

Cave City High School
Career and Collegiate Preparatory
Accountability Profile

Expedited Review



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Section 1: Abstract

Cave City High School Career and Collegiate Preparatory is a district conversion charter serving grades 9-12, opened in 2017, with a mission centered on delivering rigorous, research-based academic programs that build critical thinking, digital literacy, and college-and-career readiness through personalized and industry-aligned pathways. The school operates with an enrollment of 350 students compared to an enrollment cap of 1,200 (29% of capacity). The Accountability Profile presents an expedited review of enrollment, academic outcomes, governance practices, financial condition, and improvement systems.

Academic indicators show stable and above-average performance relative to statewide benchmarks. The school earned a letter grade of B for three consecutive years, outperforming the state average grade of C over the same period. Growth and achievement measures based on ATLAS assessments show competitive performance in English Language Arts and Math for both all students and the lowest-performing quartile, with achievement comparisons across ELA, Math, and Science reported against state averages. The school's improvement framework emphasizes curriculum alignment, PLC-based instructional refinement, literacy integration, and structured intervention supports.

Financial and operational indicators are strong and compliant. ADE Finance reported no financial concerns or findings. Board governance documentation—including meeting schedules, agendas, minutes, and required budget approvals—is accessible and current. The district recruitment and retention plan and the high school improvement plan both demonstrate structured, multi-year strategies for educator stability, instructional improvement, and subgroup performance monitoring. Overall, the profile reflects a compliant and academically solid charter high school with stable systems and targeted improvement focus areas

Section 2: School Summary

Background Information

Location	620 North Main St., Cave City, AR 72521
Year Opened	2017
Grade Levels	9 -12
Enrollment CAP	1,200
Charter Type	District Conversion
Mission Statement	The Career and Collegiate Preparatory School of Cave City (CCPS) aims to provide rigorous, diverse academic programs using research-based methods to foster critical thinking and digital literacy. It focuses on preparing students for college and careers through personalized, industry-based training, nurturing a community that supports student success in the workforce or higher education.

Leadership Team

Personnel	Title	School/ Organization	Email
Marc R. Walling	School Principal	Cave City High Career and	mwalling@cavecity.ncsc.k12.us
Steven Green	Superintendent	Cave City High Career and	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

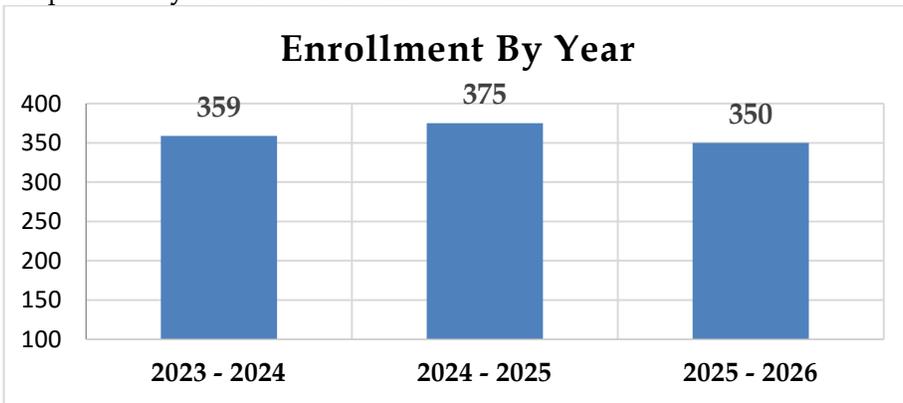
Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

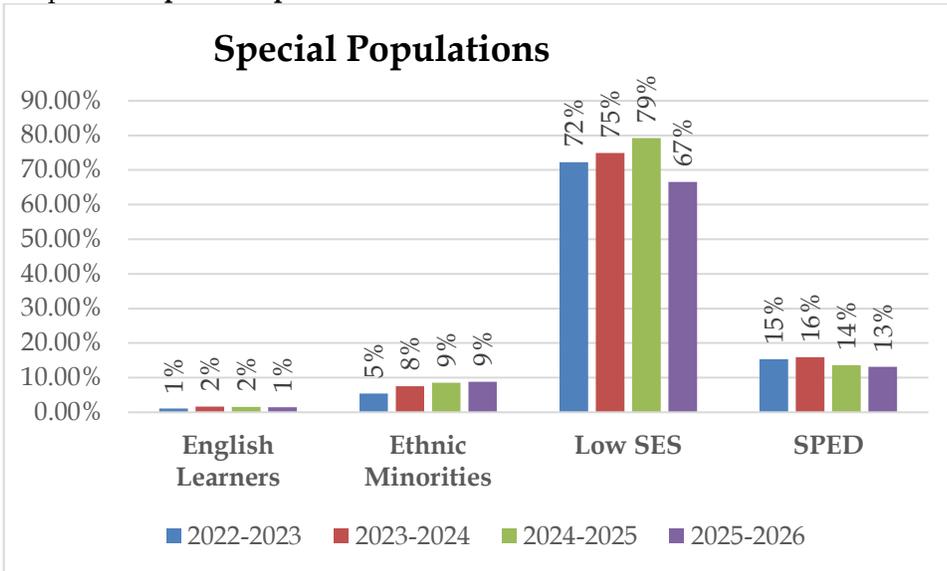
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
350	1,200	29%

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 High 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.

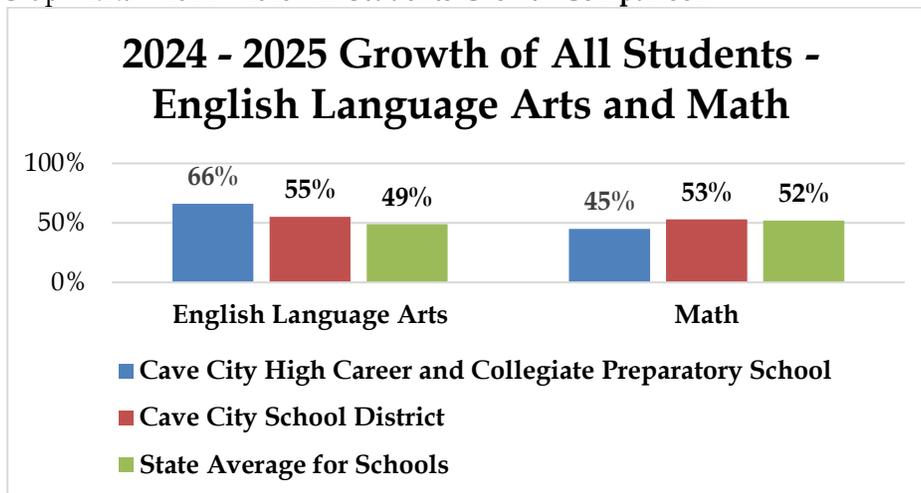
Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

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.

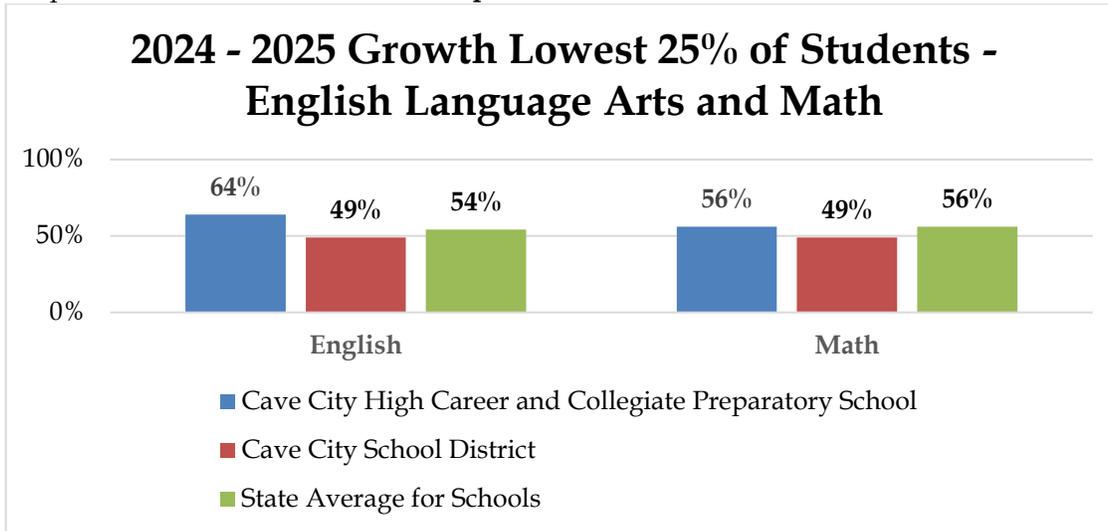
School Growth Comparison Data 2024 – 2025 school year

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



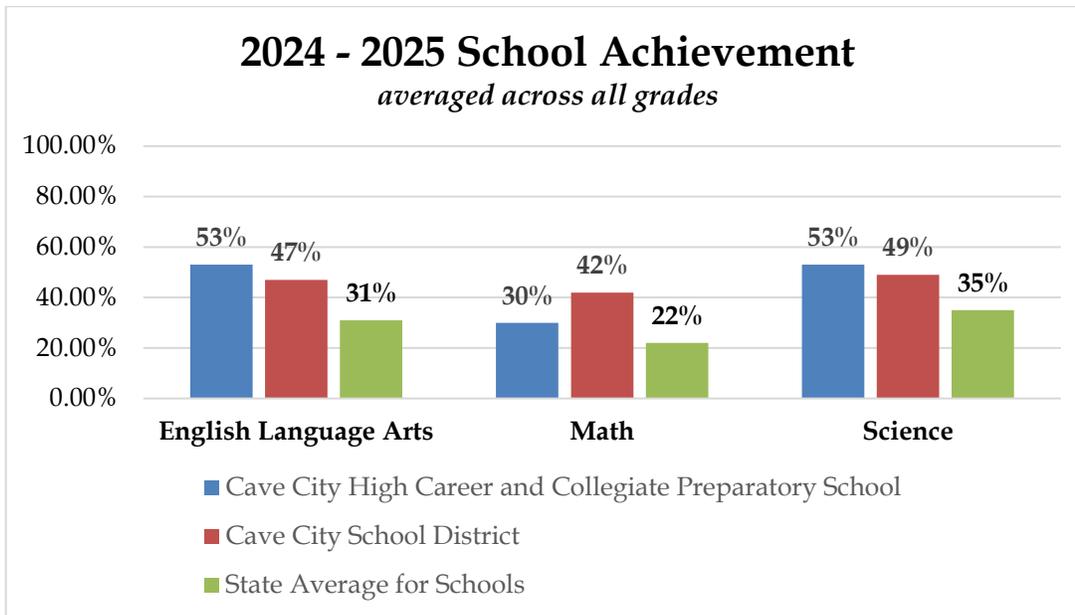
Graph 4.1.b - Lowest 25% Growth Comparison



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 High School Improvement Plan outlines a comprehensive effort to strengthen curriculum alignment, instructional practices, and literacy across the school. The plan emphasizes phased curriculum implementation in all major content areas and includes ongoing professional development aligned with new ATLAS testing expectations. The school uses PLCs, common planning time, Google-based meeting documentation, and structured collaboration to support teacher growth. Data-driven instruction is also central to the plan, with regular RTI processes, interim assessment review cycles, and teacher collaboration around both unit assessments and ATLAS transition requirements.

The plan also highlights schoolwide literacy initiatives, including advisory-based reading and writing enrichment, cross-curricular rubric implementation, and targeted support for students "In Need of Support." ESSA performance data is used to identify strengths – such as SQSS performance – and areas needing focused improvement, including weighted achievement, value-added growth for low-SES students, and subgroup-specific literacy and math outcomes.

Section 7: Executive Summary

Academic Performance

Cave City High School Career and Collegiate Preparatory demonstrates consistent academic performance above the state average. The school received a B letter grade for three consecutive years (2022–2023 through 2024–2025), compared to a state average of C. ATLAS-based growth comparisons show that both all-student growth and lowest-25% student growth in English Language Arts and Math compare favorably with state benchmarks. Achievement comparisons across ELA, Math, and Science indicate generally competitive proficiency levels relative to statewide results.

The School Improvement Plan supports these outcomes through phased curriculum alignment across content areas, professional development aligned to ATLAS expectations, PLC collaboration structures, RTI frameworks, and recurring interim assessment reviews. The plan also emphasizes schoolwide literacy strategies, cross-curricular rubrics, advisory-based reading and writing supports, and targeted intervention for students identified as needing additional support. ESSA indicators are used to flag subgroup literacy, math, and low-SES growth measures for continued focus

Financial Performance

Financial oversight findings are positive and low risk. The ADE Finance office reported no financial concerns or findings for the school. Required financial processes, including annual financial reporting and budget adoption, were completed and formally approved by the governing board within required timelines. The board approved proposed budgets and tax levy documents and subsequently adopted the official annual budget and annual financial report.

These documented approvals and the absence of ADE finance flags indicate sound fiscal controls, appropriate oversight, and compliance with state financial governance expectations. No indicators of fiscal distress, audit exceptions, or sustainability risk are noted in the expedited review profile

Operational Performance

Operational performance is strong and compliant. Board governance transparency is evident through publicly accessible meeting schedules, agendas, and minutes. The board regularly reviews academic performance data, including Act 425 reports, ATLAS results, campus performance updates, and SLIP goal progress. A comprehensive Annual Report to the Public included detailed academic and instructional reviews across campuses, demonstrating structured oversight and accountability.

The district Recruitment and Retention Plan outlines a multi-year strategy to strengthen educator diversity, retention, and workforce pipeline development through university partnerships, mentoring programs, residency pathways, and student career exploration activities. The High School Improvement Plan reflects operational maturity, with structured PLC collaboration, common planning processes, documented meeting protocols, and data-driven instructional cycles. Together, these systems support stable and compliant operations with embedded continuous improvement practices