration June 30, 2019

**ROGERS NEW TECHNOLOGY HIGH SCHOOL  
APPROVED WAIVERS**

<b>District LEA:</b>	04-05-000	<b>Elementary School LEA:</b>	n/a
<b>City:</b>	Rogers	<b>Middle School LEA:</b>	n/a
<b>Opening Date:</b>	Fall 2013	<b>High School LEA:</b>	04-05-703
<b>Grades Approved:</b>	9-12	<b>Expiration Date:</b>	06/30/18
<b>CAP:</b>	600	<b>Grades Served 2015-2016:</b>	9-12

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

6-25-103                      Library media services program defined  
6-25-104                      Library media specialist—Qualifications

**Waivers from ADE Rules Governing Standards for Accreditation**

9.03.4.1                      Requiring oral communication as part of the language arts curriculum

10.02.5                      Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction

16.02                          Media Services