



# ARKANSAS DEPARTMENT OF EDUCATION

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

**Deadline for Submission: December 18, 2014**



**Charter School: Academics Plus**

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

## Contact Information

<b>Sponsoring Entity:</b>	<b>Pulaski Charter Schools Inc., dba Academics Plus Charter School</b>
<b>Name of Charter School:</b>	<b>Academics Plus Charter School (APCS)</b>
<b>School LEA #</b>	<b>6040700</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Rob McGill</b> <b>900 Edgewood Drive</b> <b>Maumelle, AR 72113</b> <b>Phone: 501.803.9730</b> <b>Fax: 501.803.9742</b> <a href="mailto:rob.mcgill@academicsplus.org">rob.mcgill@academicsplus.org</a>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Jess Sweere</b> <b>2 Masters Place Drive</b> <b>Maumelle, AR 72113</b> <b>Phone: 501.425.9118</b> <a href="mailto:jsweere@cgwg.com">jsweere@cgwg.com</a>

**Number of Years Requested for Renewal (1-20) 20**

**Renewal Application Approval Date by the School/Entity Board(s) December 8, 2014**

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

## Part A: Charter School Progress

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

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

Since the 2012 renewal Academics Plus Charter School (APCS) has experienced great success. Most notable are the increases in student achievement, student preparation for college and the increased demand for enrollment.

1. APCS has received recognition for outstanding achievement from the State Board of Education (SBE), Arkansas Department of Education (ADE) and the Office of Education Policy at the University of Arkansas (OEP). The recognition received include the following:
  - a. For the 2014-2015 School Year (SY) APCS is classified by the ADE as an “ACHIEVING” district. The elementary school is classified as an “ACHIEVING” school and the high school is classified as “ACHIEVING” in literacy, graduation rate and number of students tested.
  - b. In November 2014 the APCS Elementary School and the APCS High School were both recognized by the SBE as Reward Schools. This is the second year in a row that the APCS Elementary School has been recognized under this category. This classification places the schools in the top 20% of Arkansas schools and they both received monetary rewards for performance.
  - c. OEP has recognized APCS for multiple awards during the past two years. They are as follows:
    - (1) In December 2014 the elementary school received a “Most Improved Math” award.
    - (2) In December 2014 the high school received a “Most Improved Biology” award.
    - (3) In December 2014 the high school received a “Most Improved Middle Math” award.
    - (4) In October 2014 the high school received a “High-Achieving High School” award. APCS High School is ranked number 12 in the state and number four in Central Arkansas for student performance on the Biology EOC.
    - (5) In September 2014 the elementary school received the High Achieving “Overall” School in Arkansas by being in the top 25 schools in Arkansas for literacy achievement.
    - (6) In December 2013 the high school received a “Most Improved Geometry” award.
2. During the past three years APCS has made a concerted effort to make our graduates ready for college. This commitment to the vision begins with positive policies that promote a higher academic expectation and ends with students ready for college. The following are some of the unique policies and methods that assist students in becoming college ready.
  - a. Students who graduate from APCS must have more than the minimum 22 credits required by the State of Arkansas. APCS graduates must have 25 credits to include: two foreign language credits, four science credits instead of three, and successfully complete at least two concurrent credit/advanced placement courses. The 2014 graduating class had 31 of the 34 graduates accepted and currently attending college and two graduates who entered into the full time military.
  - b. APCS offers a wide range of on campus Concurrent Credit (CC) and Advanced Placement (AP) courses. This year, APCS offers six CC courses and eight AP courses. The 2014 graduating class earned a total of 315 college credit hours. One student earned 31 college credit hours free of charge while still in high school. At the University of Arkansas the cost per credit hour is \$228. The student essentially earned a scholarship of \$7068 before going to college. That

amount doesn't take into account the savings in books, room and board and living expenses that the graduate would have incurred.

- c. By taking advantage of the many digital learning opportunities available, APCS has expanded offerings for students. Currently, there are 132 digital classes being taken by students. The classes are offered based on individual student needs and interests. Students are enrolled in 12 different digital classes this semester which include: Ocean Biology, Introduction to Law, German I, Web Design, Creative Writing and Marketing. Digital learning not only broadens APCS class offerings, but these classes prepare students for digital online courses which many colleges now offer. For each digital class a student takes he/she has a dedicated class period during the day in the computer lab. APCS also provides a teacher who monitors the students' progress in the class. She assists the students in managing their time and helping them communicate with the digital instructor. The teacher also informs parents of grades and progress as the class is being taken.
- d. To encourage students to enroll and engage in AP classes the APCS Parent Teacher Organization awards stipends to students scoring high on the AP exams. A student scoring a three receives \$100, a four receives \$150 and a five receives \$200.
- e. APCS continuously monitors students to quickly identify them as struggling/at-risk. To identify students several forms of data are used to include, State Assessments, NWEA MAP data and other formative assessments. APCS High School provides the following assistance for struggling students to ensure for college readiness.
  - (1) APCS provides after school tutoring/remediation. This includes the state required remediation as well as homework help to assist the students.
  - (2) APCS allows students to simultaneously enroll in a digital learning course while taking the course from an APCS teacher on campus. Simultaneous enrollment gives the student two opportunities from two different teachers to master the content during the same semester.
  - (3) APCS allows students to participate in grade recovery. Grade recovery allows students who pass a course with an average score below 90% to retake the course. The grade of the class taken the second time then replaces the original grade. This not only encourages students to help their grade point average, but it assists students who need more time to obtain mastery.
  - (4) Students who fail a class are given the opportunity for credit recovery by enrolling in the failed class during the next semester/year or taking the class in a digital environment.
  - (5) In grades 6-12 students who do not score proficient/advanced on the benchmark/EOC in math are required to take foundations math in place of an elective. This math course is taken simultaneously with other math courses to give students additional support and help them attain success.
  - (6) In grades 6-8 students are encouraged to enroll in the Writing Foundations class. This class gives additional support to students who are struggling in literacy and writing and is taken in addition to the grade level English class.
  - (7) APCS provides a Supplemental Instruction Program (SIP) approved by the Arkansas Athletics Association for athletes who have below a 2.0 GPA to meet with a teacher five mornings a week before school for 30 minutes to assist students in their schoolwork.
- f. APCS elementary also identifies students as struggling/at-risk using State Assessments, NWEA MAP data and other formative assessment and provides the following assistance for students.
  - (1) Each morning the first 30 minutes of school is designated as time for teachers to meet with students who are struggling in math and/or literacy one-on-one or in small groups.
  - (2) Students who are considered at risk academically are identified as Title I students. These students receive additional literacy and/or math instruction provided by a paraprofessional who works closely with students' classroom teachers and receives weekly lesson plans developed by those teachers. These lesson plans are based on the students' targeted needs identified on the NWEA MAP assessments.

- (3) NWEA information is provided on the APCS website where lessons are specific to individual skill levels. Parents are encouraged to utilize this resource in order to address their child's specific areas of need.
  - g. Spanish is taught to all students K-5.
  - h. Additional time is built into the APCS calendar for instruction and includes:
    - (1) Five additional student contact days (32 hours 30 minutes), and
    - (2) The student days are 30 minutes longer (91 hours 30 minutes).
  - i. Excluding the students, the most important factor in the student's educational success is the quality of the teacher who teaches them. APCS places a significant investment into not only hiring excellent teachers, but also providing training for the teachers once they are on staff. For more details concerning the APCS professional development benefits to teachers please see Section 3, Part B, Paragraph 2 of this application.
  - j. All 6<sup>th</sup> through 12<sup>th</sup> students are required to have at least 10 hours per year of community service outside the school day.
3. APCS has seen a significant increase in the number of students attending the school as well as the number of students on the waiting list. APCS currently has 750 students enrolled with over 260 on the waiting list. APCS continues to maintain a student population more diverse than the City of Maumelle and close to the PCSSD residence percentage. APCS has a minority population of 23% with an African American population of 16%. The City of Maumelle has a minority population of 19% with an African American population of 12%. The PCSSD residence minority population is 28% with an African American population of 21%. See attachment 1. Some initiatives APCS has taken to increase the diversity are as follows:
- a. TRANSPORTATION:
    - (1) Beginning the 2014-2015 SY APCS provides daily morning and afternoon bus transportation for students in the Oak Grove, Marche, Palarm and Morgan Communities.
    - (2) APCS provides Central Arkansas Transit (CAT) passes to students in Little Rock and North Little Rock.
  - b. RECRUITMENT: The best advertising we have is word of mouth from satisfied parents and students. APCS does actively recruit low income and minority students to include the following.
    - (1) APCS distributes flyers through the mail to families with children ages 4 to 14 who live in the 72114, 72116, 72113 and 72118 zip codes.
    - (2) Targeted radio advertising includes KOKY and Power 92. KOKY is talk show radio with a listenership of predominately African American women ages 25 to 45. Power 92 is a popular radio station with many African American listeners to include adults and students.
    - (3) The newspapers used in advertising are Arkansas Democrat Gazette, North Little Rock Times and Maumelle Monitor.
    - (4) APCS participates yearly in the Black Expo.
    - (5) Partnering with churches for awareness with emphasis in minority and low income communities.
  - c. FOOD SERVICE PROGRAM: Since 2009 APCS has provided a full service food service program offering lunch and breakfast. Students who qualify receive free/reduced lunches.
  - d. PARTNERSHIP FOR AFTER SCHOOL PROGRAM: APCS has partnered with Little Scholars Academy to offer a fee based aftercare program. Little Scholars is an African-American owned daycare that has the highest minority population of all daycare facilities in Maumelle.
  - e. Annually host the Maumelle Rotary Club Christmas Project where over 100 economically disadvantaged families come to APCS to pick up food items for Christmas dinner. This is a very welcoming way for economically disadvantaged families to actually come to the APCS campus.

## **Part B: Desegregation Analysis**

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

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

### Desegregation Assurances

Academics Plus Charter School (Academics Plus) is located within the boundaries of the Pulaski County Special School District (PCSSD), and as an open-enrollment public charter school which is not restricted in its student enrollment by district boundaries, expects to continue to obtain most of its students from within the boundaries of the PCSSD, the Little Rock School District (LRSD) and the North Little Rock School District (NLRSD).

Academics Plus offers this Desegregation Analysis in accordance with the requirements of Ark. Code Ann. § 6-23-106 to carefully review the potential impact its continued operation would have upon the efforts of the PCSSD, LRSD, and NLRSD to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. Academics Plus has substantiated that the LRSD and the NLRSD have been found by the federal District Court to be unitary in all respects of their school operations. PCSSD has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment, is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of the renewal of Academics Plus's open-enrollment public school charter cannot be said to have a negative impact on the PCSSD, LRSD, and NLRSD's ability to comply with any District Court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Academics Plus currently has an enrollment cap of seven hundred and fifty (750) students, which it is seeking to increase annually starting in the 2015-2016 school year by one hundred (100) students per year. If the enrollment cap increase is granted, Academics Plus would have an enrollment cap of thirteen hundred (1,300) students in the 2019-2020 school year. According to the 2014-2015 school year enrollment figures as maintained by the ADE Data Center, the PCSSD had a student population of 16,592 students; the LRSD had a student population of 23,363 students, and the NLRSD had a student population of 8,576 students. At its current enrollment of 749 students, the student population of Academics Plus would equal 4.5% of PCSSD's student population; 3.2% of LRSD's student population, and 8.7% of NLRSD's student population. Approximately 22.7% of Academics Plus's student population is comprised of minority students, including 15% African-American students and 5% Hispanic students. Pursuant to Ark. Code Ann. § 6-23-306, Academics Plus must be and is race-neutral and non-discriminatory in its student selection and admission processes. Ark. Code Ann. § 6-23-106 requires that Academics Plus's continued 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. Academics Plus'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, shows that such negative effect is not present here.

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

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

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

In January, 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case. One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of the LRSD’s appeal to the Eighth Circuit Court of Appeals concerning charter school issues. On August 21, 2014, Judge Marshall signed an order which gave final approval to the Settlement Agreement and released the LRSD and NLRSD from the case.

In conclusion, Academics Plus submits that upon the basis of its review, no court orders or statutory obligations affecting the PCSSD, LRSD and NLRSD prohibit the State’s charter school authorizer from renewing the charter of Academics Plus for an open-enrollment public charter school in Pulaski County.

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

### **Part A: Composition of Governing Board**

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

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

The Academics Plus Charter School (APCS) Board of Trustees is made up of nine (9) members. Academics Plus 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 Pulaski Charter School, Inc. (PCS) 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:

#### **“(3) Election Process**

Section 3.10 The PCS 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 PCS 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 PCS 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 PCS 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 PCS 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 PCS 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.”

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## Trustee Responsibilities

The following information concerning Powers and Duties of the Board are also taken from 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.”

### Relationship Disclosures

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

<b>Charter School Board Member's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
Mr. Jess Sweere Chairman 2 Masters Place Drive Maumelle, AR 72113 (501) 803-4591	Susan Fielding 5th Grade Teacher	Sister (See attachment 2 for ADE approval)
Dr. Don Henderson Vice Chairman 128 Grenoble Maumelle, AR 72113 (501) 851-0029	None	
Mr. Luke Ribich Treasurer 151 Lily Drive Maumelle, AR 72113 (501) 944-0562	None	
Mrs. Chris Patton Secretary 101 Mountain Valley Drive Maumelle, AR 72113 (501) 539-1316	None	
Mrs. Adria Conklin Board Member 4 Cortez Cove Maumelle, AR 72113 (501) 804-5569	None	
Mr. Will Crawford Board Member 22 Club Manor Drive Maumelle, AR 72113 (501) 812-6000	None	
Mrs. Karla Gates Board Member 159 Lily Drive Maumelle, AR 72113 (501) 228-2729	None	
Mr. Russ Galbraith Board Member 112 Lake Valley Drive Maumelle, AR 72113 (501) 681-6572	None	
Vacant as of Dec. 1, 2014 – Moved out of state		

## Section 3 – Student and Teacher Retention

### Part A: Student Retention

Complete the following Student Retention Table:

3/1/2012 thru 11/10/2014	Total Number	Number Left without Completing the	% Left the Charter		% Left for Other Charter		% Left for Traditional Public (10)		% Left for Home School (11)		% Left for Private School (13)		% Left the State (14)		% Left for Unknown Reasons (15)	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>All</b>	2196	319	319	15%	23	7%	219	69%	22	7%	19	6%	58	18%	1	0%
<b>Free/ Reduced Lunch</b>	319	20	20	6%	0	0%	11	55%	3	15%	0	0%	5	25%	1	5%
<b>Two or More Races</b>	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Asian (A)</b>	44	6	6	14%	0	0%	1	17%	0	0%	1	17%	4	67%	0	0%
<b>African American (B)</b>	401	75	75	19%	9	12%	58	77%	2	3%	2	3%	12	16%	1	1%
<b>Hispanic (H)</b>	121	21	21	17%	0	0%	18	86%		0%		0%	3	14%	0	0%
<b>Native American (I)</b>	113	22	22	19%	2	9%	17	77%	0	0%	0	0%	5	23%	0	0%
<b>Pacific Islander (P)</b>	11	2	2	18%	1	50%	1	50%	0	0%	1	50%	0	0%	0	0%
<b>White/ Caucasian (W)</b>	1627	214	214	13%	11	5%	142	45%	20	6%	15	5%	37	12%	0	0%
<b>Special Education</b>	154	11	11	7%	0	0%	9	3%	0	0%	0	0%	2	1%	0	0%
<b>English Language Learner</b>	0	0	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

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

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

The data in the student retention chart above is taken from March 1, 2012 through November 1, 2014. During this period APCS has had an attrition rate of 15%. The lowest percentage of students leaving APCS are special education students and students qualifying for free/reduced lunch. When comparing white students to other minority students there is a slightly higher percentage of minority students leaving APCS than white students.

It is difficult to assess why students are leaving with precise data. APCS has a withdrawal form that all leaving students/parents are asked to complete prior to leaving. We have found that many of the forms that are returned do not list the reason the child is leaving even though we provide space to do so. There are many times that students do not fill out a withdrawal form at all. This is especially true during the summer. APCS usually receives a request for records and no withdrawal form from the gaining school for students who leave during the summer. That being said there are some patterns that have developed in students leaving to other schools in the area.

56% of the total students and 58% of the African-American students leaving APCS do so at the high school level. The most common grade level students leave are at 6<sup>th</sup> grade and 9<sup>th</sup> grade. These transition grades are when the students are able to enter the first year into Maumelle Middle School and Maumelle High School. These schools offer newer facilities and athletic programs with more options. APCS does not offer football at this time. In the sports that are offered some of APCS's better athletes want to play in a larger classification to possibly obtain higher visibility. There are times when students who leave APCS want to return. In the twelfth grade alone there are six students on the waiting list who have attended APCS in the past.

As in most schools the summer is when the majority of students choose to leave APCS. Over the summer of 2014 there were 61 students who did not return to APCS. This is compared to 16 students who left during the 2<sup>nd</sup> semester of 2014.

## Part B: Teacher Retention

Complete the following Teacher Retention Table:

School Year	Total Number of Teachers	Number Who Returned to Teach at the School the Following Year	% Returned	Number Who Took Other Positions with the Charter Organization	% Took Other Positions with Charter Organization
2011-2012	44	23	52%	0	0
2012-2013	44	27	61%	1	0
2013-2014	44	36	82%	0	0

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

2011-2012

3 of 21 - Contract nonrenewal (1 Elem, 2 HS)  
3 of 21 - Jobs at colleges (3 HS)  
3 of 21 - Jobs at schools to be closer to home (3 Elem)  
4 of 21 - Jobs at other schools (3 Elem, 1 HS)  
1 of 21 - Moved (1 HS)  
3 of 21 - Terminated by APCS (3 Elem, 1 HS)  
4 of 21 - Unknown (4 HS)  
Total = 9 Elem and 12 HS

2012-2013

1 of 17 - Promoted to principal  
1 of 17 - Contract nonrenewal (1 HS)  
1 of 17 - Job at a college (1 HS)  
3 of 17 - Jobs at schools to be closer to home (3 Elem)  
2 of 17 - Jobs at other schools (2 Elem)  
4 of 17 - Moved (3 Elem, 1 HS)  
2 of 17 - Decided to stay at home with child(ren) (2 HS)  
3 of 17 - Unknown (3 HS)  
Total = 2 Elem and 11 HS

2013-2014

- 1 of 8 - Job at school closer to home (1 HS)
- 1 of 8 - Teaching at hospital (1 Elem)
- 1 of 8 – Moved (1 HS)
- 1 of 8 - Decided to stay at home with child(ren) (1 Elem)
- 1 of 8 - Personal Reasons (1 Elem)
- 1 of 8 - Terminated by APCS (1 Elem)
- 2 of 8 - Career change (1 Elem, 1 HS)
- Total = 4 Elem and 3 HS

1. According to the data in the chart above, APCS has been successful in becoming more appealing for teachers to remain at APCS. The number of teachers remaining at APCS during this past year has increased by 32 percentage points over three years ago. Some of the efforts taken during the past few years include:

- a. 2013-2014 SY - Change in leadership/principals at the high school and the elementary school. The principals have been successful in providing accountability as well as support for teachers.
- b. 2012-2013 SY – 2% base salary increase.
- c. 2013-2014 SY – 3% base salary increase.
- d. Increase to Merit Pay. Teachers have the opportunity to receive up to \$2,500 per year for merit pay. In September 2014 the most amount earned by a teacher was \$2,475 and the least amount was \$766.
- e. 2011-2012 SY – Built the new elementary school building and have communicated plans to build additional classrooms and a cafeteria for the 2015-2016 SY.

2. Quality teachers are the number one reason APCS student achievement has increased during the past several years. APCS is proud to boast that the school has extremely talented and dedicated teachers. It has been a priority over the past four years to improve the teaching quality at APCS. Once the hiring process is complete APCS places significant investment in assisting teachers to improve their professional skills. Some of the opportunities and benefits to assist teachers include:

- a. Each year teachers obtain 90 hours of professional development instead of the traditional 60 hours. All of the hours the teachers obtain must be approved by an administrator and assist them in meeting their Professional Growth Plan (PGP) in Teacher Excellence and Support System (TESS).
- b. APCS has professional development partnerships with Arch Ford Cooperative and Arkansas Public School Resource Center (APSRC).
- c. The teacher work day is extended one hour past the student day. The teachers use this hour two days a week to assist children by providing tutoring or enrichment. The third and fourth days are used by the teacher to communicate in either vertical or horizontal planning with other teachers. The fifth day is a professional learning day led by the principal concerning pressing needs of the teachers and students.
- d. APCS has been a part of the Achieving by Change initiative sponsored by APSRC and the ADE. This professional development has helped APCS be better prepared for implementation of Common Core.
- e. APCS offers merit pay to all employees. Employees receive merit pay determined by student performance on benchmark/EOCs, NWEA MAP Test and the ACT as well as the employee evaluation.
- f. Depending on the teacher's position, they are expected to complete training in Cognitive Guided Instruction (CGI), Effective Literacy, Early Literacy Learning in Arkansas (ELLA), CLASS, and the Advanced Placement (AP) Institutes.

3. APCS makes no apology for having high expectations for all employees. When a teacher is terminated, non-renewed or chooses to leave, those in charge of hiring at APCS make a concerted effort to replace the leaving teacher with a teacher who is better than the one before. The expectations of the teachers at APCS are extremely high. Every expectation is student centered and maintains high achievement as the core value. A few of the high expectations include:

- a. 200 days of employment – During the 200 days teachers are expected to obtain 90 hours of professional development that is approved by the principal. Teachers are expected to implement and share what they learn. Teachers are encouraged to take risks in order to improve.
- b. Longer school day than traditional districts – The duty day ends one hour after the students leave campus. During this time the teachers provide tutoring for students or they meet in Professional Learning Communities (PLCs) to receive additional training or plan lessons with other teachers.
- c. Parent Involvement – Teachers are expected to not only provide quality instruction to students, but they must provide continuing communication with parents. So much so that APCS provides 16 hours of “after hours” pay to teachers for the purpose of parent communication/involvement.
- d. Maintain a positive attitude with students, parents and co-workers.
- e. Use a variety of instructional strategies that insure students use higher level thinking skills.
- f. Use student data to determine the needs of themselves as well as their students and then act upon the data.
- g. Most important and the bottom line is to maintain the focus on the student and do what it takes to make them successful.

4. APCS also recognizes that there have been quality teachers who have left the campus for various reasons. When good teachers decide to leave they claim that pay is better at their district of choice, their district of choice is closer to home or their district of choice does not require 200 days of employment and an additional hour of work each day. It has been an APCS experience that high school math teachers are the most difficult positions to fill. It is challenging to find quality math teachers and even harder to keep them since there is a statewide shortage.

## Section 4 – Test Data

Review the following testing data summary, 2011-2013, showing the charter data and the resident school district data. Describe the ways in which the testing data support the achievement of, or progress toward achieving, the charter’s current approved academic goals.

### Academics Plus

#### State Mandated Assessment Scores, 2011-2013

Year	Description	# Tested	% Below Basic	% Basic	% Proficient	% Advanced
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#### Benchmark/Literacy-Combined Population

2011	ACADEMICS PLUS CHARTER SCHOOL	288	3.47%	23.61%	39.24%	33.68%
2011	PULASKI CO. SPEC. SCHOOL DIST.	7905	7.32%	23.45%	39.71%	29.23%
2012	ACADEMICS PLUS SCHOOL DISTRICT	296	2.70%	10.47%	35.14%	51.69%
2012	PULASKI CO. SPEC. SCHOOL DIST.	7701	5.35%	16.91%	36.74%	41.01%
2013	ACADEMICS PLUS SCHOOL DISTRICT	304	1.64%	11.84%	36.51%	50.00%
2013	PULASKI CO. SPEC. SCHOOL DIST.	7830	6.91%	19.48%	36.62%	37.00%
2014	ACADEMICS PLUS SCHOOL DISTRICT	308	0.9%	10.1%	37.9%	50.9%

#### Benchmark/Literacy-Economically Disadvantaged

2011	ACADEMICS PLUS CHARTER SCHOOL	81	6.17%	39.51%	33.33%	20.99%
2011	PULASKI CO. SPEC. SCHOOL DIST.	4753	9.57%	29.10%	41.49%	19.84%
2012	ACADEMICS PLUS SCHOOL DISTRICT	115	3.48%	16.52%	40.87%	39.13%
2012	PULASKI CO. SPEC. SCHOOL DIST.	4722	7.16%	22.11%	40.15%	30.58%
2013	ACADEMICS PLUS SCHOOL DISTRICT	99	3.03%	19.19%	37.37%	40.40%
2013	PULASKI CO. SPEC. SCHOOL DIST.	4626	8.97%	25.23%	38.31%	27.50%
2014	ACADEMICS PLUS SCHOOL DISTRICT	80	1.2%	20%	42.5%	36.2%

#### Benchmark/Math-Combined Population

2011	ACADEMICS PLUS CHARTER SCHOOL	288	9.38%	16.67%	38.19%	35.76%
2011	PULASKI CO. SPEC. SCHOOL DIST.	7905	13.88%	16.64%	32.47%	36.96%
2012	ACADEMICS PLUS SCHOOL DISTRICT	296	8.11%	15.54%	36.15%	40.20%
2012	PULASKI CO. SPEC. SCHOOL DIST.	7705	12.29%	16.13%	32.78%	38.79%
2013	ACADEMICS PLUS SCHOOL DISTRICT	303	5.28%	14.52%	28.05%	52.15%
2013	PULASKI CO. SPEC. SCHOOL DIST.	7838	14.99%	17.95%	33.50%	33.55%
2014	ACADEMICS PLUS SCHOOL DISTRICT	308	3.5%	10.3%	36.6%	49.3%

#### Benchmark/Math-Economically Disadvantaged

2011	ACADEMICS PLUS CHARTER SCHOOL	81	16.05%	20.99%	39.51%	23.46%
2011	PULASKI CO. SPEC. SCHOOL DIST.	4753	17.55%	20.41%	34.32%	27.73%
2012	ACADEMICS PLUS SCHOOL DISTRICT	115	15.65%	18.26%	37.39%	28.70%
2012	PULASKI CO. SPEC. SCHOOL DIST.	4724	16.53%	20.60%	34.25%	28.62%
2013	ACADEMICS PLUS SCHOOL DISTRICT	99	10.10%	18.18%	26.26%	45.45%
2013	PULASKI CO. SPEC. SCHOOL DIST.	4631	19.43%	21.59%	34.64%	24.34%
2014	ACADEMICS PLUS SCHOOL DISTRICT	80	8.75%	16.25%	43.75%	31.25%

#### Benchmark/Science-Combined Population

2012	ACADEMICS PLUS SCHOOL DISTRICT	89	12.36%	40.45%	40.45%	6.74%
2012	PULASKI CO. SPEC. SCHOOL DIST.	2569	25.11%	42.23%	28.73%	3.93%
2013	ACADEMICS PLUS SCHOOL DISTRICT	92	15.22%	42.39%	34.78%	7.61%
2013	PULASKI CO. SPEC. SCHOOL DIST.	2575	27.07%	39.69%	28.58%	4.66%
2014	ACADEMICS PLUS SCHOOL DISTRICT	104	13.4%	28.8%	39.4%	18.2%

**Benchmark/Science-Economically Disadvantaged**

2012	ACADEMICS PLUS SCHOOL DISTRICT	29	27.59%	51.72%	20.69%	0.00%
2012	PULASKI CO. SPEC. SCHOOL DIST.	1598	32.23%	43.80%	21.84%	2.13%
2013	ACADEMICS PLUS SCHOOL DISTRICT	31	25.81%	51.61%	22.58%	0.00%
2013	PULASKI CO. SPEC. SCHOOL DIST.	1510	36.42%	41.32%	20.40%	1.85%
2014	ACADEMICS PLUS SCHOOL DISTRICT	25	28%	28%	36%	8%

**11th Grade Literacy-Combined Population**

2011	ACADEMICS PLUS CHARTER SCHOOL	43	4.65%	23.26%	55.81%	16.28%
2011	PULASKI CO. SPEC. SCHOOL DIST.	976	8.50%	40.47%	42.32%	8.71%
2012	ACADEMICS PLUS SCHOOL DISTRICT	35	2.86%	20.00%	68.57%	8.57%
2012	PULASKI CO. SPEC. SCHOOL DIST.	952	7.25%	33.30%	48.11%	11.34%
2013	ACADEMICS PLUS SCHOOL DISTRICT	38	0.00%	26.32%	57.89%	15.79%
2013	PULASKI CO. SPEC. SCHOOL DIST.	1025	6.83%	35.22%	42.83%	15.12%
2014	ACADEMICS PLUS SCHOOL DISTRICT	34	0%	15%	59%	26%

**11th Grade Literacy-Economically Disadvantaged**

2011	ACADEMICS PLUS CHARTER SCHOOL	3	0.00%	0.00%	66.67%	33.33%
2011	PULASKI CO. SPEC. SCHOOL DIST.	445	12.58%	50.11%	34.16%	3.15%
2012	ACADEMICS PLUS SCHOOL DISTRICT	13	7.69%	23.08%	69.23%	0.00%
2012	PULASKI CO. SPEC. SCHOOL DIST.	465	10.75%	42.15%	41.72%	5.38%
2013	ACADEMICS PLUS SCHOOL DISTRICT	11	0.00%	27.27%	63.64%	9.09%
2013	PULASKI CO. SPEC. SCHOOL DIST.	451	11.31%	39.91%	40.58%	8.20%
2014	ACADEMICS PLUS SCHOOL DISTRICT	11	0%	36%	55%	9%

**Algebra-Combined Population**

2011	ACADEMICS PLUS CHARTER SCHOOL	68	7.35%	16.18%	54.41%	22.06%
2011	PULASKI CO. SPEC. SCHOOL DIST.	1147	9.07%	25.20%	47.08%	18.66%
2012	ACADEMICS PLUS SCHOOL DISTRICT	29	6.90%	31.03%	44.83%	17.24%
2012	PULASKI CO. SPEC. SCHOOL DIST.	810	10.25%	34.20%	42.35%	13.21%
2013	ACADEMICS PLUS SCHOOL DISTRICT	29	6.90%	44.83%	48.28%	0.00%
2013	PULASKI CO. SPEC. SCHOOL DIST.	795	7.67%	30.69%	47.17%	14.47%
2014	ACADEMICS PLUS SCHOOL DISTRICT	47	4%	21%	47%	28%

**Algebra-Economically Disadvantaged**

2011	ACADEMICS PLUS CHARTER SCHOOL	14	28.57%	7.14%	50.00%	14.29%
2011	PULASKI CO. SPEC. SCHOOL DIST.	629	10.97%	28.30%	46.26%	14.47%
2012	ACADEMICS PLUS SCHOOL DISTRICT	12	8.33%	41.67%	41.67%	8.33%
2012	PULASKI CO. SPEC. SCHOOL DIST.	491	12.83%	38.09%	39.71%	9.37%
2013	ACADEMICS PLUS SCHOOL DISTRICT	7	14.29%	57.14%	28.57%	0.00%
2013	PULASKI CO. SPEC. SCHOOL DIST.	451	9.09%	35.03%	45.45%	10.42%
2014	ACADEMICS PLUS SCHOOL DISTRICT	11	9%	36%	45%	9%

**Biology-Combined Population**

2012	ACADEMICS PLUS SCHOOL DISTRICT	51	5.88%	52.94%	31.37%	9.80%
2012	PULASKI CO. SPEC. SCHOOL DIST.	1026	30.99%	45.61%	20.18%	3.22%
2013	ACADEMICS PLUS SCHOOL DISTRICT	33	6.06%	27.27%	57.58%	9.09%
2013	PULASKI CO. SPEC. SCHOOL DIST.	1087	30.17%	44.99%	20.61%	4.23%
2014	ACADEMICS PLUS SCHOOL DISTRICT	46	0%	24%	52%	24%

**Biology-Economically Disadvantaged**

2012	ACADEMICS PLUS SCHOOL DISTRICT	15	20.00%	46.67%	26.67%	6.67%
2012	PULASKI CO. SPEC. SCHOOL DIST.	537	41.90%	44.69%	11.55%	1.86%
2013	ACADEMICS PLUS SCHOOL DISTRICT	7	0.00%	28.57%	57.14%	14.29%
2013	PULASKI CO. SPEC. SCHOOL DIST.	508	35.83%	47.24%	14.76%	2.17%
2014	ACADEMICS PLUS SCHOOL DISTRICT	11	0%	27%	45%	27%

**Geometry-Combined Population**

2011	ACADEMICS PLUS CHARTER SCHOOL	39	0.00%	28.21%	53.85%	17.95%
2011	PULASKI CO. SPEC. SCHOOL DIST.	1045	11.20%	29.00%	42.68%	17.13%
2012	ACADEMICS PLUS SCHOOL DISTRICT	62	8.06%	24.19%	45.16%	22.58%
2012	PULASKI CO. SPEC. SCHOOL DIST.	983	9.26%	30.32%	41.91%	18.51%
2013	ACADEMICS PLUS SCHOOL DISTRICT	45	4.44%	28.89%	40.00%	26.67%
2013	PULASKI CO. SPEC. SCHOOL DIST.	1033	10.84%	35.91%	39.40%	13.84%
2014	ACADEMICS PLUS SCHOOL DISTRICT	32	3%	19%	54%	24%

**Geometry-Economically Disadvantaged**

2011	ACADEMICS PLUS CHARTER SCHOOL	8	0.00%	37.50%	62.50%	0.00%
2011	PULASKI CO. SPEC. SCHOOL DIST.	540	13.52%	36.48%	39.44%	10.56%
2012	ACADEMICS PLUS SCHOOL DISTRICT	17	11.76%	23.53%	58.82%	5.88%
2012	PULASKI CO. SPEC. SCHOOL DIST.	542	12.55%	35.24%	39.30%	12.92%
2013	ACADEMICS PLUS SCHOOL DISTRICT	14	7.14%	35.71%	42.86%	14.29%
2013	PULASKI CO. SPEC. SCHOOL DIST.	498	11.25%	42.77%	38.55%	7.43%
2014	ACADEMICS PLUS SCHOOL DISTRICT	7	0%	43%	44%	14%

Year	Description	Student Count	Graduate Count	Graduate Rate
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**Graduation Rates-All Students**

2011	ACADEMICS PLUS SCHOOL DISTRICT	32	23	71.88%
2011	PULASKI CO. SPEC. SCHOOL DIST.	1402	852	60.77%
2012	ACADEMICS PLUS SCHOOL DISTRICT	37	35	94.59%
2012	PULASKI CO. SPEC. SCHOOL DIST.	1217	799	66.39%
2013	ACADEMICS PLUS SCHOOL DISTRICT	34	32	94.12%
2013	PULASKI CO. SPEC. SCHOOL DIST.	1151	839	73.28%

**Graduation Rates-Economically Disadvantaged**

2011	ACADEMICS PLUS SCHOOL DISTRICT	6	5	83.33%
2011	PULASKI CO. SPEC. SCHOOL DIST.	775	359	46.32%
2012	ACADEMICS PLUS SCHOOL DISTRICT	4	4	100.00%
2012	PULASKI CO. SPEC. SCHOOL DIST.	523	306	58.73%
2013	ACADEMICS PLUS SCHOOL DISTRICT	9	8	88.89%
2013	PULASKI CO. SPEC. SCHOOL DIST.	497	336	68.88%

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

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

1. **Overall comparison of 2013 scores for APCS and PCSSD.** APCS outperformed PCSSD in 12 of the 14 areas tested in the number of students scoring proficient/advanced. APCS outperformed PCSSD in 11 of 14 areas tested in the number of students scoring advanced. APCS outperformed PCSSD in 13 of the 14 areas tested in the number of students scoring below basic. APCS has a much higher graduation rate than PCSSD in each of the years examined. In 2013 the APCS graduation rate was 20 percentage points higher than PCSSD.

2. **Overall improvement comparison of 2011 to 2013 scores for APCS and PCSSD.** APCS improved in nine of the 14 areas tested in the number of students proficient/advanced and PCSSD improved in seven of the 14 areas tested. Both APCS and PCSSD had improved graduation rates from 2011 to 2014.

3. **Comparison of 2013 economic disadvantaged students for APCS and PCSSD.** APCS outperformed PCSSD in six of the seven areas tested in the number of economically disadvantaged students proficient/advanced. APCS outperformed PCSSD in five of seven areas tested in the number of economically disadvantaged students scoring advanced. APCS outperformed PCSSD in six of seven areas tested in the number of economically disadvantaged students scoring below basic. The APCS graduation rate for economically disadvantaged students is 20 percentage points higher than PCSSD.

4. **Comparison of APCS 2013 to 2014 scores.** The charter application received from the ADE did not have the 2014 data due to the data not being available. For your convenience the APCS data has been inserted for the 2014 school year. **In 2014 APCS improved in every tested area when comparing the 2013 scores to 2014.**

5. The following examines each category to compare APCS and PCSSD to include comparing the performance of each from 2011 to 2014.

- a. **Benchmark/Literacy-Combined Population:** APCS outperformed PCSSD in every year in the number of students proficient/advanced, advanced and below basic. From 2011 to 2014 APCS increased the number of students proficient/advanced by 16 percentage points. APCS increased the number of advanced students by 17 percentage points. APCS decreased the number of below basic students by 2.6 percentage points.
- b. **Benchmark/Literacy-Economic Disadvantaged:** APCS outperformed PCSSD in every year in the number of students proficient/advanced, advanced and below basic. From 2011 to 2014 APCS increased the number of students proficient/advanced by two percentage points. APCS increased the number of advanced students by 15 percentage points. APCS decreased the number of below basic students by five percentage points.
- c. **Benchmark/Math-Combined Population:** APCS outperformed PCSSD in every year in the number of students proficient/advanced and below basic. APCS outperformed PCSSD in each year except 2011 in the number of students scoring advanced. From 2011 to 2014 APCS increased the number of students proficient/advanced by 12 percentage points. APCS increased the number of advanced students by 12 percentage points. APCS decreased the number of below basic students by six percentage points.
- d. **Benchmark/Math-Economic Disadvantaged:** APCS outperformed PCSSD in every year in the number of students proficient/advanced and below basic. APCS outperformed PCSSD in each year except 2011 in the number of students scoring advanced. From 2011 to 2014 APCS increased the number of students proficient/advanced by 12 percentage points. APCS increased the number of advanced students by eight percentage points. APCS decreased the number of below basic students by seven percentage points.
- e. **Benchmark/Science-Combined Population:** APCS outperformed PCSSD in every year in the number of students proficient/advanced, advanced and below basic. From 2012 to 2014 APCS

increased the number of students proficient/advanced by 10 percentage points. APCS increased the number of advanced students by 11 percentage points. The number of below basic students increased by one percentage point.

- f. **Benchmark/Science-Economic Disadvantaged:** In 2012 and 2013 PCSSD had more students score proficient/advanced and advanced than APCS. APCS outperformed PCSSD in the number of below basic in each year. From 2012 to 2014 APCS increased the number of proficient/advanced students by 23 percentage points. APCS increase the number of advanced students by eight percentage points. The number of below basic students stayed the same.
- g. **11<sup>th</sup> Grade Literacy-Combined Population:** APCS outperformed PCSSD in every year in the number of students proficient/advanced and below basic. APCS outperformed PCSSD in every year except 2012 in the number of students scoring advanced. From 2011 to 2014 APCS increased the number of students proficient/advanced by 13 percentage points. APCS increased the number of advanced students by 10 percentage points. APCS decreased the number of students below basic by five percentage points with none scoring below basic.
- h. **11<sup>th</sup> Grade Literacy-Economically Disadvantaged:** APCS outperformed PCSSD in every year in the number of students proficient/advanced and below basic. APCS outperformed PCSSD in the number of students scoring advanced in every year except 2012. From 2011 to 2014 the number of students scoring proficient/advanced decreased by 36 percentage points. The number of students scoring advanced decreased by 24 percentage points. The number of students scoring below basic remained the same at none scoring below basic.
- i. **Algebra-Combined Population:** APCS outperformed PCSSD in every year in the number of students proficient/advanced and below basic. APCS outperformed PCSSD in every year except 2013 in the number of students scoring advanced. From 2011 to 2014 the number of students scoring proficient/advanced decreased by one percentage point. APCS increased the number of advanced students by six percentage points. APCS decreased the number of below basic students by three percentage points.

Algebra has been a challenge for APCS. The good news is that scores significantly improved from 2013 to 2014. From 2013 to 2014 students scoring proficient/advanced in algebra increased to 75% from 48% for a 27 percentage point gain. Students scoring advanced in algebra increased by 28 percentage points. Students scoring below basic decreased by three percentage points.

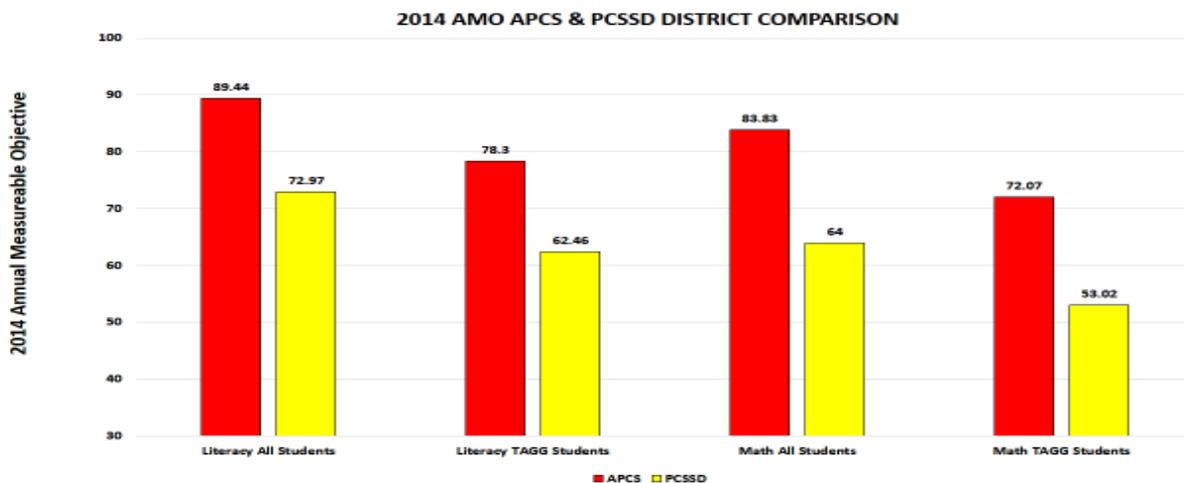
- j. **Algebra- Economic Disadvantaged:** APCS outperformed PCSSD in every year in the number of students scoring below basic. APCS outperformed PCSSD in every year except 2013 in the number of students scoring proficient/advanced and advanced. From 2011 to 2014 the number of students scoring proficient/advanced decreased by 11 percentage points. The number of students scoring advanced decreased by five percentage points. The number of students scoring below basic decreased by 20 percentage points.

From 2013 to 2014 students scoring proficient/advanced in algebra increased to 54% from 29% for a 25 percentage point gain. Students scoring advanced in algebra increased by nine percentage points. Students scoring below basic decreased by five percentage points.

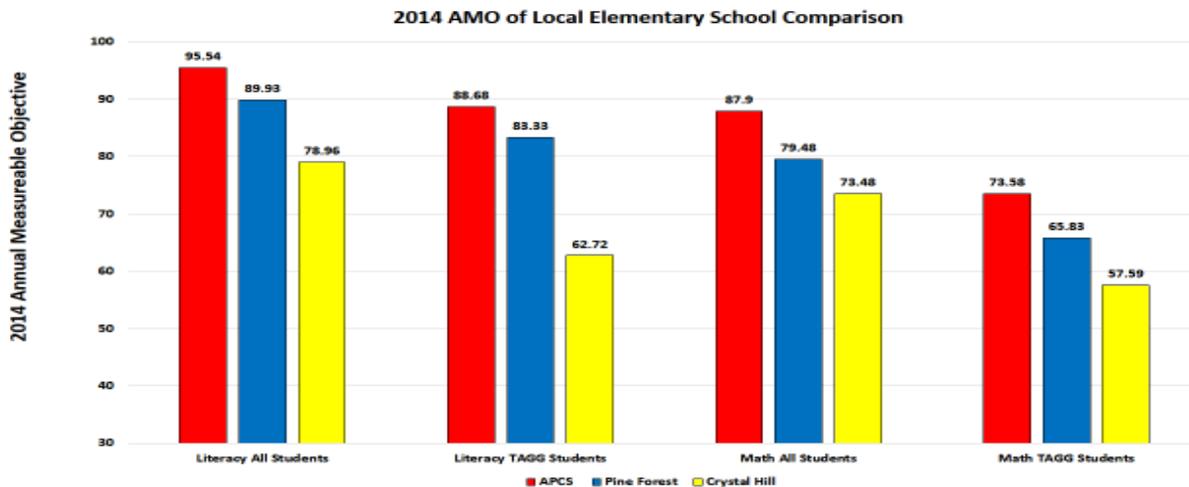
- k. **Biology-Combined Population:** APCS outperformed PCSSD in every year in the number of students scoring proficient/advanced, advanced and below basic. From 2012 to 2014 APCS increased the number of students proficient/advanced by 35 percentage points. APCS increased the number of advanced students by 14 percentage points. APCS decreased the number of below basic students by 6 percentage points to have no below basic students.

- l. **Biology-Economic Disadvantaged:** APCS outperformed PCSSD in every year in the number of students scoring proficient/advanced, advanced and below basic. From 2012 to 2014 APCS increased the number of students proficient/advanced by 39 percentage points. APCS increased the number of advanced students by 20 percentage points. APCS decreased the number of below basic students by 20 percentage points to have no below basic students.
- m. **Geometry-Combined Population:** APCS outperformed PCSSD in every year in the number of students scoring proficient/advanced, advanced and below basic. From 2011 to 2014 APCS increased the number of proficient/advanced by six percentage points. APC increased the number of advanced students by six percentage points. The number of students below basic increased by three percentage points.
- n. **Geometry-Economic Disadvantaged:** APCS outperformed PCSSD in every year in the number of students scoring proficient/advanced and below basic. APCS outperformed PCSSD in 2013 in the number of students scoring advanced. From 2011 to 2014 APCS increased the number of proficient/advanced by eight percentage points. APCS increased the number of advanced students by 14 percentage points. APCS maintained 0% students below basic in 2011 and 2014.

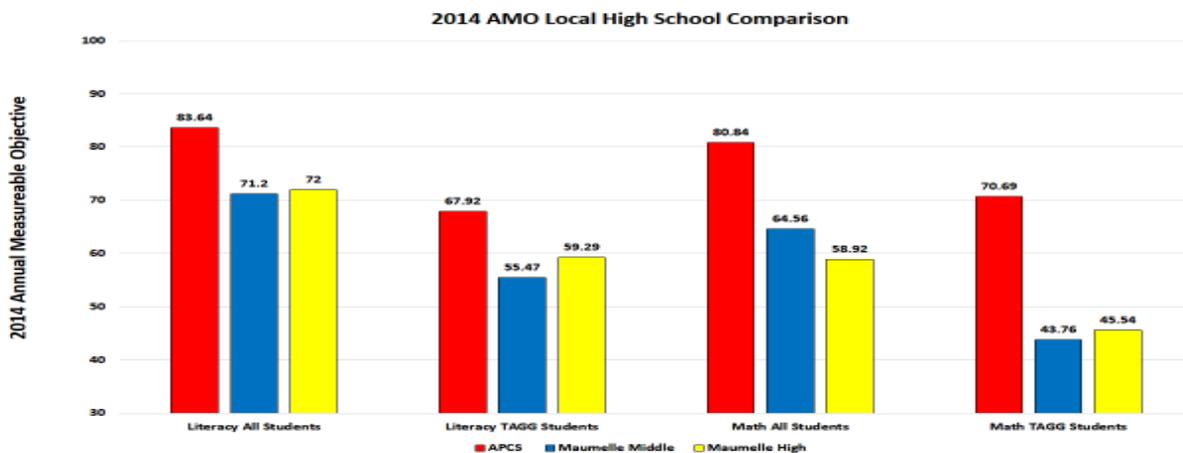
6. Attachment 3 contains the 2014 Annual Measureable Objectives (AMOs) for APCS, APCS Elementary, APCS High School, PCSSD, Maumelle High, Maumelle Middle, Pine Forest Elementary and Crystal Hill Elementary.



- a. APCS District’s school improvement status is overall “ACHIEVING.” This classification includes “ACHIEVING” status in both literacy and math.
- b. PCSSD District improvement status is “NEEDS IMPROVEMENT” in overall, literacy and math categories. PCSSD missed the required AMO in all of the literacy and math indicators.
- c. APCS outperformed PCSSD in all indicators and subgroups in the percent tested, literacy, math and graduation rate categories.

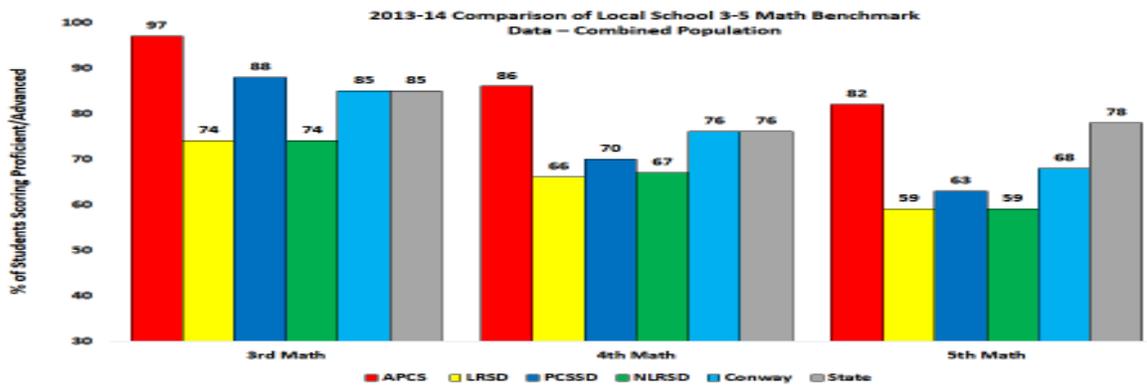


- d. APCS Elementary School’s school improvement status is overall “ACHIEVING.” This classification includes “ACHIEVING” status in both literacy and math.
- e. Pine Forest Elementary School (PFE) and Crystal Hill Elementary Magnet School (CHEMS) improvement status’s are both “NEEDS IMPROVEMENT” in overall, literacy and math.
- f. APCS outperforms both PFE and CHEMS in the all students and TAGG indicators in literacy and math.

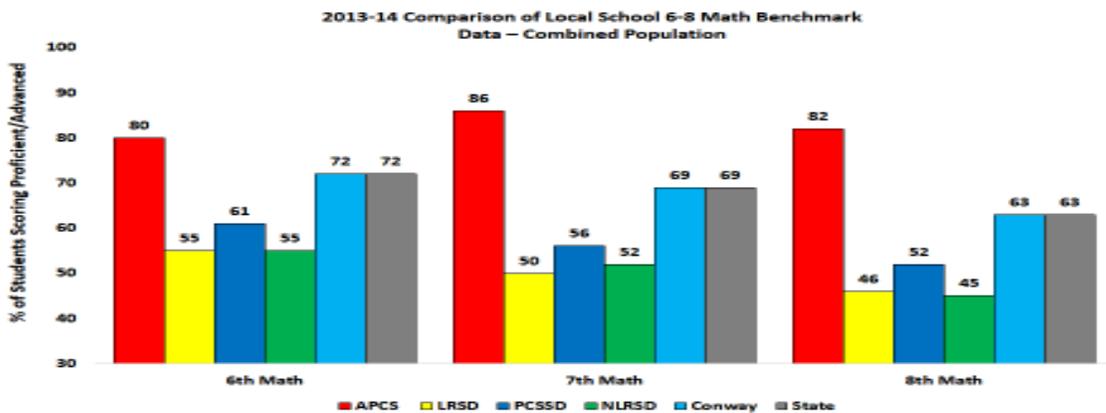


- g. APCS High School’s improvement status is overall “NEEDS IMPROVEMENT.” This classification includes “ACHIEVING” in literacy and “NEEDS IMPROVEMENT” in math. The high school made drastic improvement in math when comparing the 2013 scores to the 2014 scores. Both the All Students and TAGG indicators increased by 20% from 2013 to 2014. The All Students indicator met the required AMO. The TAGG indicator missed the required AMO by 0.14%.
- h. Maumelle High School’s (MHS) improvement status is overall “NEEDS IMPROVEMENT.” This classification includes “ACHIEVING” in literacy and “NEEDS IMPROVEMENT” in math.
- i. Maumelle Middle School’s (MMS) improvement status is overall “NEEDS IMPROVEMENT FOCUS.” This classification includes “NEEDS IMPROVEMENT” in both literacy and math.
- j. APCS outperforms both MHS and MMS in the all students and TAGG indicators in literacy, math and graduation rate.

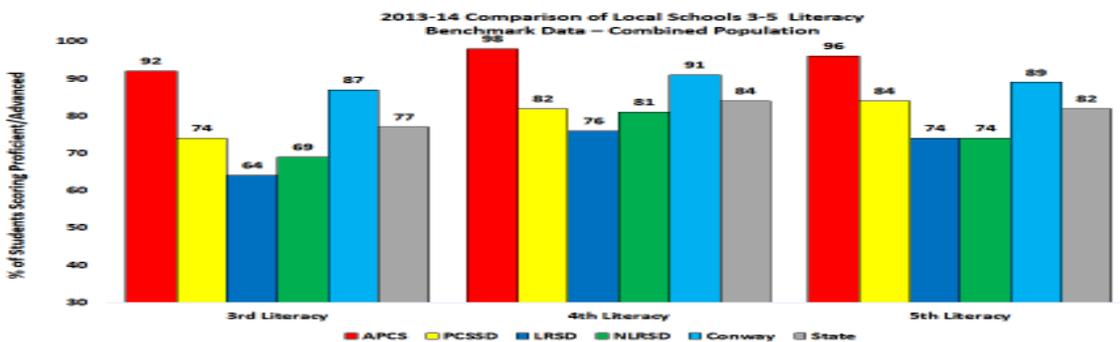
7. The following charts compares APCS, PCSSD, NLR, LR and the state on the 2014 benchmark and end of course exams.



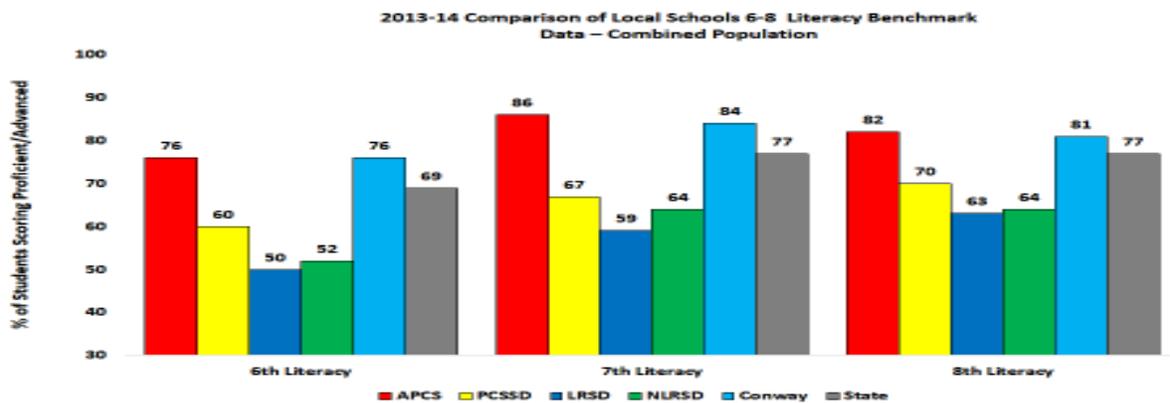
a. APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state on the 2014 3-5 math benchmark exam.



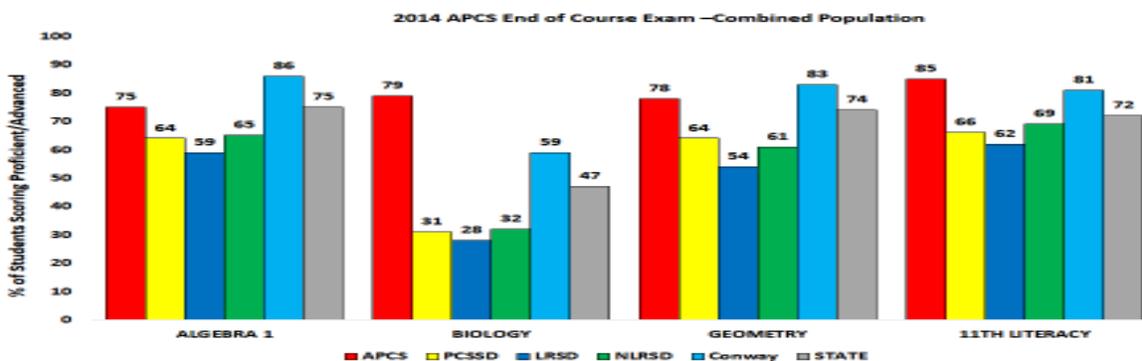
b. APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state on the 2014 6-8 math benchmark exam.



c. APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state on the 2014 3-5 literacy benchmark exam.



- d. APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state on the 2014 6-8 literacy benchmark exam.



- e. APCS outperformed PCSSD, LRSD, NLRSD and the state on all of the 2014 end of course exams. APCS outperformed Conway in biology and 11<sup>th</sup> grade literacy. Conway outperformed in algebra 1 and geometry.

- f. The charts in attachment 4 compares the ITBS performance of APCS, PCSSD, LRSD, NLRSD and Conway.

- (1) APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state on the 1<sup>st</sup> grade and 2<sup>nd</sup> grade ITBS in both math and reading.
- (2) APCS outperformed PCSSD, LRSD, NLRSD, Conway and the state in 9<sup>th</sup> grade ITBS Total Reading.
- (3) APCS outperformed PCSSD, LRSD and NLRSD on the 9<sup>th</sup> grade ITBS Total Math. Conway and the state outperformed APCS on the 9<sup>th</sup> grade ITBS Total Math.

**8. As can be seen by the data APCS consistently and significantly outperforms the local districts. It is also evident that APCS’s academic achievement increased significantly over the past four years as well as experienced growth in every area tested from 2013 to 2014.**

## Section 5 – Academic Performance Goals

### Part A: Current Performance Goals

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

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

#### Goals in Literacy

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. **ACHIEVED. APCS has met this goal.** Students at Academics Plus will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.

Attachment 3a shows that APCS is ACHIEVING in literacy.

Attachment 5 shows that APCS met or exceeded the state average on 82% of the scored open response items on the 2014 benchmark exam. When adding the total number of average points on all of the open response items APCS scored 11.46 points higher than the state average. When comparing the 2011 APCS open response scores with the 2014 APCS scores there was improvement in 63% of the items. When adding the total number of average points on all of the open response items APCS scored 3.96 points higher in 2014 than in 2011. Attachment 5 shows that APCS exceeded the state average on the 2014 open response scores, and showed improvement when comparing APCS 2011 scores to APCS 2014 scores.

2. **ACHIEVED. APCS has met this goal.** Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state AMO.

Attachment 3a shows that APCS is ACHIEVING in literacy.

Attachment 6 compares standardized test scores of 2011, 2012, 2013 and 2014. APCS showed an increase in literacy benchmark and end of course scores from 2011 to 2014 in seven of the eight tested areas with an average increase of 14%.

3. **PROGRESSING. APCS is progressing toward meeting this goal.** Students in grades K-10 will take the NWEA MAP assessment in reading and language usage, and over 70% of students will meet their growth target each year.

Explanation of Progress

Percentage of students meeting NWEA MAP Growth Goals in literacy

Year	Elem. Lit.	HS Lit.	District Lit.
2013-2014	57%	63%	59%
2012-2013	43%	40%	41%

APCS improved in the percentage of students meeting their goal by 18 percentage points during the past two years. The goal set for NWEA testing is extremely high. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. The national

average for schools meeting growth is 50%. APCS has used NWEA for the past three years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. At the high school, remediation and intervention is offered to students for one hour after the regular school day at least once a week for literacy. At the elementary school students are remediated during the first 30 minutes of the day. Even though the NWEA growth goals need improvement it is important to understand that APCS met the literacy AMO set by the state and showed great improvement over the past two years. The NWEA data indicates that in 2013-2014 APCS exceeded the national average in every category ranging from 7% to 13%.

**Goals in Mathematics**

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

1. **ACHIEVED. APCS has met this goal.** Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state Annual Measurable Objective (AMO).

Attachment 3a shows that APCS is ACHIEVING in math.

Attachment 6 compares standardized test scores of 2011, 2012, 2013 and 2014. APCS showed an increase in math benchmark and end of course scores from 2011 to 2014 in seven of the eight tested areas with an average increase of 9.5%.

2. **PROGRESSING. APCS is working toward meeting this goal.** Students in grades K-10 will take the NWEA MAP assessment in mathematics and over 70% of students will meet their growth target each year.

Percentage of students meeting NWEA MAP Growth Goals in math

Year	Elem. Math	HS Math	District Math
2013-2014	67%	49%	61%
2012-2013	69%	53%	61%

APCS significantly outperformed the national average of students meeting their NWEA Growth Goals. The goal set for NWEA testing is extremely high. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. The national average for schools meeting growth is 50%.

APCS has used NWEA for the past three years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. At the high school, remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. At the elementary school students are remediated during the first 30 minutes of the day. Even though the NWEA growth did not meet the high goal set in 2012, it is important to understand that APCS students significantly outperform the national average and met the math AMO set by the state.

Two years ago APCS began the implementation of Investigations Math in grades K-8 and Everyday Counts Calendar Math in grades K-5. Teachers received training in both programs and we saw great

improvement in math scores throughout the district this past year. The programs are still being implemented and as teachers and students become more familiar with the programs, research suggests that math scores will continue to increase.

### **Other Goals**

**College Preparation Objective:** Achieve an increase in college preparation for the students at Academics Plus. Each of the following sub objectives will be considered as indicators for meeting this goal.

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

College Credit Hours Earned by APCS Students

2014 = 351 (216% increase over 2012 and 69% increase over 2013)

2013 = 207 (86% increase over 2012)

2012 = 111

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

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

2014 – 33 of 34 (97%) college acceptance rate or entered into the military.

2013 – 32 of 33 (97%) college acceptance rate or entered into the military.

2012 – 35 of 37 (95%) college acceptance rate or entered into the military.

## Part B: New Performance Goals

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

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

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

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

1. **LITERACY:** Achieve measurable growth for students as demonstrated by state testing. Each of the following sub objectives will be considered as indicators for meeting this goal.

- a. Students at Academics Plus will document writing capacity performance by examining annual results and demonstrating proficiency at or above PCSSD or the state average.
- b. Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average score or Annual Measurable Objective (AMO), or
- c. Demonstrate proficiency at or above the PCSSD annual average score.

2. **MATH:** Achieve measurable growth for students as demonstrated by state testing. The following sub objectives will be considered as indicators for meeting this goal.

- a. Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state average score or Annual Measurable Objective (AMO), or
- b. Demonstrate proficiency at or above the PCSSD annual average score.

3. **OTHER:**

- h. Students at Academics Plus will increase the rate of completion of concurrent credit and/or AP coursework by 5% over the next five years by documenting credits earned at the college and taking the AP exam with a score of 3 or higher.
- i. Academics Plus will maintain the high number of graduating seniors that are accepted into a post-secondary educational institution or enter the military at or above 95%.

## Section 6 – Finance

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

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

Below are the findings from the 2012-2013 audit report, as reported by the Legislative Joint Auditing Committee on June 30, 2013:

1. Internal Controls – The Charter did not adequately segregate financial duties

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

The APCS audit was conducted by an Arkansas Legislative Audit auditor. Legislative Audit often issues the Internal Controls finding to small school districts and charter schools across the state. To the extent possible APCS has implemented sound policies and procedures to prevent fraud and fiscal mismanagement. As a small educational entity APCS will most likely not be able to provide enough employees to provide the segregation of duties necessary to have this finding removed. It is important to note that this is the only management findings APCS has received during the past two years. Attachment 7 is a letter from the Legislative Joint Auditing Committee. In the letter the Co-Chairmen state:

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

## Section 7 – Waivers

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

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

6-10-106	School year dates
6-13-608	Length of directors' terms
6-13-611	Vacancies generally
6-13-616	Director eligibility
6-13-630	Election by zone and at large
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
6-15-1005(b)(5)	Pertaining to alternative learning environments
6-17-201 et seq.	Requirements—Written personnel policies—Teacher salary schedule
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-418	Teacher licensure—Arkansas history requirement
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
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 Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts**

15	Personnel
16.02	Media Services
16.03.1	School Nurse
18	Gifted and Talented Education
19	Supplementary Educational Opportunities

### **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
- 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 for Gifted and Talented Program Approval Standards

## **Part A: New Waiver Requests**

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

### **If no new waivers are requested, state this.**

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

#### Additional Waivers

1. Ark. Code Ann. § 6-17-114, concerning planning time:

Academics Plus 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 p.m.).

2. Section 10.02 of ADE Rules Governing the Standards for Accreditation, concerning class size:

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

3. Ark. Code Ann. § 6-17-111, concerning the provision of a duty-free lunch to certified personnel:

Academics Plus 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.

4. Ark. Code Ann. § 6-13-619(c)(1)(A), concerning the physical presence of a Board member at a meeting to be counted for purposes of a quorum or to vote:

Ark. Code Ann. § 6-13-619(c)(1)(A) requires that “a board member shall be physically present to be counted for purposes of a quorum or to vote.” Academics Plus requests flexibility from this statutory provision to allow for those occasions when members are only available to participate by telephone or electronic communication.

5. Ark. Code Ann. § 6-13-620(5)(A), concerning the employment of staff:

Academics Plus requests a waiver of this provision as it concerns the employment of staff other than the Executive Director. Academics Plus’ charter provides for the Executive Director to employ all staff which report to that position.

6. Ark. Code Ann. § 6-21-303(b)(1), concerning reimbursements to kindergarten through sixth grade teachers for classroom materials:

Academics Plus 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.

7. Section 9.03.3.9 of the ADE Rules Governing the Standards for Accreditation, concerning teaching of Keyboarding:

Academics Plus has received a waiver from the Department of Career Education to teach Keyboarding in the fourth grade. Based upon that waiver, Academics Plus requests a waiver from the Standards for Accreditation Rules to the extent necessary to only require it to teach Keyboarding in the eighth grade to students who did not previously have the subject as a fourth grade student at Academics Plus.

8. Section 14.03 of the ADE Rules Governing the Standards for Accreditation, concerning required clock hours for units of credit:

Due to its implementation of digital coursework, project-based learning, and off-campus educational opportunities (such as internships and job-shadowing), Academics Plus is requesting a waiver of its seat time requirements.

Academics Plus 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, Academics Plus 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.

9. Waiver request for change of name:

APCS requests its name be changed from “Pulaski Charter School’s Inc.” to “Academics Plus Charter School, Inc.” and that its component LEA’s names be changed to “Maumelle Charter Elementary” and “Maumelle Charter High School.”

**Part B: Waivers to Be Rescinded**

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

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

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

APCS requests to maintain all currently approved waivers.

**Section 8 – Requested Amendments**

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

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

**If no charter amendments are requested, state this.**

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

APCS request to increase the enrollment cap be raised to 1300 students over the next five years. The cap would be as follows:

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
750	850	950	1050	1150	1300

As the student performance of APCS increases the reputation in the community also increases. With a positive reputation comes an increased awareness and desire of more students to attend. This year APCS increased the student body by 100 students. Even with the increase in enrollment, the school continues to have over 260 students on the waiting list. It is the desire of the APCS Board of Trustees to accept any and all students who desire to attend APCS.

The following pro forma assumes APCS is successful in completing Phase II of the building plan as well as increasing the number of students attending.

Description	Actual	Budget	Proforma		
	2013-14	2014-15	2015-16	2016-17	2017-18
Projected # of Students	650	750	850	* 950	* 1050
Revenue Per Student	\$6,393.00	\$6,521.00	\$6,521.00	\$6,521.00	\$6,521.00
Projected State Revenue	\$4,126,873.00	\$4,890,750.00	\$5,542,850.00	\$6,194,950.00	\$6,847,050.00
# of Teachers	45	50	53	56	59
Change in # of Teachers		5	3	3	3
<b>Operating Fund</b>					
Salary/Benefits	\$2,745,006.17	\$3,212,591.67	\$3,411,843.50	\$3,615,080.37	\$3,822,381.98
Building Leases	\$496,981.38	\$500,000.00	** \$900,000.00	** \$900,000.00	** \$900,000.00
Utilities	\$126,359.88	\$133,400.00	\$134,734.00	\$137,428.68	\$138,802.97
Other Operating	\$495,200.61	\$603,548.00	\$609,583.48	\$621,775.15	\$627,992.90
<b>Total Operating</b>	<b>\$3,863,548.04</b>	<b>\$4,449,539.67</b>	<b>\$5,056,160.98</b>	<b>\$5,274,284.20</b>	<b>\$5,489,177.85</b>

State Revenue	\$4,139,291.00	\$4,890,750.00	\$5,542,850.00	\$6,194,950.00	\$6,847,050.00
Projected Operating Expenditures	(\$3,863,548.04)	(\$4,449,539.67)	(\$5,056,160.98)	(\$5,274,284.20)	(\$5,489,177.85)
<b>Projected Variance</b>	<b>\$275,742.96</b>	<b>\$441,210.33</b>	<b>\$486,689.02</b>	<b>\$920,665.80</b>	<b>\$1,357,872.15</b>

Notes Payable	\$487,709.00	\$488,312.00	** \$889,539.00	** \$887,814.00	** \$888,841.00
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#### Building Fund

Beginning Balance	\$1,128,884.20	\$879,666.72	\$293,666.72	\$43,666.72	\$43,666.72
Land Purchase	(\$249,217.48)				
Furniture & Cafeteria Equipment			(\$250,000.00)		
***Deposit to MFE		(\$250,000.00)			
***ADFA Fees/Closing Costs/Debt Buy Down		(\$336,000.00)			
Ending Balance	\$879,666.72	\$293,666.72	\$43,666.72	\$43,666.72	\$43,666.72

\*To be approved by Charter Authorizer.

\*\*Projected \$400k additional financing for new construction.

\*\*\*Subject To ADE approval in lease.

### Attachments:

1. Census Population Comparison
2. Contract Approval from ADE
3. AMO reports for APCS and PCSSD to include district and school reports
4. ITBS local district comparison
5. Writing prompt and reading open response scores
6. APCS test score comparison of 2011, 2012, 2013 and 2014
7. Legislative Joint Auditing Committee Letter
8. Special Education Annual Performance Report dated June 20, 2014
9. Special Education Program monitoring Report dated January 8, 2014
10. Standards On-campus Review dated December 19, 2012
11. Title I Comparability Report dated November 24, 2014
12. Food Service Coordinated Review Effort dated January 16, 2014
13. City of Maumelle Resolution in Support of APCS Renewal

## Census Population Comparison

STUDENTS	ACADEMICS PLUS		PCSSD RESIDENCE % 2010 CENSUS	MAUMELLE % 2010 CENSUS	PULASKI COUNTY % 2010 CENSUS
	# Students 2014	% Students 2014			
African American	115	15.5%	21.4%	12.1%	35.0%
Hispanic	34	4.5%	4.2%	2.4%	5.8%
Asian	15	2.0%	2.1%	2.3%	2.0%
Native American	3	.4%	.5%	.2%	.4%
White	578	77%	72.0%	81%	57.5%
Special Education	70	9.4%			
Free/Red. Lunch	152	20.3%			



ARKANSAS  
DEPARTMENT  
OF EDUCATION

RECEIVED JUL 02 2014 ATTACHMENT 2

Dr. Tom W. Kimbrell  
Commissioner

State Board  
of Education

Brenda Gullett  
Fayetteville  
Chair

Sam Ledbetter  
Little Rock  
Vice Chair

Dr. Jay Barth  
Little Rock

Joe Black  
Newport

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

June 30, 2014

Mr. Rob McGill, Executive Director  
Academics Plus Charter Schools  
900 Edgewood Dr.  
Maumelle, AR 72113

**Re: Contract Approval Request**

Dear Mr. McGill:

I received your request to hire Ms. Susan Fielding as a fifth grade teacher. Ms. Fielding is the sister of Board of Trustees Chairman Jess Sweere.

In my review, I noted Academics Plus has two open fifth grade teaching positions. Eight applicants were interviewed for the open positions. Ms. Fielding was one of two applicants interviewed who are licensed to teach fifth grade. The other licensed applicant was offered the other open position. Ms. Fielding also has 21 years teaching experience, more than any other applicant. Under the governing structure of Academics Plus, the Board of Trustees has no authority to hire personnel. Such authority lies solely with the Executive Director. This matter came before the Board of Trustees only to comply with Ark. Code Ann. § 6-24-105.

Based on the above stated facts, I approve hiring Ms. Fielding as a fifth grade teacher.

Sincerely,

Tony Wood  
Deputy Commissioner

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

An Equal Opportunity  
Employer

<b>District:</b> ACADEMICS PLUS SCHOOL DISTRICT	<b>Superintendent:</b> ROBERT MCGILL	Report created on: 09/12/2014
<b>LEA:</b> 6040700	<b>Enrollment:</b> 650	<b>% Prof/Adv.</b>
<b>Address:</b> 900 EDGEWOOD DRIVE	<b>Attendance:</b> 95.93	<b>2014 Math + Literacy</b> 86.4
<b>Address:</b> MAUMELLE, AR 72113	<b>Poverty Rate:</b> 24.00	<b>2013 Math + Literacy</b> 80.1
<b>Phone:</b> 501-803-9730		<b>2012 Math + Literacy</b> 79.5

OVERALL DISTRICT STATUS:	ACHIEVING
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	344	348	98.85	394	400	98.50
Targeted Achievement Gap Group	112	114	98.25	117	120	97.50
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	262	98.47	304	310	98.06
Economically Disadvantaged	91	93	97.85	98	101	97.03
English Language Learners	0	0		0	0	
Students with Disabilities	29	31	93.55	30	31	96.77

## 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	369	433	85.22	77.14	93.00
Targeted Achievement Gap Group	271	355	76.34	65.91	91.00	120	158	75.95	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										
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	281	435	64.60	78.75	81.00
Targeted Achievement Gap Group	274	406	67.49	70.83	92.00	82	158	51.90	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										
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	8	9		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		70.00	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	7	8	87.50	85.00	
Hispanic	1	1	100.00	100.00	
White	24	25	96.00	96.87	
Economically Disadvantaged	8	9	88.89	70.00	
English Language Learners	0	0	0.00		
Students with Disabilities	0	0	0.00	25.00	

<b>District:</b> ACADEMICS PLUS SCHOOL DISTRICT	<b>Superintendent:</b> ROBERT MCGILL	Report created on: 10/29/2014
<b>School:</b> ACADEMICS PLUS	<b>Principal:</b> PATRICE GROSS	
<b>LEA:</b> 6040702	<b>Grade:</b> K - 05	
<b>Address:</b> 900 EDGEWOOD DIRVE	<b>Enrollment:</b> 361	<b>% Prof/Adv.</b>
<b>Address:</b> MAUMELLE, AR 72113	<b>Attendance:</b> 98.34	<b>2014 Math + Literacy</b> 91.7
<b>Phone:</b> 501-803-0066	<b>Poverty Rate:</b> 21.88	<b>2013 Math + Literacy</b> 87.0
		<b>2012 Math + Literacy</b> 84.2

OVERALL SCHOOL STATUS:	ACHIEVING
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	168	168	100.00	168	168	100.00
Targeted Achievement Gap Group	57	57	100.00	57	57	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	29	29	100.00	29	29	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	125	125	100.00	125	125	100.00
Economically Disadvantaged	43	43	100.00	43	43	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	19	19	100.00	19	19	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	150	157	95.54	79.29	91.00	88	103	85.44	77.14	93.00
Targeted Achievement Gap Group	47	53	88.68	65.91	91.00	25	32	78.13	64.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	150	157	95.54	79.29	91.00	88	103	85.44	77.14	93.00
Targeted Achievement Gap Group	47	53	88.68	65.91	91.00	25	32	78.13	64.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	22	25	88.00	66.38		15	18	83.33	62.50	
Hispanic	n < 10	n < 10	n < 10	76.32		n < 10	n < 10	n < 10	81.25	
White	116	120	96.67	83.09		65	77	84.42	81.98	
Economically Disadvantaged	36	39	92.31	67.19		18	24	75.00	64.35	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	15	19	78.95	43.75		n < 10	n < 10	n < 10	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	138	157	87.90	80.19	92.00	52	103	50.49	78.75	81.00
Targeted Achievement Gap Group	39	53	73.58	70.83	92.00	9	32	28.13	75.77	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	138	157	87.90	80.19	92.00	52	103	50.49	78.75	81.00
Targeted Achievement Gap Group	39	53	73.58	70.83	92.00	9	32	28.13	75.77	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	15	25	60.00	68.15		5	18	27.78	69.32	
Hispanic	n < 10	n < 10	n < 10	76.32		n < 10	n < 10	n < 10	75.00	
White	112	120	93.33	83.88		43	77	55.84	81.98	
Economically Disadvantaged	27	39	69.23	72.73		6	24	25.00	75.41	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	15	19	78.95	43.75		n < 10	n < 10	n < 10	55.00	

<b>District:</b> ACADEMICS PLUS SCHOOL DISTRICT	<b>Superintendent:</b> ROBERT MCGILL	Report created on: 10/29/2014
<b>School:</b> ACADEMICS PLUS	<b>Principal:</b> KIMBERLY WILLIS	
<b>LEA:</b> 6040703	<b>Grade:</b> 06 - 12	
<b>Address:</b> 900 EDGEWOOD DRIVE	<b>Enrollment:</b> 289	<b>% Prof/Adv.</b>
<b>Address:</b> MAUMELLE, AR 72113	<b>Attendance:</b> 92.91	<b>2014 Math + Literacy</b> 82.1
<b>Phone:</b> 501-851-3333	<b>Poverty Rate:</b> 26.64	<b>2013 Math + Literacy</b> 70.2
		<b>2012 Math + Literacy</b> 74.3

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	176	176	100.00	226	226	100.00
Targeted Achievement Gap Group	55	55	100.00	60	60	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	31	31	100.00	33	33	100.00
Hispanic	10	10	100.00	11	11	100.00
White	133	133	100.00	179	179	100.00
Economically Disadvantaged	48	48	100.00	55	55	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	10	10	100.00	11	11	100.00

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	138	165	83.64	79.29	91.00
Targeted Achievement Gap Group	36	53	67.92	65.91	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	138	165	83.64	79.29	91.00
Targeted Achievement Gap Group	36	53	67.92	65.91	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	19	31	61.29	66.38	
Hispanic	n < 10	n < 10	n < 10	76.32	
White	110	123	89.43	83.09	
Economically Disadvantaged	30	46	65.22	67.19	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	7	10	70.00	43.75	

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	173	214	80.84	80.19	92.00
Targeted Achievement Gap Group	41	58	70.69	70.83	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	173	214	80.84	80.19	92.00
Targeted Achievement Gap Group	41	58	70.69	70.83	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	21	33	63.64	68.15	
Hispanic	9	10	90.00	76.32	
White	140	168	83.33	83.88	
Economically Disadvantaged	38	53	71.70	72.73	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	4	11	36.36	43.75	

## 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	32	34	94.12	95.59	94.00
Targeted Achievement Gap Group	n < 10	n < 10	n < 10	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	

**District:** PULASKI COUNTY SPECIAL SCHOOL D **Superintendent:** JERRY GUESS  
**LEA:** 6003000 **Enrollment:** 17060  
**Address:** 925 E. DIXON RD **Attendance:** 94.69  
**Address:** LITTLE ROCK, AR 72206 **Poverty Rate:** 55.62  
**Phone:** 501-234-2000

Report created on: 10/29/2014

% Prof/Adv.

2014 Math + Literacy 68.2

2013 Math + Literacy 69.6

2012 Math + Literacy 73.4

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	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	

<b>District:</b> PULASKI COUNTY SPECIAL SCHOOL D	<b>Superintendent:</b> JERRY GUESS	Report created on: 10/29/2014
<b>School:</b> MAUMELLE HIGH SCHOOL	<b>Principal:</b> REBECCA GUTHRIE	
<b>LEA:</b> 6003151	<b>Grade:</b> 9 - 12	<b>% Prof/Adv.</b>
<b>Address:</b> 100 VICTORY LANE	<b>Enrollment:</b> 1053	<b>2014 Math + Literacy</b> 63.6
<b>Address:</b> MAUMELLE, AR 72113	<b>Attendance:</b> 94.47	<b>2013 Math + Literacy</b> 62.7
<b>Phone:</b> 501-234-2510	<b>Poverty Rate:</b> 34.09	<b>2012 Math + Literacy</b> 64.8

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT
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## PERCENT TESTED

PERCENT TESTED STATUS:	NEEDS IMPROVEMENT					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	264	267	98.88	455	472	96.40
Targeted Achievement Gap Group	119	120	99.17	210	225	93.33
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	130	132	98.48	209	218	95.87
Hispanic	12	12	100.00	22	23	95.65
White	114	115	99.13	215	222	96.85
Economically Disadvantaged	110	111	99.10	189	202	93.56
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	16	16	100.00	30	32	93.75

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING				
	PERFORMANCE -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	180	250	72.00	65.52	91.00
Targeted Achievement Gap Group	67	113	59.29	52.91	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	401	606	66.17	65.52	91.00
Targeted Achievement Gap Group	128	255	50.20	52.91	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	81	127	63.78	54.65	
Hispanic	n < 10	n < 10	n < 10	55.00	
White	89	106	83.96	78.84	
Economically Disadvantaged	65	104	62.50	54.27	
English Language Learners	n < 10	n < 10	n < 10	25.00	
Students with Disabilities	3	16	18.75	25.00	

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT				
	PERFORMANCE -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	261	443	58.92	83.65	92.00
Targeted Achievement Gap Group	92	202	45.54	81.08	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	791	1266	62.48	83.65	92.00
Targeted Achievement Gap Group	331	632	52.37	81.08	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO	
African American	98	206	47.57	81.62	
Hispanic	13	21	61.90	83.34	
White	144	207	69.57	86.37	
Economically Disadvantaged	85	181	46.96	81.82	
English Language Learners	n < 10	n < 10	n < 10	62.50	
Students with Disabilities	6	29	20.69	25.00	

## 2013 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:	ACHIEVING				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	122	145	84.14	63.08	94.00
Targeted Achievement Gap Group	46	55	83.64	60.45	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	274	398	68.84	63.08	94.00
Targeted Achievement Gap Group	111	169	65.68	60.45	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	60	73	82.19	61.06	
Hispanic	n < 10	n < 10	n < 10	55.00	
White	51	61	83.61	65.30	
Economically Disadvantaged	40	48	83.33	59.50	
English Language Learners	n < 10	n < 10	n < 10	100.00	
Students with Disabilities	10	12	83.33	60.00	

<b>District:</b> PULASKI COUNTY SPECIAL SCHOOL D	<b>Superintendent:</b> JERRY GUESS	Report created on: 10/29/2014
<b>School:</b> MAUMELLE MIDDLE SCHOOL	<b>Principal:</b> RYAN BURGESS	
<b>LEA:</b> 6003149	<b>Grade:</b> 6 - 8	<b>% Prof/Adv.</b>
<b>Address:</b> 1000 CARNAHAN DR	<b>Enrollment:</b> 884	<b>2014 Math + Literacy</b> 67.7
<b>Address:</b> MAUMELLE, AR 72113	<b>Attendance:</b> 96.05	<b>2013 Math + Literacy</b> 72.7
<b>Phone:</b> 501-851-8990	<b>Poverty Rate:</b> 42.19	<b>2012 Math + Literacy</b> 76.9

OVERALL SCHOOL STATUS:	NEEDS IMPROVEMENT FOCUS
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## PERCENT TESTED

PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	861	897	95.99	963	1001	96.20
Targeted Achievement Gap Group	439	451	97.34	454	467	97.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	362	373	97.05	384	396	96.97
Hispanic	40	44	90.91	45	49	91.84
White	442	462	95.67	511	532	96.05
Economically Disadvantaged	397	407	97.54	410	421	97.39
English Language Learners	15	15	100.00	17	17	100.00
Students with Disabilities	85	88	96.59	86	89	96.63

## 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	581	816	71.20	74.65	91.00	534	773	69.08	76.60	93.00
Targeted Achievement Gap Group	228	411	55.47	61.29	91.00	209	387	54.01	64.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1817	2412	75.33	74.65	91.00	1661	2230	74.48	76.60	93.00
Targeted Achievement Gap Group	709	1165	60.86	61.29	91.00	658	1079	60.98	64.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	207	338	61.24	66.06		191	322	59.32	68.61	
Hispanic	26	38	68.42	64.00		24	37	64.86	67.86	
White	337	423	79.67	81.21		311	399	77.94	82.82	
Economically Disadvantaged	220	369	59.62	63.73		200	354	56.50	66.97	
English Language Learners	5	14	35.71	62.50		3	14	21.43	78.57	
Students with Disabilities	11	79	13.92	37.17		11	67	16.42	38.52	

## 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	592	917	64.56	79.35	92.00	471	800	58.88	76.03	81.00
Targeted Achievement Gap Group	186	425	43.76	67.12	92.00	158	397	39.80	63.61	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	1873	2688	69.68	79.35	92.00	1431	2258	63.37	76.03	81.00
Targeted Achievement Gap Group	630	1213	51.94	67.12	92.00	509	1090	46.70	63.61	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	174	360	48.33	67.31		144	333	43.24	63.06	
Hispanic	26	42	61.90	75.00		23	38	60.53	75.00	
White	375	492	76.22	87.48		294	413	71.19	85.34	
Economically Disadvantaged	176	382	46.07	68.94		152	363	41.87	65.34	
English Language Learners	3	15	20.00	77.50		2	14	14.29	78.57	
Students with Disabilities	13	80	16.25	37.17		8	69	11.59	43.44	

<b>District:</b> PULASKI COUNTY SPECIAL SCHOOL D	<b>Superintendent:</b> JERRY GUESS	Report created on: 10/29/2014
<b>School:</b> CRYSTAL HILL ELEMENTARY	<b>Principal:</b> STACY DONAGHY	
<b>LEA:</b> 6003093	<b>Grade:</b> P - 5	<b>% Prof/Adv.</b>
<b>Address:</b> 5001 NORTHSHORE DR	<b>Enrollment:</b> 689	<b>2014 Math + Literacy</b> 76.2
<b>Address:</b> NORTH LITTLE ROCK, AR 72118	<b>Attendance:</b> 95.00	<b>2013 Math + Literacy</b> 79.5
<b>Phone:</b> 501-791-8000	<b>Poverty Rate:</b> 37.74	<b>2012 Math + Literacy</b> 88.1

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	345	345	100.00	345	345	100.00
Targeted Achievement Gap Group	165	165	100.00	165	165	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	147	147	100.00	147	147	100.00
Hispanic	20	20	100.00	20	20	100.00
White	168	168	100.00	168	168	100.00
Economically Disadvantaged	142	142	100.00	142	142	100.00
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	45	45	100.00	45	45	100.00

## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	259	328	78.96	88.80	91.00	170	210	80.95	91.79	93.00
Targeted Achievement Gap Group	107	158	67.72	77.72	91.00	67	97	69.07	85.54	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	831	988	84.11	88.80	91.00	519	606	85.64	91.79	93.00
Targeted Achievement Gap Group	335	461	72.67	77.72	91.00	214	269	79.55	85.54	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	105	139	75.54	81.84		69	91	75.82	87.20	
Hispanic	12	20	60.00	100.00		7	12	58.33	100.00	
White	134	160	83.75	92.74		90	102	88.24	95.04	
Economically Disadvantaged	95	135	70.37	83.79		60	84	71.43	87.33	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	21	44	47.73	52.27		14	25	56.00	79.00	

## STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -MATHEMATICS					GROWTH -MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	241	328	73.48	90.85	92.00	101	224	45.09	80.72	81.00
Targeted Achievement Gap Group	91	158	57.59	83.16	92.00	40	104	38.46	74.70	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	771	988	78.04	90.85	92.00	329	620	53.06	80.72	81.00
Targeted Achievement Gap Group	292	461	63.34	83.16	92.00	128	276	46.38	74.70	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	88	139	63.31	86.52		31	96	32.29	75.30	
Hispanic	11	20	55.00	100.00		6	14	42.86	75.00	
White	134	160	83.75	93.55		60	109	55.05	84.51	
Economically Disadvantaged	80	135	59.26	87.16		33	89	37.08	76.76	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	22	44	50.00	52.27		10	27	37.04	61.00	

<b>District:</b> PULASKI COUNTY SPECIAL SCHOOL D	<b>Superintendent:</b> JERRY GUESS	Report created on: 10/29/2014
<b>School:</b> PINE FOREST ELEMENTARY SCHOOL	<b>Principal:</b> YOLANDA THOMAS	
<b>LEA:</b> 6003142	<b>Grade:</b> K - 5	<b>% Prof/Adv.</b>
<b>Address:</b> 400 PINE FOREST DR	<b>Enrollment:</b> 563	<b>2014 Math + Literacy</b> 84.7
<b>Address:</b> MAUMELLE, AR 72113	<b>Attendance:</b> 96.65	<b>2013 Math + Literacy</b> 82.0
<b>Phone:</b> 501-851-5380	<b>Poverty Rate:</b> 41.03	<b>2012 Math + Literacy</b> 91.3

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	277	278	99.64	277	278	99.64
Targeted Achievement Gap Group	127	128	99.22	127	128	99.22
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	95	95	100.00	95	95	100.00
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	161	162	99.38	161	162	99.38
Economically Disadvantaged	117	118	99.15	117	118	99.15
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	18	18	100.00	18	18	100.00

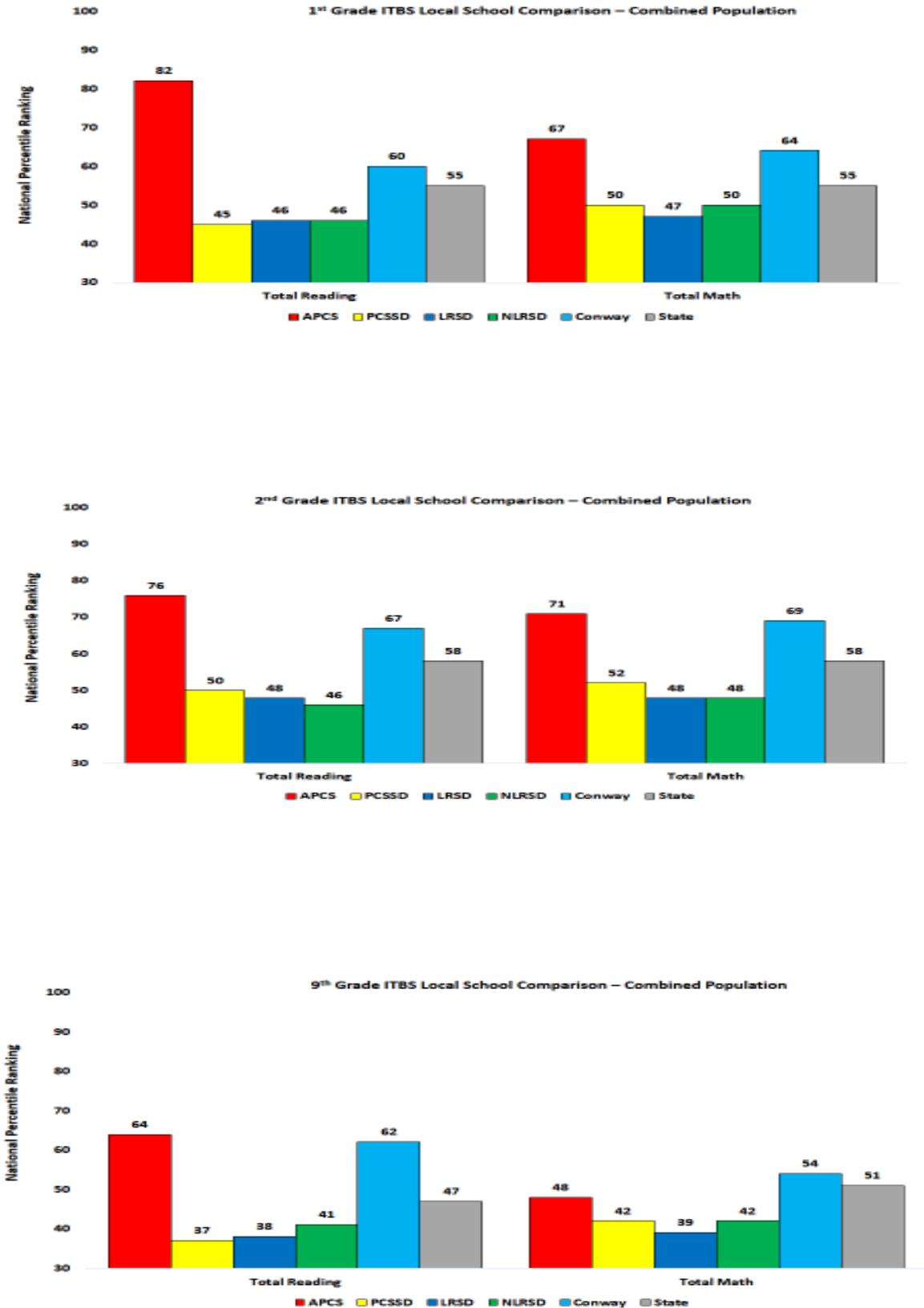
## STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	NEEDS IMPROVEMENT									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	241	268	89.93	91.83	91.00	148	184	80.43	94.74	93.00
Targeted Achievement Gap Group	100	120	83.33	85.00	91.00	60	81	74.07	91.18	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	726	812	89.41	91.83	91.00	445	529	84.12	94.74	93.00
Targeted Achievement Gap Group	286	358	79.89	85.00	91.00	169	228	74.12	91.18	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	78	92	84.78	84.38		45	58	77.59	91.85	
Hispanic	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	100.00	
White	148	156	94.87	95.39		93	114	81.58	95.52	
Economically Disadvantaged	94	110	85.45	86.72		55	73	75.34	92.62	
English Language Learners	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10		
Students with Disabilities	9	17	52.94	54.17		8	12	66.67	86.37	

## 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	213	268	79.48	93.24	92.00	83	187	44.39	84.65	81.00
Targeted Achievement Gap Group	79	120	65.83	87.15	92.00	30	83	36.14	84.56	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	669	812	82.39	93.24	92.00	275	532	51.69	84.65	81.00
Targeted Achievement Gap Group	241	358	67.32	87.15	92.00	105	230	45.65	84.56	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	63	92	68.48	84.38		20	61	32.79	80.43	
Hispanic	n < 10	n < 10	n < 10	87.50		n < 10	n < 10	n < 10	75.00	
White	137	156	87.82	97.49		59	114	51.75	86.54	
Economically Disadvantaged	74	110	67.27	89.07		26	75	34.67	86.48	
English Language Learners	n < 10	n < 10	n < 10	25.00		n < 10	n < 10	n < 10		
Students with Disabilities	7	17	41.18	54.17		5	12	41.67	72.73	

# 2014 IOWA Test of Basic Skills Comparison



## Writing Prompt and Reading Open Response Scores

	Grade Level	Pts. Possible	A+ 2011	State 2011	A+ 2012	State 2012	A+ 2013	State 2013	A+ 2014	State 2014
<b>Reading</b>										
Literary Passage	3	8	3.2	4.1	3.8	3.6	3.9	4.4	3.8	3.7
Content Passage	3	8	4.9	4.9	4.5	4.1	5.5	4.8	2.1	2.2
Practical Passage	3	8	1.9	2.9	4.1	3.8	2.6	3.1	3.5	3.3
<b>Writing</b>										
Content Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 / 2.4	2.5 / 2.3	2.4 / 2.6	2.4 / 2.4	2.3 / 2.9	2.1 / 2.5
Style Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 / 2.4	2.5 / 2.3	2.4 / 2.6	2.4 / 2.4	2.3 / 2.9	2.1 / 2.5
Sent. Formation	3	4 & 4	2.8 / 3.3	3.0 / 3.1	3.2 / 3.0	3.0 / 2.9	3.1 / 3.1	2.8 / 2.7	3.2 / 3.1	2.7 / 2.7
Usage Domain	3	4 & 4	3.3 / 3.7	3.5 / 3.6	3.7 / 3.5	3.4 / 3.3	3.4 / 3.4	3.2 / 3.2	3.5 / 3.4	3.0 / 3.0
Mechanics Domain	3	4 & 4	2.9 / 3.4	3.2 / 3.2	3.4 / 3.3	3.1 / 3.1	3.2 / 3.1	3.0 / 2.9	3.4 / 3.1	2.9 / 2.8
<b>Reading</b>										
Literary Passage	4	8	5.7	5.8	4.4	4.7	4.9	3.8	4	3.9
Content Passage	4	8	3.7	4.5	4.5	4.3	5.6	5.4	7.1	6.1
Practical Passage	4	8	3.6	4.3	2	2.2	4.1	4	5.6	5.3
<b>Writing</b>										
Content Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0 / 3.0	2.8 / 2.9	2.5 / 2.9	2.5 / 2.8
Style Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0 / 3.0	2.8 / 2.9	2.6 / 2.9	2.5 / 2.8
Sent. Formation	4	4 & 4	3.5 / 3.6	3.4 / 3.3	3.5 / 3.4	3.3 / 3.3	3.5 / 3.7	3.1 / 3.3	3.4 / 3.5	3.1 / 3.0
Usage Domain	4	4 & 4	3.6 / 3.8	3.6 & 3.5	3.5 / 3.7	3.5 / 3.5	3.7 / 3.8	3.4 / 3.5	3.8 / 3.7	3.5 / 3.4
Mechanics Domain	4	4 & 4	3.4 / 3.6	3.4 / 3.3	3.3 / 3.6	3.4 / 3.4	3.5 / 3.7	3.2 / 3.3	3.5 / 3.3	3.2 / 3.1
<b>Reading</b>										
Literary Passage	5	8	3.8	3.9	4.9	4.6	6.2	6.3	3.8	4.7
Content Passage	5	8	6.5	6.7	5.6	4.8	6.6	6.4	5	4.5
Practical Passage	5	8	6.7	6.4	5.1	5.6	4.4	4.6	6.5	5.7
<b>Writing</b>										
Content Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0 / 3.0	2.8 / 2.9	2.9 / 2.9	2.8 / 3.0	2.8 / 2.9
Style Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0 / 3.0	2.9 / 2.9	2.9 / 2.9	2.8 / 3.0	2.8 / 2.9
Sent. Formation	5	4 & 4	3.3 / 3.3	3.5 / 3.4	3.8 / 3.7	3.4 / 3.5	3.5 / 3.4	3.4 / 3.4	3.8 / 3.8	3.5 / 3.6
Usage Domain	5	4 & 4	3.7 / 3.5	3.7 / 3.6	3.8 / 3.8	3.6 / 3.7	3.6 / 3.6	3.6 / 3.5	3.96 / 4.0	3.6 / 3.7
Mechanics Domain	5	4 & 4	3.7 / 3.6	3.6 / 3.5	3.7 / 3.8	3.5 / 3.6	3.6 / 3.5	3.6 / 3.4	3.9 / 3.8	3.5 / 3.6
<b>Reading</b>										
Literary Passage	6	8	6.5	6.5	4.8	5.1	5.5	5.5	4.6	4.4
Content Passage	6	8	5.3	5.2	5.9	6.1	4.8	4.4	6.6	6.4
Practical Passage	6	8	5.8	5.6	2.8	3	5.4	5.5	4.8	4.3
<b>Writing</b>										
Content Domain	6	4 & 4	2.8 & 2.8	2.9 / 2.9	2.6 / 2.7	2.9 / 3.0	2.8 / 2.9	2.9 / 2.9	3.0 / 2.8	3.0 / 2.9
Style Domain	6	4 & 4	2.9 / 2.8	2.9 / 2.9	2.6 / 2.8	2.9 / 3.0	2.7 / 2.9	2.9 / 3.0	3.0 / 2.8	3.0 / 2.9
Sent. Formation	6	4 & 4	3.5 / 3.5	3.5 / 3.6	3.3 / 3.4	3.6 / 3.6	3.7 / 3.8	3.6 / 3.6	3.8 / 3.8	3.6 / 3.6
Usage Domain	6	4 & 4	3.7 / 3.6	3.7 / 3.7	3.7 / 3.7	3.7 / 3.7	3.7 / 3.8	3.7 / 3.8	3.8 / 3.9	3.8 / 3.7
Mechanics Domain	6	4 & 4	3.7 / 3.6	3.7 / 3.6	3.5 / 3.7	3.7 / 3.7	3.8 / 3.8	3.7 / 3.7	3.8 / 3.8	3.7 / 3.7
<b>Reading</b>										
Literary Passage	7	8	4.1	4.7	5.8	5.2	2.7	3.6	5.4	4.7
Content Passage	7	8	5.6	6.2	4.1	4.9	5.3	5.6	4.4	4.9
Practical Passage	7	8	6	6.5	4.6	4.6	4	4.1	6.2	6.1
<b>Writing</b>										
Content Domain	7	4 & 4	2.7 / 2.8	2.9 / 2.9	3.2 / 2.7	3.0 / 2.8	2.8 / 2.9	2.8 / 3.0	2.9 / 2.7	3.0 / 2.9
Style Domain	7	4 & 4	2.7 / 2.8	2.9 / 2.9	3.2 / 2.7	3.0 / 2.8	2.8 / 2.9	2.8 / 3.0	2.9 / 2.7	3.0 / 2.9
Sent. Formation	7	4 & 4	3.5 / 3.7	3.6 / 3.7	3.9 / 3.7	3.7 / 3.6	3.7 / 3.8	3.7 / 3.7	3.9 / 3.8	3.7 / 3.7
Usage Domain	7	4 & 4	3.5 / 3.8	3.7 / 3.7	3.8 / 3.8	3.8 / 3.7	3.9 / 3.9	3.7 / 3.8	4.0 / 3.9	3.8 / 3.8
Mechanics Domain	7	4 & 4	3.5 / 3.7	3.6 / 3.7	3.9 / 3.7	3.8 / 3.7	3.9 / 3.9	3.7 / 3.7	4.0 / 3.9	3.8 / 3.7
<b>Reading</b>										
Literary Passage	8	8	5.2	5.1	5.4	4.9	6.6	6.4	5.2	6
Content Passage	8	8	5.2	5.2	5.7	5.6	5.4	5.4	5.1	5.5
Practical Passage	8	8	6.8	6	5.9	6	4.2	3.8	5.2	5.2
<b>Writing</b>										
Content Domain	8	4 & 4	2.6 / 3.1	2.8 / 3.1	2.9 / 3.4	2.9 / 3.1	2.9 / 3.1	2.9 / 3.1	2.8 / 2.9	3.0 / 3.0
Style Domain	8	4 & 4	2.6 / 3.1	2.8 / 3.1	3.0 / 3.4	2.9 / 3.1	2.9 / 3.0	2.9 / 3.1	2.8 / 2.9	3.0 / 3.0
Sent. Formation	8	4 & 4	3.8 / 3.8	3.7 / 3.6	3.9 / 3.8	3.7 / 3.7	3.9 / 3.8	3.8 / 3.8	3.9 / 3.9	3.7 / 3.7
Usage Domain	8	4 & 4	3.9 / 3.9	3.8 / 3.7	3.9 / 3.9	3.8 / 3.8	3.8 / 3.9	3.8 / 3.8	3.9 / 4.0	3.8 / 3.7
Mechanics Domain	8	4 & 4	3.7 / 3.9	3.7 / 3.7	3.8 / 3.8	3.8 / 3.7	3.8 / 3.9	3.8 / 3.8	3.8 / 4.0	3.8 / 3.7

## Academics Plus Charter School

## Test Score Comparison of 2011, 2012, 2013 and 2014

Grade Level	Test	Subject	*PROF/AD 2011	*PROF/AD 2012	*PROF/ADV 2013	*PROF/AD 2014	Change from 2011 to 2014	Change From 2013 to 2014
3 <sup>rd</sup> Grade	Benchmark	Literacy	66%	90%	90%	92%	+26	+2
4 <sup>th</sup> Grade	Benchmark	Literacy	85%	95%	95%	98%	+13	+3
5 <sup>th</sup> Grade	Benchmark	Literacy	79%	95%	89%	96%	+17	+7
6 <sup>th</sup> Grade	Benchmark	Literacy	65%	79%	72%	76%	+11	+4
7 <sup>th</sup> Grade	Benchmark	Literacy	57%	80%	85%	86%	+19	+1
8 <sup>th</sup> Grade	Benchmark	Literacy	83%	88%	85%	82%	-1	-3
11 <sup>th</sup> Grade	EOC	Literacy	72%	77%	74%	85%	+13	+11
3 <sup>rd</sup> Grade	Benchmark	Math	89%	88%	95%	97%	+8	+2
4 <sup>th</sup> Grade	Benchmark	Math	74%	76%	96%	86%	+12	-10
5 <sup>th</sup> Grade	Benchmark	Math	80%	88%	66%	82%	+2	+16
6 <sup>th</sup> Grade	Benchmark	Math	71%	68%	89%	80%	+9	-9
7 <sup>th</sup> Grade	Benchmark	Math	66%	66%	63%	86%	+20	+23
8 <sup>th</sup> Grade	Benchmark	Math	64%	67%	57%	82%	+18	+25
Algebra I	EOC	Math	76%	87%	64%	75%	-1	+11
Geometry	EOC	Math	70%	65%	67%	78%	+8	+11
5 <sup>th</sup> Grade	Benchmark	Science	40%	55%	51%	77%	+37	+26
7 <sup>th</sup> Grade	Benchmark	Science	26%	40%	32%	37%	+11	+5
Biology	EOC	Science	44%	41%	67%	76%	+32	+9

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

Grade Level	Test	Subject	**2011 Percentile Rank	**2012 Percentile Rank	**2013 Percentile Rank	**2014 Percentile Rank	Change from 2011 to 2014	Change from 2013 to 2014
1 <sup>st</sup> Grade	ITBS	Reading	71 <sup>st</sup> %tile	69 <sup>th</sup> %tile	80 <sup>th</sup> %tile	82 <sup>nd</sup> %tile	+11	+2
1 <sup>st</sup> Grade	ITBS	Language	69 <sup>th</sup> %tile	69 <sup>th</sup> %tile	88 <sup>th</sup> %tile	86 <sup>th</sup> %tile	+17	-2
1 <sup>st</sup> Grade	ITBS	Math	70 <sup>th</sup> %tile	74 <sup>th</sup> %tile	84 <sup>th</sup> %tile	74 <sup>th</sup> %tile	+4	-10
2 <sup>nd</sup> Grade	ITBS	Reading	62 <sup>nd</sup> %tile	75 <sup>th</sup> %tile	76 <sup>th</sup> %tile	80 <sup>th</sup> %tile	+18	+4
2 <sup>nd</sup> Grade	ITBS	Language	54 <sup>th</sup> %tile	71 <sup>st</sup> %tile	72 <sup>nd</sup> %tile	62 <sup>nd</sup> %tile	+8	-10
2 <sup>nd</sup> Grade	ITBS	Math	65 <sup>th</sup> %tile	75 <sup>th</sup> %tile	84 <sup>th</sup> %tile	75 <sup>th</sup> %tile	+10	-9
9 <sup>th</sup> Grade	ITBS	Reading	64 <sup>th</sup> %tile	59 <sup>th</sup> %tile	59 <sup>th</sup> %tile	83 <sup>rd</sup> %tile	+19	+24
9 <sup>th</sup> Grade	ITBS	Revising Written Materials	59 <sup>th</sup> %tile	60 <sup>th</sup> %tile	59 <sup>th</sup> %tile	67 <sup>th</sup> %tile	+8	+8
9 <sup>th</sup> Grade	ITBS	Math	57 <sup>th</sup> %tile	51 <sup>st</sup> %tile	53 <sup>rd</sup> %tile	48 <sup>th</sup> %tile	-9	-5

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

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



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

## LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

June 9, 2014

Academics Plus Charter School  
Director and Board Members  
Maumelle, Arkansas

Re: Academics Plus Charter School of Pulaski County  
June 30, 2013

The Legislative Joint Auditing Committee, at its June 6, 2014 meeting, filed the above referenced report.

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

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

LEGISLATIVE JOINT AUDITING COMMITTEE

Handwritten signature of Bryan B. King in black ink.

Bryan B. King  
Senate Co-chairman

Handwritten signature of Kim Hammer in black ink.

Kim Hammer  
House Co-chairman

BK;KH:aw  
EDCS00113

cc: Mike Hernandez  
Assistant Commissioner for Fiscal  
and Administrative Services



# ARKANSAS DEPARTMENT OF EDUCATION

RECEIVED JUN 25 2014 ATTACHMENT 8

RECEIVED JUN 5 2014

Dr. Tom W. Kimbrell  
Commissioner

June 20, 2014

**State Board of Education**

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Dr. Jay Barth  
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Newport

Alice Mahony  
El Dorado

Toyce Newton  
Crossett

Mireya Reith  
Fayetteville

Vicki Saviers  
Little Rock

Diane Zook  
Melbourne

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

Dear Mr. McGill:

The Individuals with Disabilities Education Improvement Act of 2004 amended the Individuals with Disabilities Education Act (IDEA) to require each State to submit a State Performance Plan (SPP) to the U.S. Department of Education in December 2005. The IDEA further requires that each State submit an Annual Performance Report (APR) to the U.S. Department of Education that includes data on the State's performance in relation to the measurable and rigorous targets established in the SPP. The APR based on the SPP was submitted February 1, 2014. In addition, the IDEA requires each State to report publicly the performance of each local education agency (LEA) in relation to the measurable and rigorous targets established in the State's SPP. Each LEA APR is published on the ADE Special Education website (<http://arksped.k12.ar.us>) and was provided previously to the LEA.

As the Office of Special Education Programs (OSEP) at the U.S. Department of Education reviews the State's APR submission, Section 616 of the IDEA must be considered annually to determine whether the State:

- Meets the requirements and purpose of Part B;
- Needs assistance in implementing the requirements of Part B;
- Needs intervention in implementing the requirements of Part B;
- Needs substantial intervention in implementing the requirements of Part B.

IDEA requires the States to make the same determination at the LEA level.

In making these determinations and in deciding upon appropriate enforcement actions, the ADE will consider all information available at the time of the determination, including the history, nature and length of time of any reported noncompliance, and any evidence of correction.

For the current school year the SPP compliance indicators used in making the determinations were:

- Indicator 4b:** Suspension/Expulsion
- Indicator 09:** Disproportionality - Eligibility
- Indicator 10:** Disproportionality - Disability Category

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Rob McGill  
 Page 2 of 2  
 June 20, 2014

- Indicator 11:** Child Find – Timely Evaluation  
**Indicator 13:** Secondary Transition  
**Indicator 15:** Identification and Correction of Noncompliance: Timely correction, within one year of citation, of noncompliance identified by the ADE by monitoring or other means  
**Indicator 20:** Timely and Accurate Data Reporting: All required data elements (via APSCN/MySped Resource) were accurate and submitted on time.

To that end, the review of the LEA's 2012-13 Annual Performance Report resulted in a determination of "**Meets Requirements**" for the Academics Plus Charter School.

As an LEA with a designation of "Meets Requirements", no corrective actions are required. However, the ADE suggests that the LEA review its APR and use it as a guide for planning school improvement activities.

Failure to comply with these requirements will result in non-compliance citations and or sanctions.

The ADE Special Education Unit is committed to supporting the LEA's implementation of the IDEA with a focus on improving education results and functional outcomes for all students with disabilities.

Respectfully,



Martha Kay Asti, Associate Director  
 Special Education Unit

Enclosure

cc: Lisa Haley, Administrator, Monitoring/Program Effectiveness  
 Mary Perry, Coordinator, Charter and Home Schools  
 Kristin Hughes, State Supervisor, Non-traditional Programs  
 Donna Broyles, LEA Supervisor  
 File



# ARKANSAS DEPARTMENT OF EDUCATION

**Dr. Tom W. Kimbrell**  
*Commissioner*

January 8, 2014

**State Board  
of Education**

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*Fayetteville*  
**Chair**

Sam Ledbetter  
*Little Rock*  
**Vice Chair**

Dr. Jay Barth  
*Little Rock*

Joe Black  
*Newport*

Alice Mahony  
*El Dorado*

Toyce Newton  
*Crossett*

Mireya Reith  
*Fayetteville*

Vicki Saviers  
*Little Rock*

Diane Zook  
*Melbourne*

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

Dear Mr. McGill:

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

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

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

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

Respectfully,

Kristin Hughes, State Supervisor  
Non-traditional Programs  
Special Education

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



# ARKANSAS DEPARTMENT OF EDUCATION

**Dr. Tom W. Kimbrell**  
*Commissioner*

December 19, 2012

**State Board  
of Education**

Jim Cooper  
*Melbourne*  
**Chair**

Brenda Gullett  
*Fayetteville*  
**Vice Chair**

Dr. Jay Barth  
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Alice Mahony  
*El Dorado*

Toyce Newton  
*Crossett*

Mireya Reith  
*Fayetteville*

Vicki Saviers  
*Little Rock*

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

Dear Mr. McGill:

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

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

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

Sincerely,

Derryl Evans, Specialist  
Standards Assurance Unit

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# ARKANSAS DEPARTMENT OF EDUCATION

ATTACHMENT 11

**Tony Wood**  
*Commissioner*

November 24, 2014

**State Board  
of Education**

Sam Ledbetter  
*Little Rock*  
**Chair**

6040700

Academics Plus School District  
Robert McGill, Superintendent

Toyce Newton  
*Crossett*  
**Vice Chair**

900 Edgewood Drive  
Maumelle, AR 72113

Dr. Jay Barth  
*Little Rock*

Attention - Superintendent

Joe Black  
*Newport*

Section 1120A (c) in the Elementary and Secondary Education Act (ESEA) Comparability of Services requires that local education agencies (LEAs) be able to document that the services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the LEA. State and local funds must be used in participating schools to provide services that, taken as a whole, are "at least comparable" to services in schools that do not participate in the Title I program.

Kim Davis  
*Fayetteville*

Alice Mahony  
*El Dorado*

Mireya Reith  
*Fayetteville*

Vicki Saviers  
*Little Rock*

Given this requirement, the Academics Plus School District met the 2014-15 Title I, ESEA Comparability. The Comparability Report submitted on 11/13/2014 to the Arkansas Department of Education has been desk audited and found to meet comparability by either one of the following:

Diane Zook  
*Melbourne*

- had one campus per grade span group
- the buildings were at least twice the size causing an unfair comparison

Districts should keep a copy of this letter and data to show grade span groups for the 2014-15 school year in the district audit file.

If you have any questions concerning the report, please feel free to contact me at 501-683-1243 or by email at [annette.carlton-pearson@arkansas.gov](mailto:annette.carlton-pearson@arkansas.gov)

Sincerely,

Annette Pearson  
Federal Grants Analysis

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ATTACHMENT 11



# ARKANSAS DEPARTMENT OF EDUCATION

**Dr. Tom W. Kimbrell**  
*Commissioner*

**State Board  
of Education**

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Mireya Reith  
*Fayetteville*

Vicki Saviers  
*Little Rock*

Diane Zook  
*Melbourne*

January 21, 2014

Mr. Rob McGill  
Pulaski Charter  
900 Edgewood Drive  
Maumelle, AR 72113

Dear Mr. McGill:

The Coordinated Review Effort (CRE) for the schools in the Pulaski Charter School District was completed on January 16, 2014. I would like to express my appreciation to your staff for their assistance. Records needed for the review were in good order, which facilitated the review process. All staff members did an excellent job of having everything prepared.

The review confirmed:

- Performance Standard 1: Certification/Counting/Claiming – all free, reduced price and paid lunches claimed for reimbursement are served only to children eligible for free, reduced price and paid lunches, respectively; and counted, recorded, consolidated and reported through a system which consistently yields correct claims.
- Performance Standard 2: Components – lunches claimed for reimbursement within the school food authority contain food items/components as required by Program regulations.

The general areas reviewed are in compliance with United States Department of Agriculture (USDA) regulation on the day of the review.

Based on USDA guidance, the local Child Nutrition Program needs to develop a method for tracking food cost related to non-program food (a la carte, second meals, adult meals, and contract meals). At this time, the revenue received for the sale of non-program food must be tracked by each district. Compliance will be determined if the percentage of non-program food cost is less than the percentage of revenue received from the sale of these foods.

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Mr. Rob McGill  
January 21, 2014  
Page 2

As you know, information was collected during the review to enable me to complete a nutrient analysis of menus for one week of the menu cycle. The result of this analysis will be mailed as soon as it is completed.

The following items were concerns to be addressed from the review:

1. The storage of food items in the cafeteria area is a food safety and security problem. Presently there is outside access to all items. A secure area needs to be provided for these items.
2. The lack of equipment does not allow for the staff to prepare a variety of foods, and this also affects the quality of food produced.
3. Training for kitchen workers and better utilization of staff would help in food production. Consideration to a designated manager should help in this area.
4. The facility has several problems with uneven floors. (A safety problem.) I would encourage the upgrading of the present facilities for a better atmosphere and also check the heating of the facilities. This process would be a great one for the *Wellness Committee* to work on and make recommendations.
5. The majority of these problems would be alleviated when the planned cafeteria is constructed.

I appreciate your continuing interest and support for the Child Nutrition Program and if I can be of further assistance, please contact me at (501)324-9502.

Sincerely,



Jerry Swope  
Area Specialist  
Arkansas Department of Education  
Child Nutrition Unit

JS/ep

cc: Betsy Coffman  
Child Nutrition Director

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

**A RESOLUTION TO BE ENTITLED:**

**RESOLUTION NO. 2014-47**

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

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

**WHEREAS**, Academics Plus Charter School (“APCS”) has continued in operation in the City of Maumelle for more than a decade. APCS continues to maintain a student population more diverse than the City of Maumelle and close to the PCSSD residence percentage. APCS has a minority population of 23% with an African American population of 16%. The City of Maumelle has a minority population of 19% with an African American population of 12%. The PCSSD residence minority population is 28% with an African American population of 21%; and,

**WHEREAS**, the Academics Plus Charter School currently has an enrollment cap of 750 students set by the State of Arkansas for 2014-2015 and 850 for 2015-2016; and

**WHEREAS**, APCS has received recognition for outstanding achievement from the State Board of Education (SBE), Arkansas Department of Education (ADE) and the Office of Education Policy at the University of Arkansas (OEP). The recognition received included the following:

- a. For the 2014-2015 School Year (SY) APCS is classified by the ADE as an “ACHIEVING” district. The elementary school is classified as an “ACHIEVING” school and the high school is classified as “ACHIEVING” in literacy, graduation rate and number of students tested.
- b. In November 2014 the APCS Elementary School and the APCS High School were both recognized by the SBE as Reward Schools. This is the second year in a row that the APCS Elementary School has been recognized under this category. This classification places the schools in the top 20% of Arkansas schools and they both received monetary rewards for performance.
- c. OEP has recognized APCS for multiple awards during the past two years. They are as follows:
  - (1) In December 2014 the elementary school received a “Most Improved Math” award.
  - (2) In December 2014 the high school received a “Most Improved Biology” award.
  - (3) In December 2014 the high school received a “Most Improved Middle Math” award.
  - (4) In October 2014 the high school received a “High-Achieving High School” award. APCS High School is ranked number 12 in the state and number four in Central Arkansas for student performance on the Biology EOC.
  - (5) In September 2014 the elementary school received the High Achieving “Overall” School in Arkansas by being in the top 25 schools in Arkansas for literacy achievement.
  - (6) In December 2013 the high school received a “Most Improved Geometry” award; and

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

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

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

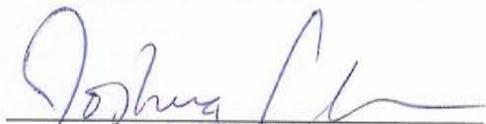
SECTION 2. The City Council and the Mayor support the request to the authorizing authority to extend the charter for twenty (20) years and to increase the capacity of the Charter School incrementally from 850 in 2015-2016 to 1300 in 2019-2020. The City supports the proposal to phase in the increase over the five year period by adding an additional 100 to 150 students per year.

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

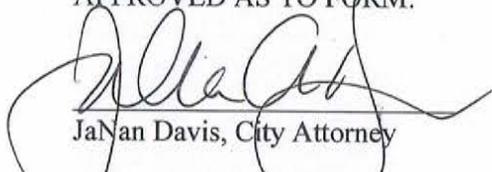
APPROVED this 1 day of December, 2014.

  
Michael Watson, Mayor

ATTEST:

  
Joshua Clausen, City Clerk

APPROVED AS TO FORM:

  
JaNan Davis, City Attorney

SPONSORED BY:

Mayor Michael Watson

	Saunders	Anderson	Kelley	Mosley	Lewis	Hogue	Johnson	Norris
Aye:	<input checked="" type="checkbox"/>							
No:	<input type="checkbox"/>							