

Friendship LR Elementary School Accountability Profile

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Arkansas Department of Education
Charter School Office

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Section 1: Abstract

Friendship LR Elementary School, an open-enrollment charter school within the Friendship Aspire Academy network, serves students in grades K–5 and operates under a district-wide enrollment cap of 2,785. The school’s mission centers on delivering a high-quality liberal arts education designed to develop ethical, literate, and well-rounded students prepared for long-term academic and life success. Although the school maintains a compliant accreditation status, publicly available information about its leadership structure, governance, and required documentation—such as board agendas and minutes—is limited, raising concerns about transparency and accessibility of state-required information.

Enrollment and demographic data indicate relatively low student enrollment counts compared to the district cap, with 175 students reported for the 2025–2026 school year. Academic performance shows mixed outcomes: while growth indicators in English and math show some progress toward state averages, achievement scores in multiple subjects remain below state benchmarks, particularly in English Language Arts and math. Additionally, chronic absenteeism rates significantly exceed state averages, and recent data reflect increasing disciplinary incidents. Financially, Friendship LR Elementary demonstrates moderate performance, with ending balances and unrestricted fund levels hovering near the “meeting” threshold; however, cash-on-hand metrics fall below recommended levels, and the absence of accessible board financial discussions further limits transparency.

Operationally, the school provides a comprehensive School Improvement Plan, though the most recent version appears outdated, relying on data from 2020–2021. While the plan is detailed and aligned with best practices in literacy, math instruction, and progress monitoring, it lacks current baseline data, clear intervention decision rules, and measurable outcomes tied to monitoring systems. Teacher retention and credentialing data are partially unavailable, complicating evaluation of staffing stability. Overall, the profile highlights the school’s strong mission alignment and structured instructional design but identifies critical areas for improvement in academic performance, attendance, data transparency, and fidelity to up-to-date improvement planning.

Section 2: School Summary

Background Information

Location	3615 W 25 th Street, Little Rock, AR
Year Opened	2018 (District)
Grade Levels	k-5
Enrollment Cap	2,785 (District)
Charter Type	Open Enrollment
Mission Statement	The mission of Friendship Aspire Academy is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens. Friendship Aspire Academy seeks to fulfill this mission by providing students a high quality, liberal arts education focused on preparing students with the academic and life skills needed to be successful in college and beyond.

Leadership Team

There does not appear to be any information on the Friendship general website or the school website regarding the makeup of their leadership team, nor board members, board meeting agendas nor minutes. The principal noted on the webpage is Dr. Carol Redfield-Mims; however, contact information was unavailable.

Personnel	Title	School / Organization	Email
Dr. Carol Redfield-Mims	School Principal	Friendship LR Elementary School	

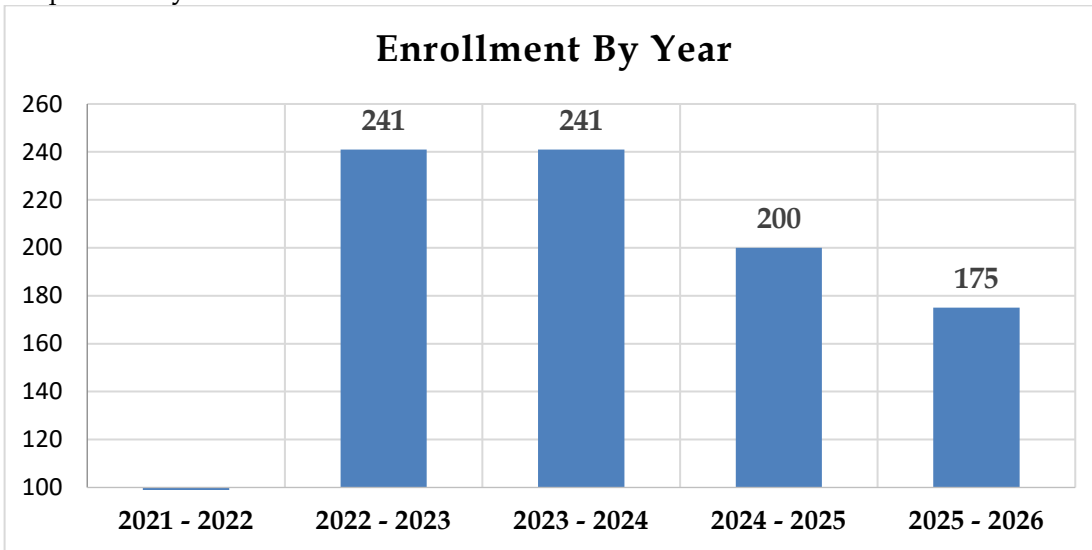
Section 3: Student Enrollment Data

Table 3.0 – 2025 – 2026 Enrollment

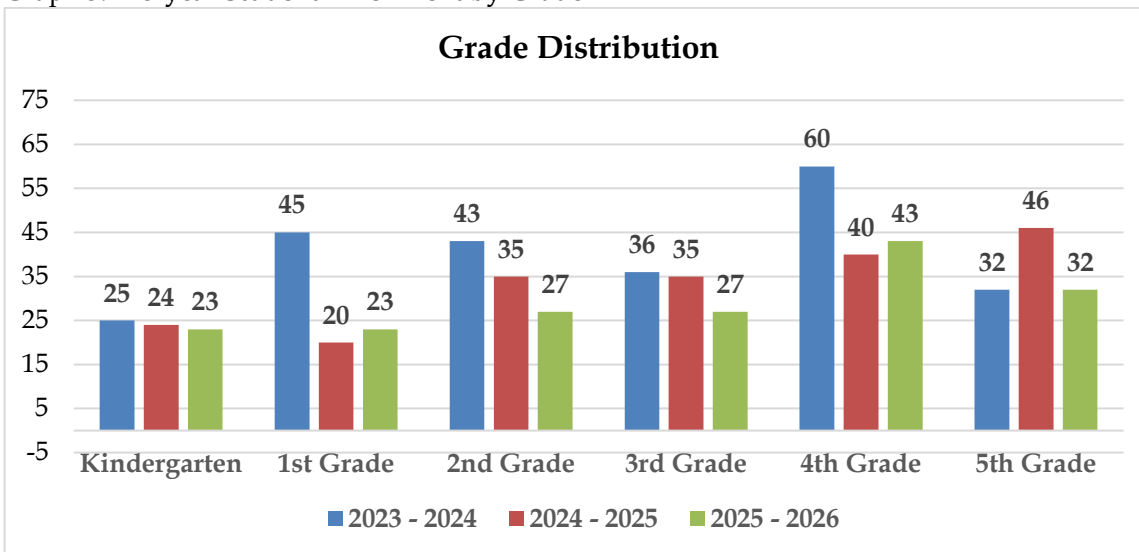
2025 – 2026 Enrollment	Enrollment CAP	Percent of Cap
175	2,785 (District)	6.3%

Graph 3.0 reports the total enrollment count by year; **Graph 3.1** shows student enrollment by grade for the 2024 – 2025 school year; **Graph 3.2** shows student demographics over the past four years. The data reported was captured from the Arkansas Department of Education’s Data Center and is current as of the October 2025 school census count. There was no Enrollment data available for the 2021 – 2022 school year; nor Low SES data for 2025-2026.

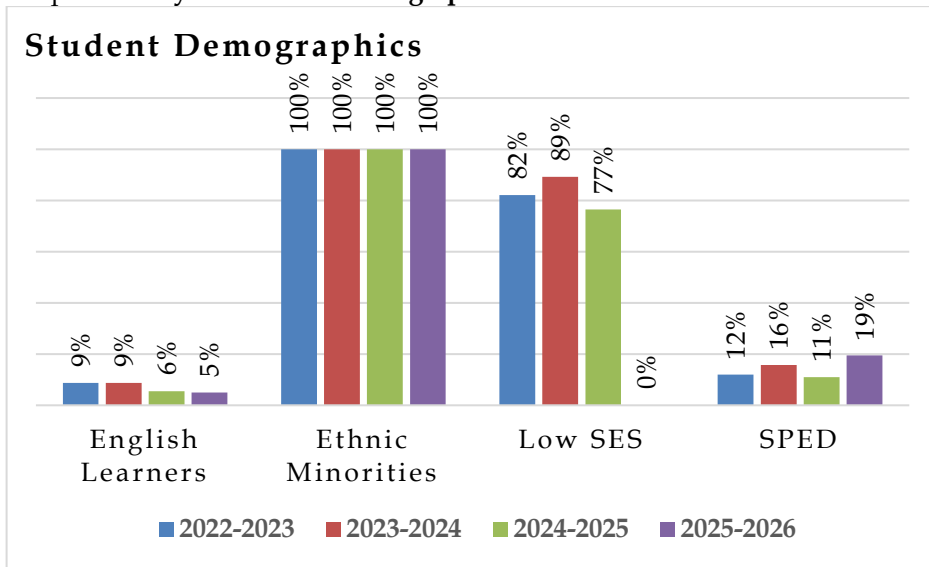
Graph 3.0 - 5-year School Enrollment



Graph 3.1 - 3-year Student Enrollment by Grade



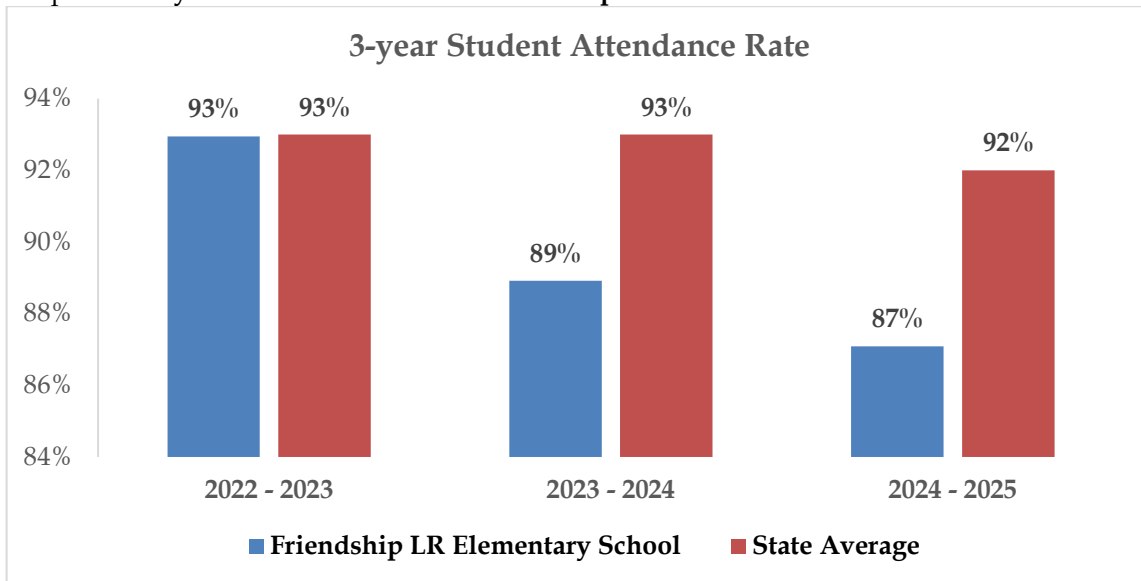
Graph 3.2 - 4-year Student Demographics



Student Attendance Rates

Graph 3.3 presents student attendance rates from the 2022-2023 school year through the 2024-2025 school year along with a comparison to the state average attendance rate. The information for 2025-2026 was not available at the time of document creation.

Graph 3.3 - 3-year Student Attendance Rate Comparison



Section 4: Academic Performance Data

In 2013, the Arkansas legislature passed A.C.A 6-15-2105, requiring the state to implement an A-F grading scale for schools as an indicator of a school's overall academic health. **Table 4.0** shows the three-year history of Friendship LR Elementary School's letter grade compared to the Pulaski County Special School District and state.

Table 4.0 - **Letter Grade Comparison**

School	2022-2023	2023-2024	2024-2025
Friendship LR Elementary School			
Pulaski County Special School District	C	C	D
State average	C	C	C

Growth and Achievement Indicators

Growth scores show how many students met their **individual growth goals** on the end-of-year tests. It highlights how well a school helps **all students make progress**, no matter where they start.

Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests in comparison to state average.

As a public charter school, Friendship LR Elementary School is responsible for educating students according to the standards set for all Arkansas public schools. As of the 2024 - 2025 school year, the ATLAS assessment is being used to track both Growth and Achievement for schools.

Table 4.1 - **Growth Score Ranges for the ASPIRE and ATLAS assessments***

	ASPIRE Growth Score Ranges	ATLAS Growth Score Ranges
Exceeding Standard	85% or Higher	51% or Higher
Meeting Standard	80% - 84%	45% - 50%
Approaching Standard	70% - 79%	35% - 44%
Not Meeting Standard	69% or Lower	34% or Lower

Table 4.1.a **Achievement Score Ranges**

	Achievement Score Ranges
Exceeding Standard	Greater than the state average
Meeting Standard	Equal to or within 5% of the state average
Approaching Standard	6 - 10% below the state average
Not Meeting Standard	11% or more below the state average

**Team members from the Charter School Office worked with Public School Accountability team members to create estimated ASPIRE score ranges for comparison to ATLAS Growth Scores.*

Table 4.2 depicts both growth and achievement scores. (note: during the 2021 - 2022 school year, the ASPIRE assessment was utilized for both Growth and Proficiency(Achievement). The ATLAS assessment was first used in the 2023 - 2024 and there were no officially published scores for the 2023 - 2024 school year).

Table 4.2 - Growth and Achievement Scores

Growth - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	No Data				80.00%
2022-2023 ASPIRE			76.77%		80.14%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS			42%		53%

Growth - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	No Data				79.83%
2022-2023 ASPIRE			79.78%		79.88%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS	53%				52%

Achievement - English					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	No Data				38.59%
2022-2023 ASPIRE				3.92%	41.73%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				15%	38%

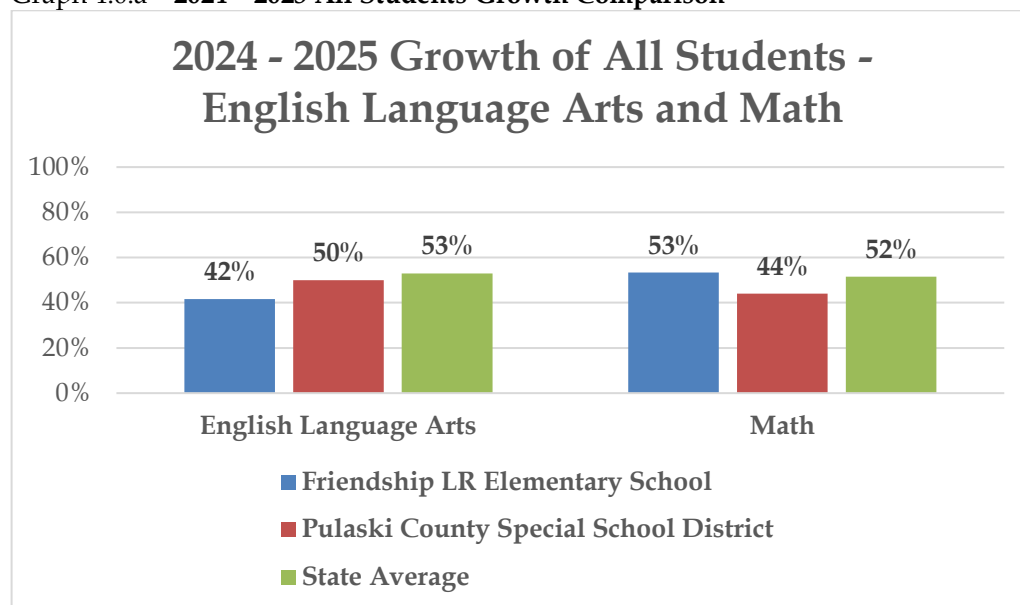
Achievement - Math					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	No Data				26.67%
2022-2023 ASPIRE		23.30%			23.45%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				23%	40%

Achievement - Science					State Average
	Exceeding Standard	Meeting Standard	Approaching Standard	Not Meeting Standard	
2021-2022 ASPIRE	No Data				30.22%
2022-2023 ASPIRE				6.00%	30.17%
2023-2024	No Official Scores Published by the State				
2024-2025 ATLAS				14%	38%

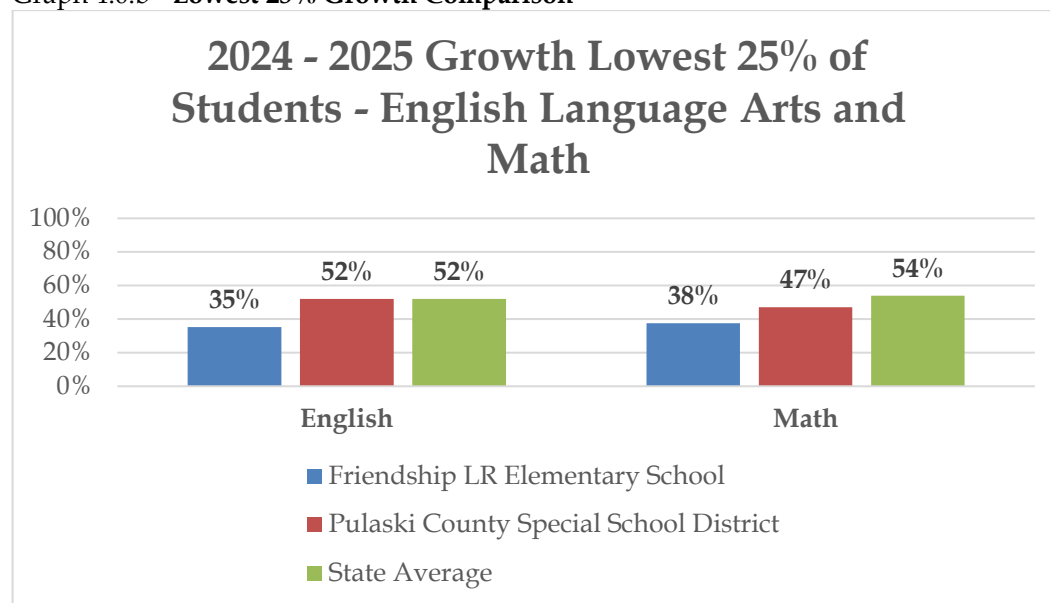
School Growth Comparison Data 2024 – 2025 school year

Graph 4.0.a compares growth of all students at Friendship LR Elementary School in English Language Arts and Math with the Pulaski County Special School District and state average. **Graph 4.1.b** compares growth of the lowest 25% of students at Friendship LR Elementary School in English Language Arts and Math with the Pulaski County Special School District and state average.

Graph 4.0.a – 2024 – 2025 All Students Growth Comparison



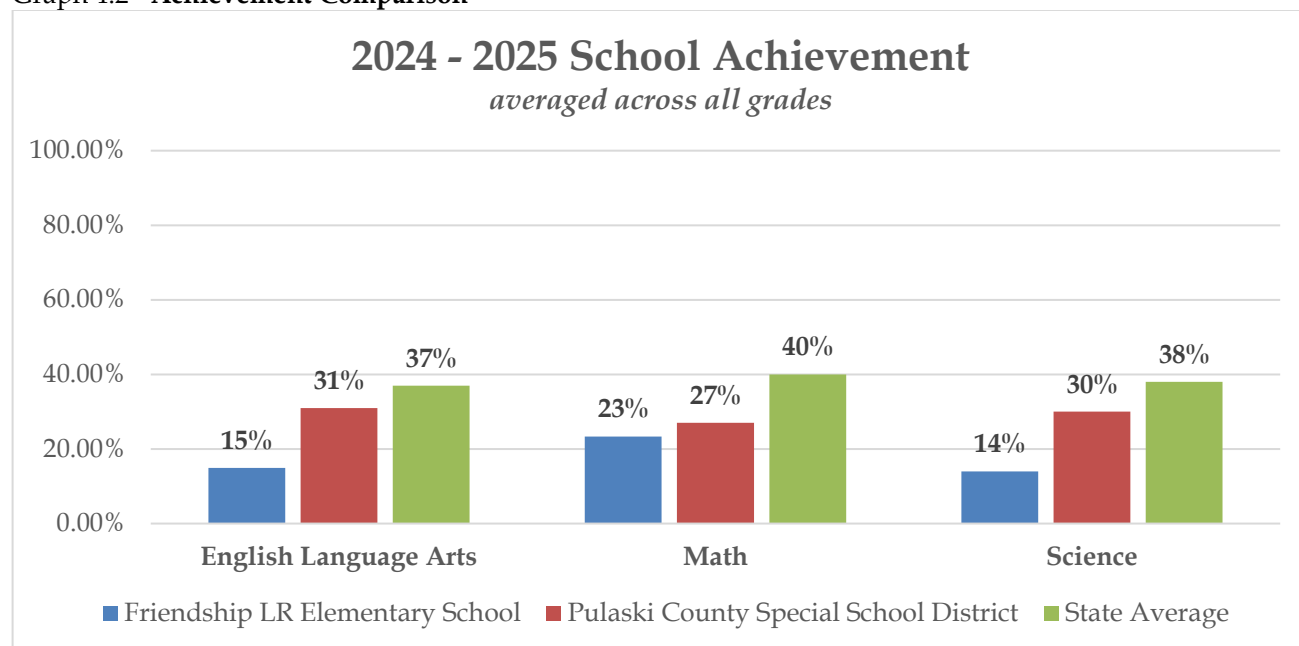
Graph 4.0.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

Graph 4.2 presents proficiency scores, averaged across all grades, for Friendship LR Elementary School in English Language Arts, Math, and Science for the 2024 - 2025 school year compared to the Pulaski County Special School District and the state average.

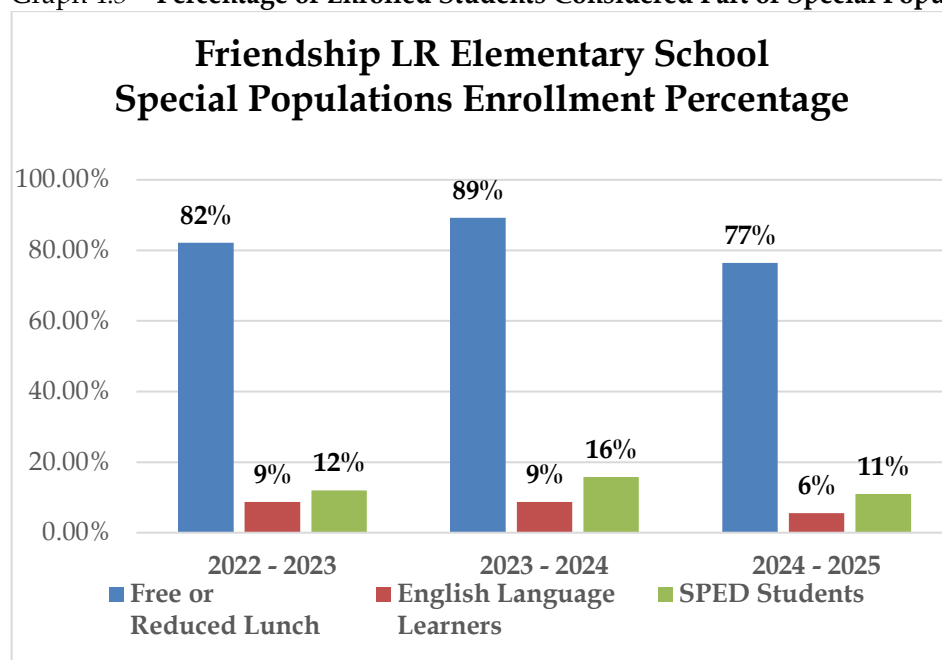
Graph 4.2 - Achievement Comparison



Special Populations

The State of Arkansas' definition of special populations includes students who receive a free or reduced lunch, English language learners, and students identified as SPED. **Graph 4.3** provides Friendship LR Elementary School's enrollment percentages of students identified as part of a special population during the past three years.

Graph 4.3 - Percentage of Enrolled Students Considered Part of Special Populations



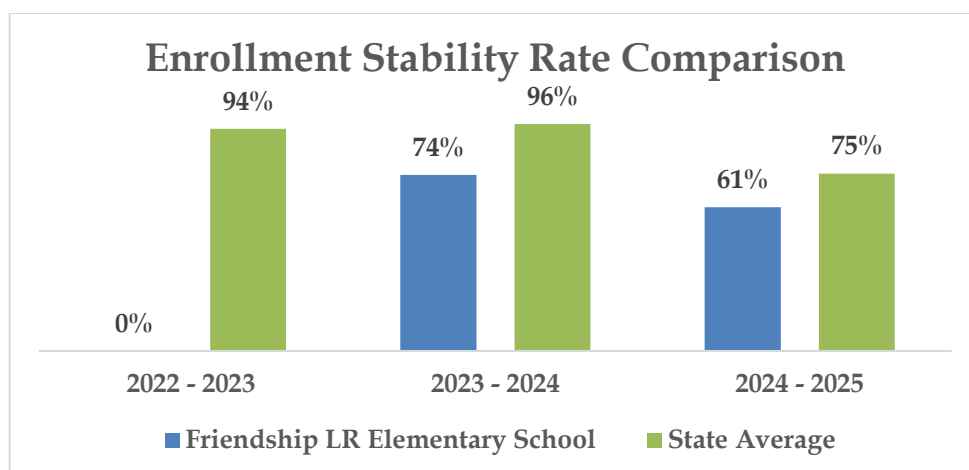
Learning Services Summary

Friendship LR Elementary School had limited support from ADE Learning Services.

Enrollment Stability Rates

Graph 4.4 illustrates Friendship LR Elementary School's enrollment stability over 3 years as compared to the state average. Enrollment stability is defined as the percentage of students who return to the same school from the previous school year.

Graph 4.4 - Enrollment Stability Rate Comparison



Student Discipline

Table 4.3 presents Friendship LR Elementary School's disciplinary history over the past 3 years and compares it to the state average.

Table 4.3 - 3-year Disciplinary history

	Friendship LR Elementary School Whole Number Count	State Average
School Suspensions (In & Out of school)		
2022-2023	No Data	103.93
2023-2024	No Data	103.90
2024-2025	60	96.03
Expulsions		
2022-2023	0	1.06
2023-2024	0	0.94
2024-2025	0	0.81
Chronic Absenteeism		
2022-2023	No Data	22%
2023-2024	41.10%	27%
2024-2025	44.11%	21%

Section 5: Financial Performance Data

Financial information was provided by the Arkansas Department of Education's Finance office in late October 2025. There were no Board Meeting minutes found on the CMO's website to determine whether discussions about finances were part of their agendas.

Financial Metrics (3-years)

Table 5.0 provides definitions used for categories, while **Table 5.1** provides data for Friendship LR Elementary School based on the Financial Performance rubric sections provided by ADE Finance (1. Essential

Financial Readiness, 2. General Financial Readiness, 3. Financial Sustainability).

Table 5.0 – Performance Metrics’ Category Definitions

Category	Meets	Does Not Meet	Falls Far Below
<i>Ending Balance % of Revenue</i>	Greater than 8%	Between 8 – 6%	Below 6%
<i>Days Cash on Hand</i>	Greater than 60 days	30 – 60 days	Less than 30 days
<i>Operating Margin</i>	Equal to or greater than 1	Between 1 – 0.05	School demonstrates a negative Margin
<i>Unrestricted Fund Balance</i>	Greater than or equal to 8.33%	Between 8.33 - 7.33%	Less than 7.33%
<i>Enrollment Stability</i>	Greater than or equal to 90%	Between 89 – 80%	Less than 79%
<i>Fiscal Management & Oversight</i>	Yes , clear signs of the board meeting, discussing, and acting on quarterly reviews and/ or addressing financial issues. Also, a fiscal audit has been performed each operational year and is discussed within the board.		No , there are clear gaps in board meetings, no clear discussion, and/or acting on quarterly reviews. Also, there are clear gaps in fiscal audits being performed. No clear actions or discussion have been undergone

Table 5.1 - 3-year Financial Performance for CMO (Friendship Academy)

Color Legend	Meets	Does Not Meet	Falls Far Below
	2023 – 2024	2024 - 2025	2025 - 2026
<i>Ending Balance % of Revenue</i>	7.97%	7.23%	8.7%
<i>Days Cash on Hand</i>	28.81	26.34	32.21
<i>Operating Margin</i>	- 0.01	-0.02	0.01
<i>Unrestricted Fund Balance</i>	7.89	7.21	8.82
<i>Enrollment Stability</i>	100	82.98	87.5
<i>Fiscal Management & Oversight</i>	No Board Minutes	No Board Minutes	No Board Minutes

Financial Data (3-years)

Table 5.2 - 3-year Financial Data for CMO (Friendship Academies)

Topics	2023-2024 Actual	2024-2025 Actual	2025-2026 Budgeted
<i>Beginning Balance</i>	\$983,046.90	\$870,402.81	\$845,139.90
<i>Revenue</i>	\$10,914,413.99	\$11,682,261.80	\$11,719,832.00
<i>Expenditures</i>	\$11,027,058.08	\$11,707,524.71	\$11,545,869.73
<i>Ending Balance</i>	\$870,402.81	\$845,139.90	\$1,019,102.17
<i>Ending Balance % of Revenue</i>	7.97%	7.23%	8.7%

Section 6: Operational Performance Review

This section reviews Friendship LR Elementary School's compliance with applicable laws, enrollment and recruitment practices, and school improvement plans. The data assists in ensuring accountability and allows ADE to support continuous improvement in charter schools. Additionally, the information aids ADE's Charter School Office in deciding whether to recommend that the Charter Authorizing Panel renews the charter contract.

School Compliance Summary

Currently, Friendship LR Elementary School does not have any standing flagging actions and is compliant with the ADE Standards for Accreditation. The school provided a detailed School Improvement Plan that included

detailed goals and plans for achieving each goal.

Charter School Board

Board meeting agendas and minutes are very difficult to find on the Friendship Aspire website. Finding the State Required Information was challenging. There is a small vertical link “Explore” on the left side of the website that lists Board of Trustees meeting schedule & minutes; when selecting that link, the only schedules are for 2021 – 2022 and 2022 – 2023. Minutes posted are for June, July, September, October, and November 2022 and January 2023.

Additionally, when selecting the “Schools” link on the Explore tab, Friendship Academy Little Rock Elementary is not listed.

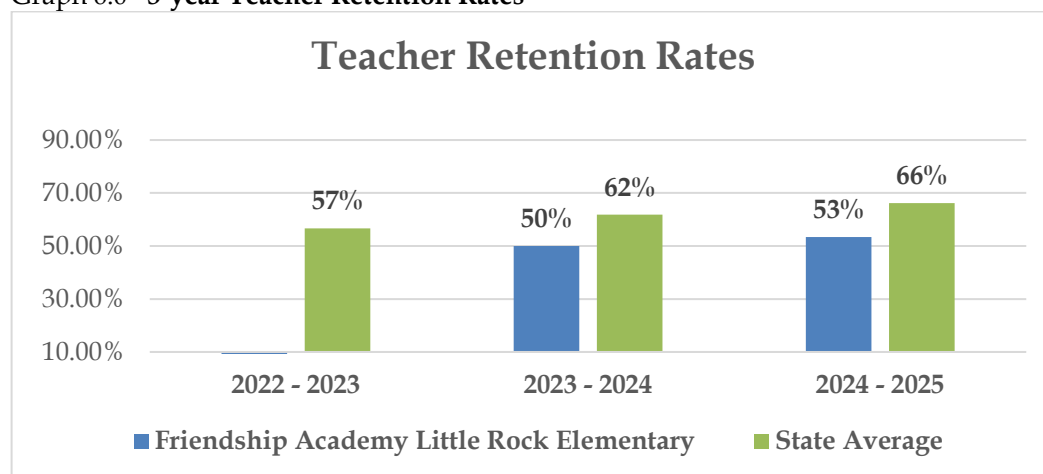
Staff Recruitment and Retention Plan

The staff recruitment and retention plan for Friendship Aspire CMO’s is not easily found on their website (see explanation under Charter School Board section). The recruitment and retention plan was created and submitted in 2022. The goals and action steps lack specificity, nor is there evidence of plan execution or success.

Teacher Retention Rates

Graph 6.0 shows 3-year teacher stability for Friendship LR Elementary School compared to the state average. Teacher stability is defined as the percentage of teachers who return to the school from the previous school year. There was no data available for the 2022 – 2023 school year.

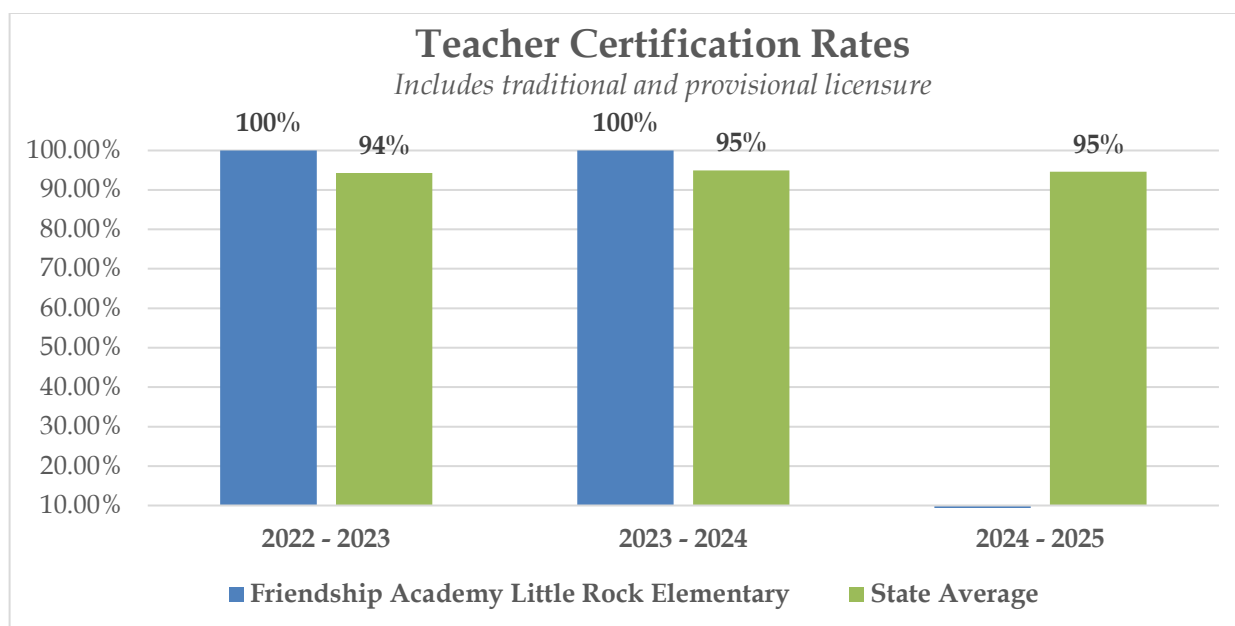
Graph 6.0 –3-year Teacher Retention Rates



Teacher Certification Rates

Graph 6.1 provides Friendship LR Elementary School’s percentage of certified teachers compared to the state average. Understanding the percentage of credentialed teaching staff can be informative when discussing performance outcomes and teacher training needs. There was no data for 2024 – 2025 for Friendship Academy Little Rock Elementary.

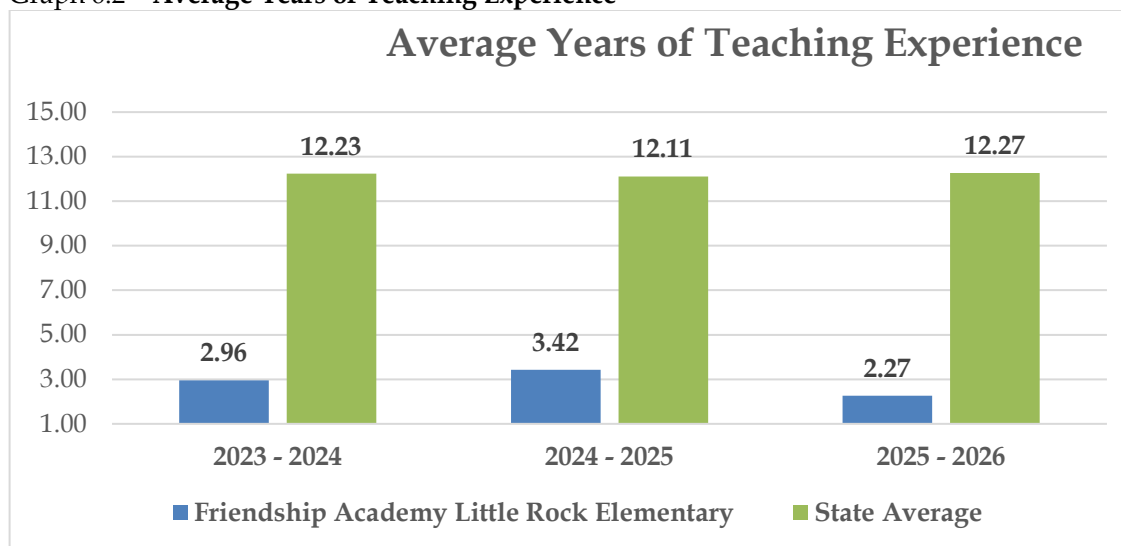
Graph 6.1 – Teacher Certification Rates



Average Teaching Experience

Graph 6.2 presents Friendship LR Elementary School's average years of teaching experience compared to the state average.

Graph 6.2 – Average Years of Teaching Experience



School Improvement Plan

The most recent School Improvement Plan for Friendship LR Elementary School found on their website is from 2022, with the latest data from the 2020 – 2021 school year.

Strengths: Completeness & Alignment

The SIP is comprehensive and well-structured, with clear alignment across needs assessment data, theories of action, goals, instructional actions, monitoring procedures, and evaluation structures. The plan includes

multiple measures of student performance (NWEA, ACT Aspire, screeners, RTI data) and clearly identifies priorities in **high-quality instruction** and **student engagement**. Goals in both literacy and math are specific, measurable, and tied to established benchmarks – primarily a **50% increase in students reaching Ready/Exceeding** levels on NWEA and ACT Aspire assessments across grade bands
LR-Elem-SIP-22-23 (1)

The literacy and math instructional blocks are detailed with time allocations and embedded research-based practices, reflecting the district’s implementation of **Science of Reading, RISE, Heggerty, Foundations, and Eureka Math**.

The action steps are also robust, outlining daily expectations for teachers, diagnostic assessments, small-group structures, and RTI processes. Monitoring structures include weekly walkthroughs, PLC reviews, intervention team meetings, progress monitoring cycles, and quarterly data updates – all of which demonstrate strong oversight systems. The inclusion of the district literacy plan further strengthens coherence and long-term strategy alignment.

Areas Needing Increased Specificity

Despite its strengths, the plan would benefit from several refinements:

1. Goals Lack Grade-Level Baselines

While the plan calls for a 50% increase in readiness levels, few goals list **current baseline percentages** by grade (some tables are incomplete). This makes it difficult to determine realistic targets or measure growth trajectories.

2. Interventions Are Defined Broadly

RTI processes are described (weekly meetings, diagnostic data, intervention periods), but the plan does not specify:

- Criteria for moving students between tiers
- Specific intervention programs by grade/need
- Expected frequency/duration by intervention level

3. Monitoring Systems Need More Outcome Metrics

The monitoring section largely states “PLC minutes reflect discussion” or “administrators monitor through walkthroughs.” These are **process-based** indicators. Stronger **outcome-based** metrics (e.g., % of students meeting weekly growth targets, fidelity check averages) would enhance the plan’s rigor.

4. Instructional Coaching Not Fully Operationalized

Teacher support (mentors, administrators) is present but could be strengthened with:

- Defined coaching cycles
- Look-for rubrics
- Scheduled feedback loops

Overall, the plan is operationally thorough but could be strengthened with clearer quantitative baselines, more explicit intervention protocols, and deeper specificity around fidelity monitoring.

Section 7: Executive Summary

Key Findings

Friendship LR Elementary School maintains compliance with ADE Standards for Accreditation and provides a detailed, structured School Improvement Plan; however, the most recent SIP is dated from 2022 and relies on outdated performance data. Enrollment remains significantly below the district-wide cap, with only 175 students reported for 2025–2026 – representing just 6.3% of district capacity. Academic performance data reveal that the

school is consistently performing below state averages in both achievement and growth, particularly in English Language Arts, Math, and Science. Chronic absenteeism has risen sharply, and disciplinary incidents increased substantially in 2024–2025. Financially, the school’s CMO demonstrates marginal performance, remaining near threshold levels for ending balance and unrestricted fund percentages but falling below expectations for days cash on hand. Governance transparency is limited due to missing or outdated board meeting minutes and difficulty locating required public documents on the CMO’s website.

Analysis

Enrollment patterns suggest challenges with recruitment, retention, or community confidence, especially given the substantial gap between actual enrollment and authorized district capacity. Academic outcomes indicate ongoing struggles in student mastery and growth despite some alignment to state expectations; the absence of official statewide test scores in 2023–2024 further complicates longitudinal analysis. Chronic absenteeism rates – exceeding 40% for two consecutive years – are a significant barrier to academic improvement and correlate with lower proficiency and growth outcomes.

Operationally, the lack of accessible board documentation restricts public accountability and raises concerns about oversight of financial, academic, and operational performance. Although the SIP is well-structured and includes strong instructional frameworks, its age and reliance on outdated assessment data limit its usefulness for current decision-making. Financial performance trends at the CMO level reflect stability in ending balances but insufficient liquidity and weak operating margins, compounded by a lack of accessible financial governance records. Staffing indicators, including incomplete data on teacher retention and certification, create additional uncertainty regarding instructional capacity.

Conclusions

Friendship LR Elementary School demonstrates core strengths in mission alignment, structured instructional systems, and compliance with state accreditation; however, these strengths are overshadowed by academic underperformance, elevated absenteeism, limited transparency in governance, and outdated improvement planning. The combination of low enrollment, rising disciplinary incidents, and inconsistent data across operational areas indicates systemic issues that must be addressed to ensure long-term sustainability and improved student outcomes. Without targeted interventions and clearer monitoring systems, the school risks continued academic stagnation and diminished stakeholder trust.

Recommendations

1. **Strengthen Academic Improvement Efforts**
 - Update the School Improvement Plan using current ATLAS and local assessment data.
 - Establish grade-level baseline performance indicators and measurable outcome metrics.
 - Implement clear intervention protocols, including criteria for tier movement and fidelity monitoring tools.
2. **Address Attendance and Engagement Challenges**
 - Develop an Attendance Recovery Plan targeting root causes of chronic absenteeism.
 - Increase partnerships with families, social services, and community organizations to address barriers.
3. **Increase Governance Transparency**
 - Post all board agendas, minutes, financial reports, and required documents in an accessible location.
 - Establish a consistent board review schedule that includes academic, financial, and operational oversight.
4. **Improve Recruitment and Retention Systems**
 - Update the staff recruitment and retention plan with measurable goals and timelines.
 - Provide coaching cycles, mentoring structures, and professional learning aligned with instructional priorities.

5. **Strengthen Financial Oversight**

- Implement regular review of cash flow, operating margins, and budget alignment.
- Ensure financial updates and audits are included in board documentation and made publicly available.

6. **Expand Enrollment Strategies**

- Conduct a localized needs assessment to understand barriers to enrollment.
- Enhance community outreach through targeted marketing, school tours, and family engagement initiatives.

These corrective actions will help position Friendship LR Elementary School to address persistent performance challenges, strengthen accountability, and improve overall school effectiveness.