

Cave City Middle School Career and Collegiate
Preparatory
Accountability Profile

Expedited Review



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Section 1: Abstract

Cave City Middle School Career and Collegiate Preparatory is a district conversion charter serving grades 6–8 that opened in 2022 with a mission focused on preparing students for future academic and life choices through diverse, practical, and rigorous learning opportunities. The school operates with an enrollment of 257 students against a cap of 375 (approximately 69% of capacity). The Accountability Profile presents a multi-year snapshot of enrollment, academic outcomes, governance practices, financial condition, and improvement planning, framed within an expedited review context by the Arkansas Department of Education Charter School Office.

Academic performance indicators show consistent and favorable results relative to state averages. The school earned a letter grade of B for three consecutive years, outperforming the state average grade of C across the same period. Growth and achievement comparisons using ATLAS data show competitive performance in English Language Arts, Math, and Science, including analysis of both all-student growth and lowest-quartile growth. The school improvement framework emphasizes curriculum alignment, literacy across content areas, PLC-driven instructional improvement, and structured intervention systems.

Financial and operational indicators are strong. ADE Finance reported no financial concerns or findings. Governance documentation, including board schedules, agendas, minutes, and required budget approvals, is accessible and current. The board demonstrates routine academic and financial oversight, and the district recruitment and retention plan outlines concrete multi-year strategies for educator stability, diversity, and pipeline development. Overall, the profile reflects a stable and compliant charter with solid academic standing and established improvement system

Section 2: School Summary

Background Information

Location	711 North Main St., Cave City, AR 72521
Year Opened	2022
Grade Levels	6 - 8
Enrollment CAP	375
Charter Type	District Conversion
Mission Statement	The mission of Cave City Middle School Career and Collegiate Preparatory is to provide practical and academically diverse opportunities that prepare students for future and life choices through the pursuit of academic and personal excellence in a challenging and supportive environment.

Leadership Team

Personnel	Title	School / Organization	Email
Cheryl Bell	School Principal	Cave City Middle School	cbell@cavecity.ncsc.k12.ar.us
Steven Green	Superintendent	Cave City School District	sgreen@cavecity.ncsc.k12.ar.us
Eddie Walling	Board Member	Cave City School District	Eddie.walling@cavecity.ncsc.k12.ar.us
Bobby Sanders	Board Member	Cave City School District	Bobby.sanders@cavecity.ncsc.k12.ar.us

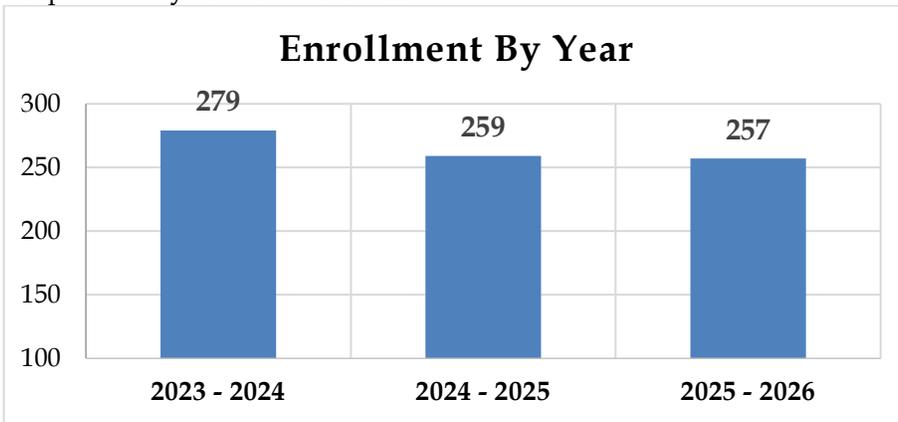
Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

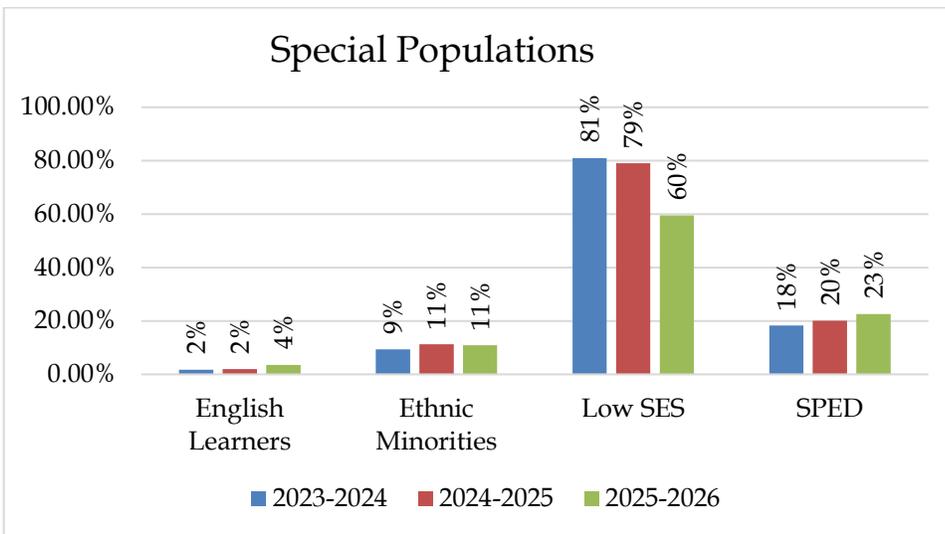
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
257	375	68.53%

Graph 3.0 reports the past three years' total enrollment count; **Graph 3.1** shows the charter school's enrollment percentages of students identified as part of a special population during the past three 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.

Graph 3.0 - 3-year School Enrollment



Graph 3.1 - Special Populations



** Students who are English language learners, those who receive a free or reduced lunch, and those with an IEP are included in the state's definition of special populations.

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 school’s past three years of letter grades compared to the state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Cave City Middle School Career and Collegiate Preparatory	B	B	B
State average	C	C	C

Growth and Achievement

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.

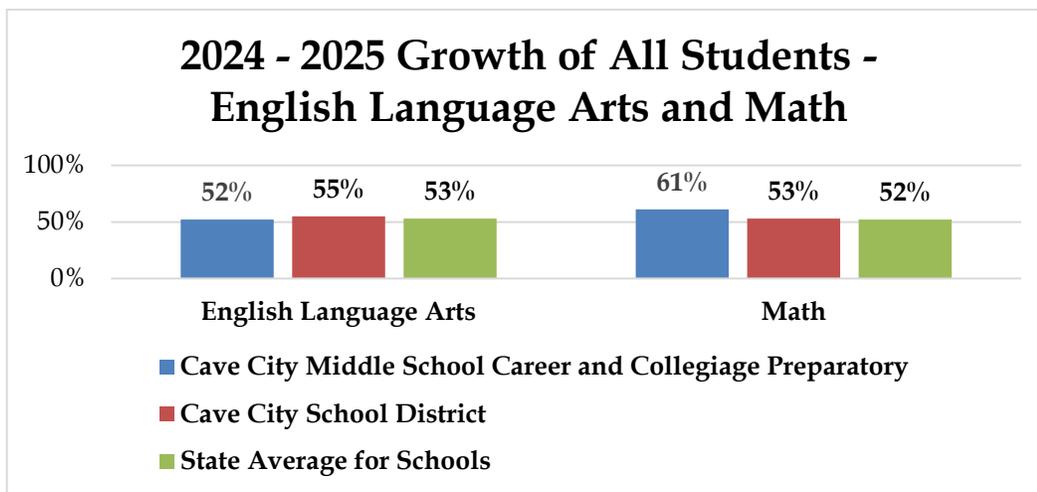
Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

All public charter schools are responsible for educating students according to the standards set for Arkansas public schools. As of the 2024 – 2025 school year, the ATLAS assessment is being used to track both Growth and Achievement for schools.

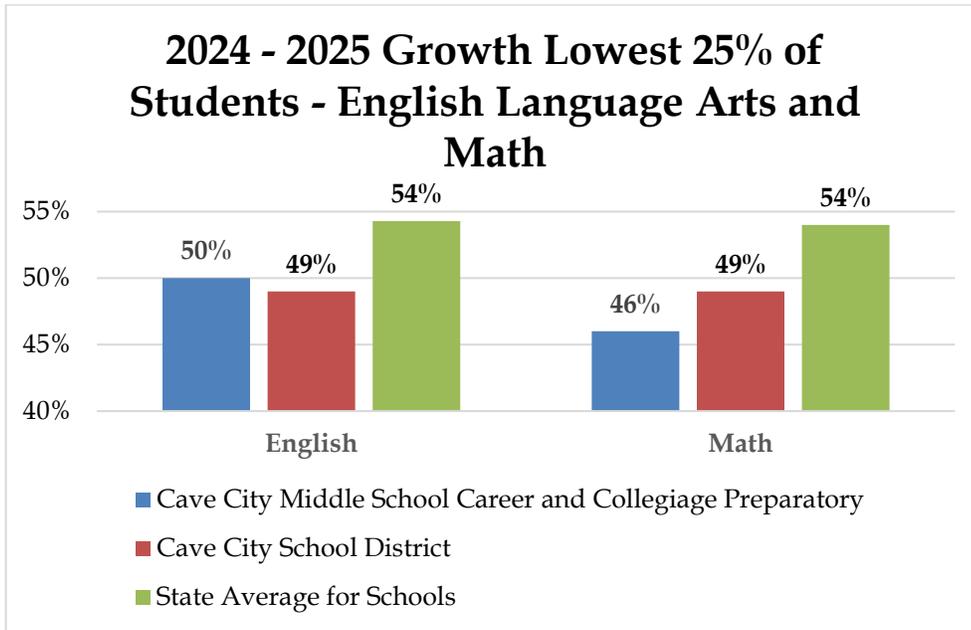
School Growth Comparison Data 2024 – 2025 school year

Graph 4.1.a compares growth of all students at the charter school in English Language Arts and Math with the state average. **Graph 4.1.b** compares growth of the charter school’s lowest 25% of students in English Language Arts and Math with the state average.

Graph 4.1.a – 2024 – 2025 All Students Growth Comparison



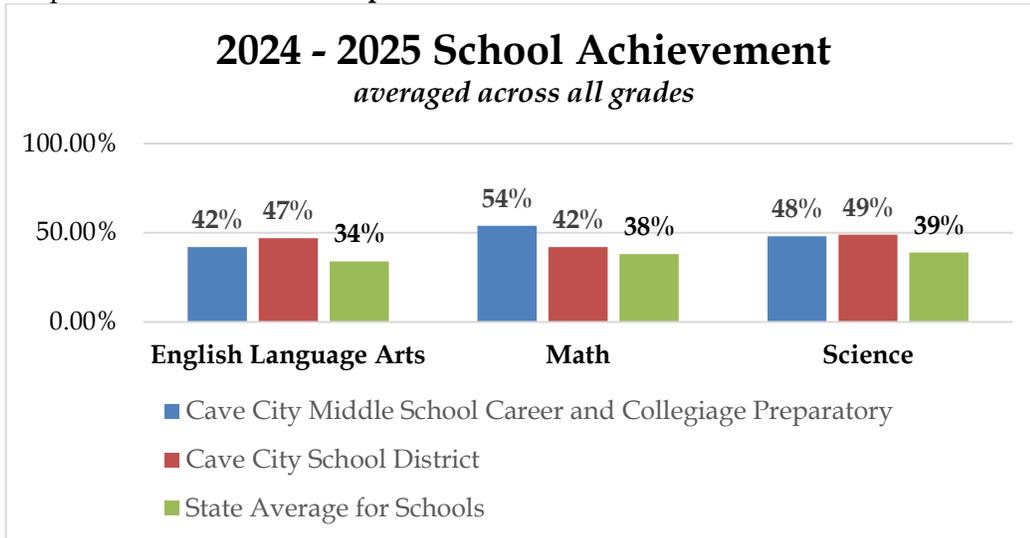
Graph 4.1.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

Graph 4.1 presents proficiency (achievement) scores, averaged across all grades, for the charter school in English Language Arts, Math, and Science for the 2024 - 2025 school year compared to the state average.

Graph 4.1 - Achievement Comparison



Section 5: Financial Summary

Financial information was provided by the Arkansas Department of Education's Finance office in late October 2025. There were no financial concerns or findings for the school.

Section 6: Operational Performance Summary

This section reviews the charter 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.

Charter School Board

The Board meeting schedule for the current school year; meeting agendas and minutes are easily accessible.

Throughout the 2025–2026 cycle, the Cave City School Board reviewed academic data at multiple points, beginning with Act 425 Achievement Reports and ATLAS assessment results presented on July 14, 2025, followed by additional updates and recognitions at subsequent meetings. The most comprehensive academic review occurred during the Annual Report to the Public on September 15, 2025, where all campuses presented detailed analyses of ATLAS test scores, SchoolDigger rankings, SLIP goal progress, and instructional initiatives. Continued academic updates were presented in October and scheduled again in November.

The Board adopted and reviewed annual budget documents on two key occasions. On July 14, 2025, the Board approved the Proposed Budget of Expenditures with Tax Levy for FY 2026–2027 for special election submission. On September 15, 2025, the Board formally adopted the Annual Financial Report for 2024–2025 and the official Budget for 2025–2026, meeting state requirements for annual budget approval.

Staff Recruitment and Retention Plan

The Cave City School District's Recruitment and Retention Plan outlines a three-year approach to diversifying its educator workforce, supporting current staff, and encouraging students—especially minority students—to pursue careers in education. The plan includes clear goals such as reducing the gap between minority student enrollment and minority staff representation, increasing teacher retention rates, and boosting student interest in education careers. Action steps include partnerships with higher education institutions, mentoring for novice teachers, participation in programs like ArPEP and the Arkansas Teacher Residency Program, and student-focused initiatives such as career fairs and off-campus college visits. The plan demonstrates a committed effort to improve staffing stability and diversity while building a future pipeline of educators.

School Improvement Plan

The Cave City Middle School Improvement Plan outlines a multi-year approach focused on curriculum alignment, data-driven instruction, and literacy development schoolwide. The plan shows a strong commitment to structured collaboration through PLCs, regular department meetings, and ongoing professional development tailored to new curricula and assessments. Clear timelines demonstrate that curriculum implementation and assessment practices—including ACT Aspire and now ATLAS—have been phased in deliberately across core subjects. Literacy receives sustained emphasis through cross-curricular rubrics, advisory support, and targeted interventions such as GAP literacy courses.

The plan also includes a robust framework for monitoring student performance through RTI processes, interim assessments, normed writing evaluations, and data analysis cycles. ESSA data is used to highlight strengths—such as prior high SQSS scores and maintaining a B rating—and to identify areas requiring monitoring, including math and literacy growth, subgroup performance, and attendance.

Section 7: Executive Summary

Academic Performance

Cave City Middle School Career and Collegiate Preparatory demonstrates consistently solid academic performance. The school received a B letter grade for three consecutive years (2022–2023 through 2024–2025), exceeding the state average grade of C each year. Growth and achievement measures based on ATLAS assessments show competitive performance in ELA and Math for both all students and the lowest 25% subgroup, indicating that instructional practices support both overall progress and targeted student growth. Achievement comparisons across ELA, Math, and Science further show performance levels that compare favorably with statewide benchmarks.

The School Improvement Plan supports these outcomes through structured PLC collaboration, phased curriculum alignment, literacy integration across subjects, RTI frameworks, interim assessments, and normed writing evaluation processes. ESSA and related accountability indicators are used to identify both strengths and monitoring targets, especially in math, literacy growth, subgroup performance, and attendance. The academic model reflects a coherent, data-driven continuous improvement approach

Financial Performance

Financial oversight results are positive and low-risk. The ADE Finance office reported no financial concerns or findings for the school. Required financial reporting and budget adoption actions were completed and formally approved by the governing board. The board approved the proposed budget and tax levy documents and later adopted both the Annual Financial Report and the official annual budget within required timelines. Documented board action on budgets and financial reports indicates appropriate fiscal governance and compliance with state requirements. No indicators of fiscal distress, audit findings, or sustainability concerns are noted in the profile. Overall financial performance is characterized as stable, compliant, and properly monitored through board action and ADE review

Operational Performance

Operational performance is strong, with clear evidence of governance transparency and compliance. Board meeting schedules, agendas, and minutes are readily accessible. The board regularly reviews academic data, including ATLAS results, Act 425 reports, campus achievement updates, and SLIP goal progress. The Annual Report to the Public included detailed academic and performance reviews across campuses, demonstrating structured oversight and public accountability.

The district's Recruitment and Retention Plan outlines a three-year strategy to improve educator diversity, retention, and workforce pipeline development. Actions include partnerships with higher education institutions, teacher mentoring, residency and preparation program participation, and student career exploration activities focused on education professions. The School Improvement Plan further reflects operational maturity, with defined timelines, curriculum rollout phases, PLC structures, and intervention systems. Collectively, these elements indicate effective operational systems and compliance alignment