



ARKANSAS DEPARTMENT OF EDUCATION

District Conversion Public Charter School Renewal Application

Deadline for Submission: 4:00 PM on September 26, 2019



Charter School: Southside High School

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

Contact Information

Sponsoring Entity:	Southside School District		
Name of Charter School:	Southside Charter High School		
School LEA #	3209703		
Name of Principal/Director: Mailing Address: Phone Number: Fax Number: E-mail address:	Roger Ried Principal Southside Charter High School 70 Scott Dr Batesville AR 72501 Office: (870) 251-2662 Fax: (870) 251-4007 roger.ried@southsideschools.org		
Name of Board Chairman: Mailing Address: Phone Number: Fax Number: E-mail address:	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> Roger Rich Superintendent Southside Schools 70 Scott Dr Batesville AR 72501 Office: (870) 251-2341 Fax: (870) 251-3316 roger.rich@southsideschools.org </td> <td style="width: 50%; vertical-align: top;"> Vonda Halford Board President Southside Schools vonda.halford@southsideschools.org </td> </tr> </table>	Roger Rich Superintendent Southside Schools 70 Scott Dr Batesville AR 72501 Office: (870) 251-2341 Fax: (870) 251-3316 roger.rich@southsideschools.org	Vonda Halford Board President Southside Schools vonda.halford@southsideschools.org
Roger Rich Superintendent Southside Schools 70 Scott Dr Batesville AR 72501 Office: (870) 251-2341 Fax: (870) 251-3316 roger.rich@southsideschools.org	Vonda Halford Board President Southside Schools vonda.halford@southsideschools.org		

Number of Years Requested for Renewal (1-5) 5

Renewal Application Approval Date by the School/Entity Board(s) 9-16-2019

Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

Part A: Composition of Governing Board

As a conversion charter school, Southside Charter High School will operate under the jurisdiction of the Southside School Board. The governance body will be the traditional school board of the district. No separate board will exist for the proposed conversion charter school. The board consists of five, at-large members. They are elected to five year terms by popular vote of the registered voters of the school district. One board member’s term expires each year.

- (A) Final decision making for the conversion charter’s finance and purchasing will belong to the superintendent with school board approval. Student discipline decisions will be made by the principal and assistant principal. The hiring and firing of staff will follow traditional school governance with recommendations being made by the superintendent to the school board for approval. The hiring and firing of the superintendent will continue to be a responsibility of the school board.
- (B) School board members are elected by popular vote of the registered voters of the school district. The length of the term is 5 years. Any registered voter may participate in school board elections.
- (C) With academic performance reported at monthly school board meetings, annual reports to the public, Southerner Minute Radio Show, and other printed materials, the school’s leadership will be held accountable to the parents. In addition, the leader will annually share school report card information and ESSA school letter grades with parents and stakeholders.
- (D) School board members receive a minimum of six hours of PD each year. Board training is available to members through Arkansas School Boards Association, Arkansas Public School Resource Center, local education cooperative, and other approved entities. The

annual training includes topics such as academic performance, legislative changes, school law, ethics, and school finance.

Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator's or board member's family member has or had a financial interest.

As a traditional public school district, issues are handled in a manner that is in the best interest of the school and the students of the school. Southside Charter High School will resolve any conflict of interest issues in accordance Southside School District's practice which adheres to all current laws and regulations. For examples of this practice, please see Attachment 1.

Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. 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/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

Charter School Board Member's/ Administrator's Name and Contact Information	Name and Title of Individual Related to Board Member	Relationship
Roger Rich Superintendent roger.rich@southsideschools.org		None
Dion Stevens Assistant Superintendent dion.stevens@southsideschools.org		None
Novella Humphrey Director of Curriculum/Federal Programs novella.humphrey@southsideschools.org		None
Roger Ried Principal roger.ried@southsideschools.org		None
Vonda Halford Board President vonda.halford@southsideschools.org		None
Tony May Board Vice President tony.may@southsideschools.org		None
Brad Cummings Board Secretary brad.cummings@southsideschools.org		None
Eric Low Board Member eric.low@southsideschools.org		None
Fred Denison Board Member fred.denison@southsideschools.org	Fred Denison, Jr Teacher	Parent

Section 2 – School Mission and Performance Goals

Part A: Current School Mission

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Progress

As the charter was implemented, the day-

to-day work of the school leadership expanded, modified, and adjusted the original vision to meet the challenges of students, the community, and the educational pathways available. The vision grew across the area as more and more high schools sought the same opportunities for students. At the same time, over 1200 community members came together to create a strategic plan called Impact Independence. The work of these stakeholders helped to push the charter work forward. It also provided support for students' Future Stories through the Independence County Promise, a concurrent scholarship, that became the basis for ACT 456. This legislation opens the doors to career and college to high school students across Arkansas through the Challenge Concurrent Scholarship.

Simultaneously, more individualized pathways for career and college readiness have emerged.

The original value added diploma pathways focused on industrial technology, nursing, and early childhood education. Now, students have additional pathways for mechatronics, computer science, and Emergency Medical Technician (EMT). Local employers are more aware than ever of the career and technical training opportunities in our area. In a recent job fair, a local manufacturer aligned job opening with the career and technical pathways available to the charter

students through UACCB (See attached flyer from Intimidator). Local employers are also willing to build and support individualized pathways for their industry. Currently, Citizens Bank is collaborating with the charter school to build a banking career pathway and provide students work experience in a fully functioning bank branch on the campus. Partnerships between the school and community are at a record level of collaboration and support.

Progress also reflected the changing individual needs of students' Future Stories, the local workforce, and community partners. To increase eligibility for college courses and/or career training, the school began to offer On To College Prep and ACCUPLACER Testing. These resources provided means to achieve the needed admissions scores and remove challenges. As a bonus, the resources also provided increased scholarship funding for students. With the assessment scores needed, local support through Project College Bound, and more college confidence, the charter's Future Story Program has equipped students to meet the unique challenges of their Future Story.

Leaders also recognized that without relationships, the new opportunities and new resources meant little to some students and families. The blended leadership team of UACCB and Southside Charter High School provided teams from both institutions for parent teacher conferences and Career Action Planning (CAP) conferences. Not only is information provided to students, staff is also readily available to assist students and families in signing up for college and career training courses. College admissions, financial aid, registration, and advising are now a routine part of Open House, Parent Teacher Conferences, and CAP Conferences. First generation college students are able to navigate the challenges of college/career technical training within the wall of their own high school and with the safety net of their school teachers/leaders.

As community partnerships grew with local employers, the charter leaders leveraged these to provide mock job interviews for all seniors. Now, over 60 employers are on campus each December to provide mock job interviews for seniors. Each senior is required to dress professionally, complete an application, write a cover letter, and create a resume for possible Future Story Jobs. The local employers provide evaluation and feedback on each senior's interview skills. Staff of the admissions office at UACCB evaluates resumes and cover letters. In this one day, over 100 community partners/volunteers invest in the Future Stories of the charter's senior class. As the process has grown and unfolded, students are now offered part time jobs, full time jobs after graduation, and even scholarships. The strong community partnerships have made this an event that benefits both students and the employers, locally and across the state. When employment opportunities continue to arise, employers call back weeks later, months later, or even a year later to connect with a student. The mock interviews with community partners truly embody the mission of the charter by giving students skills to go straight to work after high school or to have part time job while attending college.

The more focused a student's Future Story, the more challenges the charter school helps students and families overcome. Sometimes, the challenge is not knowing a Future Story. More individualization has been developed to help students write, rewrite, and rethink their Future Story. In collaboration with UACCB, new career inventory tests are administered to students to help narrow the field. Students can then begin to explore the pathways to their top three career matches. One student thought she wanted to be a nurse. She completed the CNA program, the prerequisites for the LPN program, and well over 40 hours of college courses while in high school. During this time of exploration, she found this was not the best Future Story pathway. Working with the staff of UACCB and the charter, she found a new pathway to becoming a

teacher and was still able to complete a Bachelor Degree in Middle Level Education within 3 years of high school graduation. Her pathway changed, but her time to degree did not increase. The charter program provided the platform for her Future Story exploration and discovery.

The collaboration between the leadership of UACCB and Southside has grown over time. In 2014, the two held bi-monthly meetings to plan for success of the charter and problem solve challenges of the two institutions and individual students. These meetings have now grown to a monthly meetings that includes 8 area high schools and Lyon College. A second meeting is still held between UACCB and Southside to address the successes and challenges. During this time each month, the blended leadership team problem solves and addresses the challenges of charter students. It is also the time leaders coordinate services on the two campuses to help charter students maximize the resources available: tutoring, career interest surveys, resume building, job postings from local employers, additional training opportunities for the workforce. The mission truly comes to life in these problem solving sessions.

Part B: Current Performance Goals

Goals as stated in the prior application:

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5	Met Goal Yes or No
1. SCHS will increase the number of seniors who meet the four ACT College Readiness Benchmarks	ACT	Increase 3%	Baseline will be established in 2015-16 Spring of each year beginning in 2017	12% of students met Benchmark in all four areas English 51% Algebra 23% Social Science 21% Biology 19%	9% of students met Benchmark in all four areas English 40% Algebra 26% Social Science 27% Biology 17%	16% of students met Benchmark in all four areas English 67% Algebra 24% Social Science 39% Biology 27%	Report was not public at the time of the application.		Yes
2. SCHS will meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually	SCHS 60.71% State 47.80%	SCHS 64.06% State 52.44%	SCHS 52.29% State 43.5%			Yes
3. SCHS will meet or exceed the state average in Mathematics on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually	SCHS 28.70% State 21.62%	SCHS 35.16% State 26.20%	SCHS 30.26% State 28.97%			Yes

4. SCHS will increase the number of students participating in internships	Future Story Portfolio	Increase 5%	Baseline 2015-16 Annually 2016-2019	JAG Work Internships 32 of 112 (29%)	JAG Work Internships 34 of 112 (30%)	JAG Work Internships 28 of 88 (32%)	JAG Work Internships 43 of 106 (41%)		Yes
5. SCHS will increase the number of students who earn college hours, or industry certifications	Value Added Diplomas and Personalized Learning Plans	Increase 5%	Baseline 2015-16 Annually 2016-2019	47% seniors have college credit/career training 18 Certificates of Proficiency	60% seniors have college credit/career training 16 Certificates of Proficiency 1 Technical Certificate 1 Associates Degree	56% seniors have college credit/career training 11 Certificates of Proficiency	53% seniors have college credit/career training 8 Certificates of Proficiency 4 Technical Certificate		Yes

1. SCHS will increase the number of seniors who meet the four ACT College Readiness Benchmarks

As of the date of this application, only 3 years of reports are available from ACT. In this time period, the number of seniors who meet the four ACT College Readiness Benchmark has increased 4%. The goal was a 3% increase. In addition, the overall composite score has increased. The data is summarized in the table below. ACT data can be found in Attachment 2.

Subject	SCHS 2016	SCHS 2017	SCHS 2018	State 2016	State 2017	State 2018
English	17.7	17.1	20.3	19.8	18.9	19.1
Mathematics	18.3	18.7	18.9	19.6	19.0	18.9
Reading	18.3	18.4	20.4	20.7	19.7	19.7
Science	18.3	18.5	19.7	20.2	19.5	19.4
Composite	18.2	18.3	20.0	20.2	19.4	19.4

2. SCHS will meet or exceed the state average in ELA on the PARCC assessment

With changes in state assessment, the goal is now aligned to the ACT Aspire Early High School Test administered to 10th grade students. Southside Charter High School has continuously scored above the state average on PARCC and PARCC and the ACT Aspire. The goal will continue with SCHS meeting or exceeding the state average in ELA on the ACT Aspire 10th grade Assessment.

3. SCHS will meet or exceed the state average in Mathematics on the PARCC assessment

With changes in state assessment, the goal is now aligned to the ACT Aspire Early High School Test administered to 10th grade students. Southside Charter High School has continuously scored above the state average on both PARCC and the ACT Aspire. The goal will continue with SCHS meeting or exceeding the state average in Mathematics on the ACT Aspire 10th grade Assessment.

4. SCHS will increase the number of students participating in internships

Through the years of the charter, internships in JAG Work have increased from 29% of seniors to 41% of seniors. These internships and the mock interviews discussed in the progress of the mission have helped many students to land a job and go straight to work after high school. A popular pathway in industrial technology includes work experience at local manufacture Bad Boy Mowers, completion of technical certificates or certificates of proficiency, and then full time work upon graduation. Within one to two years from high school graduation, some of those choosing this pathway are earning approximately \$40,000/year as a robotic welder.

5. SCHS will increase the number of students who earn college hours, or industry certifications

In the first year of implementation, 47% of students earned college hours through career/technical pathways or concurrent college courses. In years 2, 3, and 4, more than 50% of seniors have earned college hours. Charter students have earned a total of 3856 college credit hours. Fifty-five career certifications have been earned in EMT, CNA, CDA and Industrial Technology.

The charter school utilized a cost sharing model for to assist students in paying tuition for this college/career technical course. Through the model, the school, UACCB, and the students all invested into tuition. Overall in the four years of implementation, families over \$270,000.00 saved in tuition. Southside's cost sharing model became the inspiration for the Independence County Promise and now ACT 456, the Concurrent Challenger Scholarship. Yearly reports and breakdown of this data can be found on Attachment 3.

Follow up surveys with SCHS students who graduated with a value added diplomas that were equivalent to one year or more of college yields that over half are graduating with a four year degree in three years or less. One graduate will have earned both a bachelor's degree (May 2019) and a master's degree (May 2020) within three years of high school graduation. See Attachment 4 for survey details.

ADHE’s 2019 fall five year enrollment report shows two year college enrollment in Arkansas has dropped 12.4%. Yet enrollment at UACCB, the charter school’s partner, has increased 14% in the same time period. UACCB officials report that in the same five year time period high school enrollment at the community college has grown by 143%. The ADHE report can be found in Attachment 5.

Part C: New Performance Goals

Southside Charter High confirms 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.

Goals

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. SCHS will meet or exceed the state average in Science on the ACT Aspire test.	ACT Aspire Early High School	% of students ready or exceeding is above the state average	Annually					
2. SCHS will meet or exceed the state average in Math on the ACT Aspire test.	ACT Aspire Early High School	% of students ready or exceeding is above the state average	Annually					
3. SCHS will meet or exceed the state average	ACT Aspire Early High School	% of students ready or exceeding is	Annually					

in ELA on the ACT Aspire test.		above the state average						
4. SCHS will maintain the percentage of graduates earning college credit and/or career and technical certifications.	UAACB enrollment reports	Percentage of graduates 2020: > 50% 2021: > 50% 2022: > 50% 2023: > 50% 2024: > 50%	2019 Baseline data is 53%					
5. SCHS will increase the SQSS Score on the ESSA School Index.	ESSA Report School Quality Index Score	2020: 56.2 2021: 56.8 2022: 57.4 2023: 58.0 2024: 58.6	2019 Baseline data is 55.64. Evaluate annually					

Section 3 – Waivers

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

Statute/Standard/Rule	Topic	Date Granted	Date Expires	Notes/Comments
A.C.A §§ 6-15-1004	Teacher Licensure	11/20/2014	6/30/2020	
A.C.A §§ 6-16-102	Flexible Schedule	11/20/2014	6/30/2020	
A.C.A §§ 6-17-302	Principal	11/20/2014	6/30/2020	
A.C.A §§ 6-17-309	Teacher Licensure	11/20/2014	6/30/2020	
A.C.A §§ 6-17-401 et seq.	Teacher Licensure	11/20/2014	6/30/2020	
A.C.A §§ 6-17-812	Class Size and Teaching Load	2/25/2019	6/30/2020	
A.C.A §§ 6-17-902	Teacher Licensure	11/20/2014	6/30/2020	
A.C.A §§ 6-17-919	Teacher Licensure	11/20/2014	6/30/2020	
A.C.A §§ 6-18-211	Attendance	11/20/2014	6/30/2020	
A.C.A §§ 6-25-103	Library Media	11/20/2014	6/30/2020	
A.C.A §§ 6-25-104	Library Media	11/20/2014	6/30/2020	
1-A.1.3.1	Curriculum	10/18/2018	6/30/2020	
1-A.1.3.7	Curriculum	10/18/2018	6/30/2020	
1-A.2	Credit Hours	10/18/2018	6/30/2020	
1-A.3	Curriculum	10/18/2018	6/30/2020	
1-A.5.2	Flexible Schedule	10/18/2018	6/30/2020	
1-A.6	Class Size and Teaching Load	10/18/2018	6/30/2020	
4-B.2	Teacher Licensure	10/18/2018	6/30/2020	
4-C.1	Principal	10/18/2018	6/30/2020	
4-C.2	Principal	10/18/2018	6/30/2020	
4-D.1	Teacher Licensure	10/18/2018	6/30/2020	
4-E.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.1	Teacher Licensure	10/18/2018	6/30/2020	
4-F.2	Library Media	10/18/2018	6/30/2020	
Class Size and Teaching Load	Class Size and Teaching Load	2/25/2019	6/30/2020	
Educator Licensure	Teacher Licensure	11/20/2014	6/30/2020	
Mandatory Attendance Requirements for Students in Grades Nine through Twelve	Attendance	11/20/2014	6/30/2020	

Part A: New Waiver Requests

Complete the waiver request form to include 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 authorizer to waive. A rationale is required for each new waiver request.

If no new waivers are requested, state this.

No new waivers are requested.

Part B: Waivers to Be Rescinded

Southside Charter High School wishes to maintain all currently approved waivers.

Section 4 – Requested Amendments

Southside Charter High School seeks no amendments at this time.

Section 5 –Desegregation Analysis

Not Applicable

RESOLUTION
ACT 1599

Whereas the Southside School District Board of Directors met in a regular, open, and properly-called board meeting on July 9th in the administration office.

Whereas five members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with Packs Building Materials.

Full disclosure of all relationships and interest as required by Act 1599 that are relevant to proposed contract:

Beverly Pack, is a Elementary Teacher at Southside Elementary and is the wife of owner Michael Pack. She has no authority to conduct business for the organization.

The unusual circumstances necessitating the contract were:

They are located within a mile of the school district. There are some in stock products that are economically advantageous for the District and still look good in our classrooms/buildings.

Specific facts and reasons for justifying were:

The District traditionally does not conduct a lot of business with this organization but is extremely beneficial and convenient in some cases.

List of relevant data enclosed:

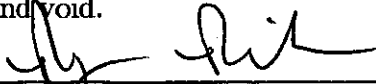
Whereas the Board, after serious consideration, moved to approve the contract with Pack's Building Materials.

Whereas the contract was approved with the following restrictions and/or limitations: None.

Whereas the period of the contract shall be from July 9, 2018 to July 9, 2020.


Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Southside School District Board of Directors to award this contract to Pack's Building Materials

As is required by Act 1599, 2001, the contract is contingent upon approval by the Director of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.



Superintendent

7-9-18 Date



Board President

7-9-18 Date

RESOLUTION
ACT 1599

Whereas the Southside School District Board of Directors met in a regular, open, and properly-called board meeting on July 9th in the administration office.

Whereas five members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with Kellerco Woodworking.

Full disclosure of all relationships and interest as required by Act 1599 that are relevant to proposed contract:

Rick Keller, is an assistant principal at Southside Elementary School and is owner of Kellerco Woodworking. Mr. Keller is an accomplished cabinet maker and wood worker.

The unusual circumstances necessitating the contract were:

He is able to quickly turn out projects for the District that others in the area cannot accomplish.

Specific facts and reasons for justifying were:

The District traditionally does not conduct a lot of business with this organization but is extremely beneficial and convenient in some cases. We do less than \$5,000 annually with this organization.

List of relevant data enclosed:

Whereas the Board, after serious consideration, moved to approve the contract with Kellerco Woodworking.

Whereas the contract was approved with the following restrictions and/or limitations: None.

Whereas the period of the contract shall be from July 9, 2018 to July 9, 2020.

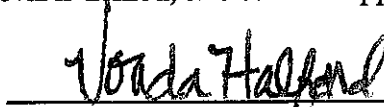
Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Southside School District Board of Directors to award this contract to Kellerco Woodworking

As is required by Act 1599, 2001, the contract is contingent upon approval by the Director of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.



Superintendent

7-9-18 Date



Board President

7-9-18 Date

RESOLUTION
ACT 1599

Whereas the Southside School District Board of Directors met in a regular, open, and properly-called board meeting on July 9th in the administration office.

Whereas five members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with Midwest Lime, Inc.

Full disclosure of all relationships and interest as required by Act 1599 that are relevant to proposed contract:

Eric Low, Board member is the Office Manager for Midwest Lime and has authority to negotiate contracts for work for the organization.

The unusual circumstances necessitating the contract were:

There are only two companies that can provide rock/materials for construction projects and building parking lots.

Specific facts and reasons for justifying were:

Some projects require higher end materials and Midwest Lime is the only provider in the area for these type of products that are sometimes called for in construction projects.

List of relevant data enclosed:

Whereas Eric Low board member(s) having declared an interest in the proposed contract left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

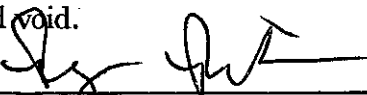
Whereas the Board, after serious consideration, moved to approve the contract with Midwest Lime Inc.

Whereas the contract was approved with the following restrictions and/or limitations: None.

Whereas the period of the contract shall be from July 9, 2018 to July 9, 2020.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Southside School District Board of Directors to award this contract to Midwest Lime Inc

As is required by Act 1599, 2001, the contract is contingent upon approval by the Director of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.



Superintendent



Board President

7-9-18 Date

7-9-18 Date

RESOLUTION
ACT 1599

Whereas the Southside School District Board of Directors met in a regular, open, and properly-called board meeting on March 12th in the high school media center.

Whereas five members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with ALGOR Rhythm.

Full disclosure of all relationships and interest as required by Act 1599 that are relevant to proposed contract:

Colyn Bowman, is a Jr. High Math/Business teacher and is owner of a DJ Music and Lighting Company. He plays area dances, proms, weddings, etc...

The unusual circumstances necessitating the contract were:

He is one of the few local contractors and provides a better price than other DJ's in the area. He also understands the culture of the District and what is acceptable for students to hear and listen to at a school event.

The District traditionally does not conduct a lot of business with this organization but is extremely beneficial and convenient in some cases. We do less than \$5,000 annually with this organization.

List of relevant data enclosed:


Whereas the Board, after serious consideration, moved to approve the contract with ALGOR Rhythm.

Whereas the contract was approved with the following restrictions and/or limitations: None.

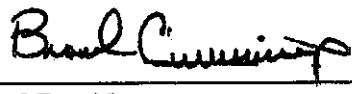
Whereas the period of the contract shall be from March 12, 2018 to March 12, 2020.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Southside School District Board of Directors to award this contract to ALGOR Rhythm

As is required by Act 1599, 2001, the contract is contingent upon approval by the Director of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.



Superintendent



Board President

3-12-18 Date

3-12-18 Date

RESOLUTION
ACT 1599

Whereas the Southside School District Board of Directors met in a regular, open, and properly-called board meeting on July 9th in the administration office.

Whereas five members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with TWH Enterprises Inc:

Full disclosure of all relationships and interest as required by Act 1599 that are relevant to proposed contract:

Vonda Halford, Board member is the part owner/Chief Financial Officer/Accountant of TWH Enterprises.

The unusual circumstances necessitating the contract were:

The use of this company will be very minimal and will only consist of larger metal engraving/fabrication projects. This is something done for us quickly with a laser engraver and basically for materials only.

Specific facts and reasons for justifying were:

It is difficult to find someone who has the laser engraving capabilities to turn out a project that is large with a quick turn around.

List of relevant data enclosed:

Whereas Vonda Halford board member(s) having declared an interest in the proposed contract left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

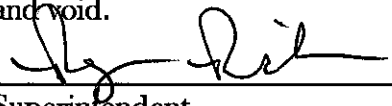
Whereas the Board, after serious consideration, moved to approve the contract with TWH Enterprises.

Whereas the contract was approved with the following restrictions and/or limitations: None.

Whereas the period of the contract shall be from July 9, 2018 to July 9, 2020.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the Southside School District Board of Directors to award this contract to TWH Enterprises.

As is required by Act 1599, 2001, the contract is contingent upon approval by the Director of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.



Superintendent



Board President

7-9-18 Date

7-9-18 Date

College Readiness Letter for:
SOUTHSIDE CHARTER HS

October 17, 2018
Code: 040120

PRINCIPAL
SOUTHSIDE CHARTER HS
70 SCOTT DR
BATESVILLE, AR 72501



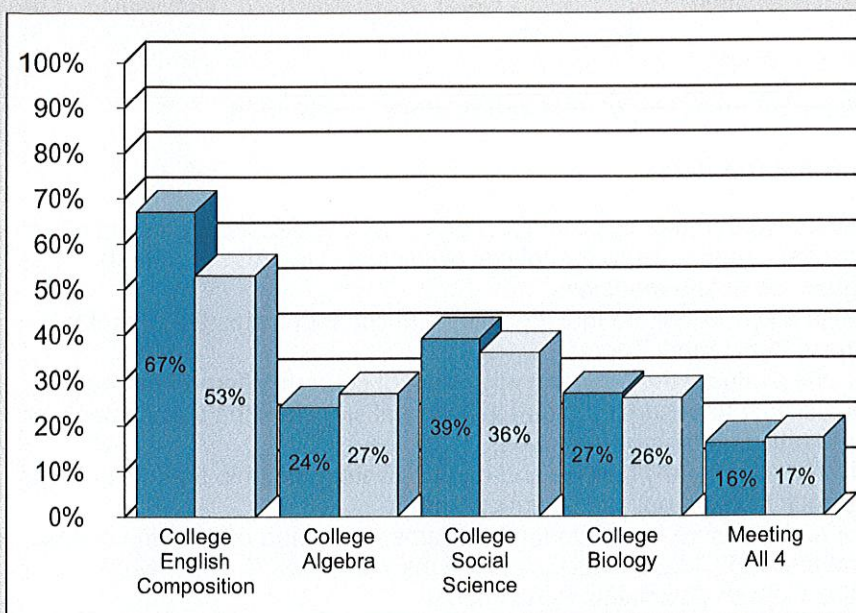
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2014	101	26,821	18.1	20.1	19.6	19.9	19.5	20.8	19.8	20.3	19.4	20.4
2015	115	26,955	17.7	20.0	19.4	20.0	19.1	20.9	19.4	20.3	19.0	20.4
2016	116	28,120	17.7	19.8	18.3	19.6	18.3	20.7	18.3	20.2	18.2	20.2
2017	121	34,451	17.1	18.9	18.7	19.0	18.4	19.7	18.5	19.5	18.3	19.4
2018	100	34,468	20.3	19.1	18.9	18.9	20.4	19.7	19.7	19.4	20.0	19.4

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

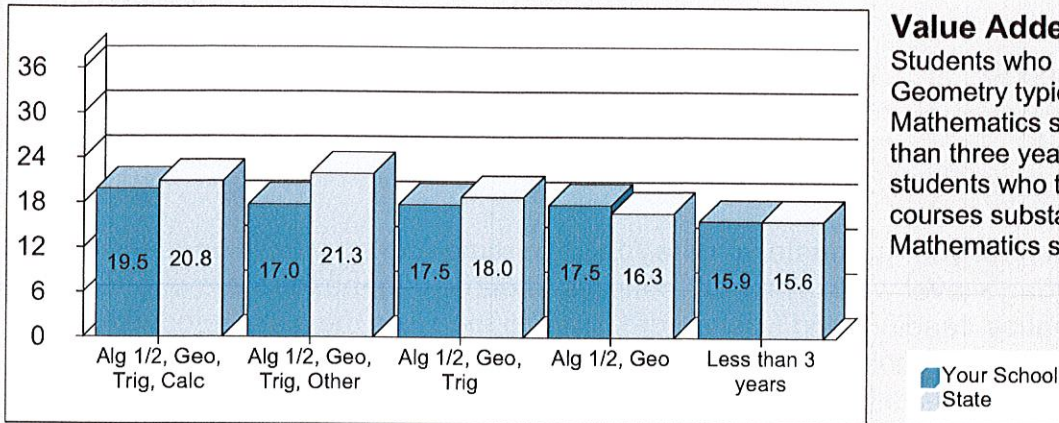
■ Your School
■ State

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: SOUTHSIDE CHARTER HS

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

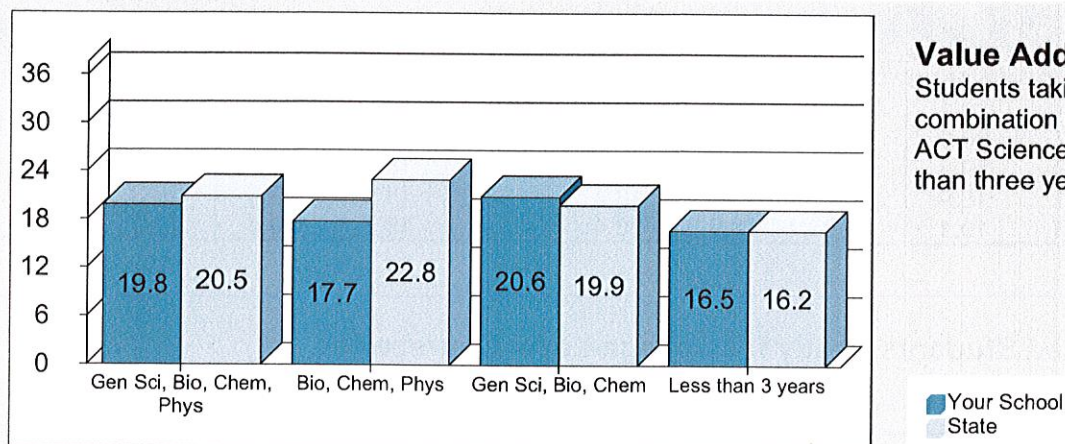
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1365 or customerservices@act.org.

Class of 2016		
53 of 112 graduates completed 720 hours (47%)		
Silver 1-5 hours	10 Students	
Navy Blue 6-14 hours	23 Students	
Gold 15-29 hours	15 Students	
Blue & Gold 30-59 hours	5 Students	
Black & Red 60+hours	0 Students	
Associate Degree	0 Students	Stole - University Red Color, "Associate Degree"
Technical Certificate	0 Students	Stole - Black Color, "Technical Certificate"
CP Health Skills	10 Students	Apricot Cord
CP Industrial Tech	6 Students	Dark Green Cord
CP Early Childhood Education	2 Students	

COST SAVINGS	
Fall 2015	\$30,849.40
Spring 2016	\$33,622.90
	<u>\$64,472.30</u>

Class of 2017		
67 of 112 graduates completed 1193 hours (60%)		
Silver 1-5 hours	12 Students	
Navy Blue 6-14 hours	20 Students	
Gold 15-29 hours	23 Students	
Blue & Gold 30-59 hours	11 Students	
Black & Red 60+hours	1 Student	
Associate Degree	1 Student	Stole - University Red Color, "Associate Degree"
Technical Certificate	1 Student	Stole - Black Color, "Technical Certificate"
CP Health Skills	10 Students	Apricot Cord
CP Industrial Tech	6 Students	Dark Green Cord

COST SAVINGS	
Fall 2016	\$31,153.68
Spring 2017	\$31,030.38
	<u>\$62,184.06</u>

Class of 2018		
49 of 88 graduates completed 751 hours (56%)		
Silver 1-5 hours	3 Students	
Navy Blue 6-14 hours	25 Students	
Gold 15-29 hours	19 students	
Blue & Gold 30-59 hours	3 Students	
Black & Red 60+hours	0 Students	
Associate Degree	0 Students	Stole - University Red Color, "Associate Degree"
Technical Certificate	0 Students	Stole - Black Color, "Technical Certificate"
CP Health Skills	5 Students	Apricot Cord
CP Industrial Tech	2 Students	Dark Green Cord
CP EMT	4 Students	Salmon Pink

COST SAVINGS	
Fall 2017	\$21,934.50
Spring 2018	\$27,924.88
	<u>\$49,859.38</u>

Class of 2019		
56/106 graduates completed 922 hours (53%)		
Silver 1-5 hours	1 Students	
Navy Blue 6-14 hours	25 Students	
Gold 15-29 hours	27 students	
Blue & Gold 30-59 hours	3 Students	
Black & Red 60+hours	0 Students	
Associate Degree	0 Students	Stole - University Red Color, "Associate Degree"
Technical Certificate	4 Students	Stole - Black Color, "Technical Certificate"
CP Health Skills	3 Students	Apricot Cord
CP Industrial Tech	3 Students	Dark Green Cord
CP EMT	2 Students	Salmon Pink

COST SAVINGS	
Fall 2018	\$46,684.00
Spring 2019	\$51,046.00
	<u>\$97,730.00</u>

* First year of all secondary career center courses (CNA, EMT, Industrial Tech being 100% free to students)

\$97,730.00
\$49,859.00
62184
64472
<u>\$274,245.00</u>

	Last Name	First Name	# of college hours earned by high school graduation	Are you currently enrolled in College?	If so, Where?	Did you receive an AA? If so from where? Did you transfer to a four year?	When is your expected college graduation date?		Graduated in less than 4 years	Graduated on time = 4 years from HS graduation
Class of 2017			27	Yes	UACCB	Working on AA now	Plans to transfer to a 4 year to finish Elementary Ed Degree	* going to do the 2+2 with UALR - Currently enrolled in Elementary Education A. S. at UACCB	55% graduated with Bachelors in less than four years	78% graduated or on track to graduate with Bachelors in four years or less; 89% graduate with a two year or four year degree.
			28	Yes	Lyon	No	May 2021			
			28	Yes	ASU	Yes/UACCB/Yes	May 2020	A.A. from UACCB in May 2018		
			28	Yes		Yes/UACCB/Yes		A.A. from UACCB in May 2019		
			28	Yes	UCA	No	May 2020			
			30	Yes	Lyon	No	May 2020	Plans on applying to law school		
			31	Yes	Arkansa Tech	No	August 2020			
			33	Yes	ASU	No	May 2021	Changed major- having to go longer		
			34	Unable to Collect Data						
			34	Yes	ASU	No	August 2020			
			37	Yes	Lyon	No	May 2020	Planning to apply to med school. Non-degree seeking status at UACCB taking one class.		
			38	Yes	Lyon	No	December 2020	Planning to apply to PA school		
			39	No	N/A	No	Working in Career Field			
			41	Yes	ASU	Yes- ASU	May 2021	Double major		Working - Completed CP in Welding May 2016 and TC in Welding May 2017
			46	Yes- Masters	Harding	No	May 2020	Graduated with Bachelors from ASU In May 2019		
			54	No	NA		Working full time	job @ Uita		
			63	Yes	Lyon	Yes/UACCB/ Yes	May 2020	A.S. in General Education May 2017		
Class of 2016			44	No	N/A	Yes/UACCB/ Yes	May 2019	Graduated UALR May 2019 and teaching	CP in CNA December 2016 UACCB, A.A. August 2017 UACCB	
			30	Unable to Collect Data						
			34	Yes	Arkansas Tech	No	December 2020			
			36	Yes	UACCB	No	December 2019	CP in CNA December 2017 UACCB. Currently in last semester of RN program UACCB.		
			62	Yes	UACCB	No				



**Arkansas Colleges and Universities
Fall 2019 Preliminary Enrollment
Revision as of Monday, September 23, 2019**

Institution	Official Enrollment						Fall 2019 Preliminary Enrollment										5-Year % Enr Change Fall 2014 Official to Fall 2019 Preliminary			1-Year % Enr Change Fall 2018 Official to Fall 2019 Preliminary		
	Fall 2014			Fall 2018			High School		Other Undergraduate		Graduate		Total Excluding HS		Total		High School	Total Exc HS	Total	High School	Total Exc HS	Total
	High School	Total Exc HS	Total	High School	Total Exc HS	Total	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE						
ASUJ	473	12,671	13,144	692	13,366	14,058	713	237.0	8,750	7,719.0	4,428	1,883.0	13,178	9,602.0	13,891	9,839.0	50.7%	4.0%	5.7%	3.0%	-1.4%	-1.2%
ATU	2,187	9,815	12,002	3,202	8,899	12,101	3,030	902.4	7,987	7,118.7	814	326.1	8,801	7,444.8	11,831	8,347.2	38.5%	-10.3%	-1.4%	-5.4%	-1.1%	-2.2%
HSU	**	3,625	3,625	403	3,556	3,959	460	196.0	2,983	2,891.0	611	317.0	3,594	3,208.0	4,054	3,404.0	-	-0.9%	11.8%	14.1%	1.1%	2.4%
SAUM	212	3,334	3,546	266	4,202	4,468	347	107.2	3,239	3,168.3	889	406.0	4,128	3,574.3	4,475	3,681.5	63.7%	23.8%	26.2%	30.5%	-1.8%	0.2%
UAF	16	26,221	26,237	**	27,778	27,778	**	2.4	23,025	21,292.3	4,534	2,773.0	27,559	24,065.3	27,559	24,067.7	-	5.1%	5.0%	-	-0.8%	-0.8%
UAFS	755	6,068	6,823	1,236	5,321	6,557	1,291	531.0	4,937	4,323.0	36	18.0	4,973	4,341.0	6,264	4,872.0	71.0%	-18.0%	-8.2%	4.4%	-6.5%	-4.5%
UALR	1,303	10,342	11,645	1,245	9,270	10,515	1,120	435.3	6,541	4,762.0	1,966	1,286.0	8,507	6,048.0	9,627	6,483.3	-14.0%	-17.7%	-17.3%	-10.0%	-8.2%	-8.4%
UAM	744	3,110	3,854	397	2,735	3,132	405	134.6	2,142	1,964.6	309	175.6	2,451	2,140.2	2,856	2,274.8	-45.6%	-21.2%	-25.9%	2.0%	-10.4%	-8.8%
UAMS	-	2,890	2,890	-	2,758	2,758	-	-	666	640.3	2,102	2,467.2	2,768	3,107.5	2,768	3,107.5	-	-4.2%	-4.2%	-	0.4%	0.4%
UAPB	-	2,513	2,513	-	2,579	2,579	-	-	2,416	2,285.0	119	72.0	2,535	2,357.0	2,535	2,357.0	-	0.9%	0.9%	-	-1.7%	-1.7%
UCA	374	11,324	11,698	397	10,780	11,177	429	116.1	8,706	8,040.1	1,735	1,173.8	10,441	9,213.9	10,870	9,330.0	14.7%	-7.8%	-7.1%	8.1%	-3.1%	-2.7%
4-Yr Total	6,064	91,913	97,977	7,838	91,244	99,082	7,795	2,662.0	71,392	64,204.3	17,543	10,897.7	88,935	75,102.0	96,730	77,764.0	28.5%	-3.2%	-1.3%	-0.5%	-2.5%	-2.4%
ANC	275	1,150	1,425	419	1,003	1,422	512	145.1	1,065	733.7	-	-	1,065	733.7	1,562	878.8	86.2%	-7.4%	9.6%	22.2%	6.2%	9.8%
ASUB	841	3,299	4,140	777	2,669	3,446	767	261.4	2,563	1,989.0	-	-	2,563	1,989.0	3,330	2,251.0	-8.8%	-22.3%	-19.6%	-1.3%	-4.0%	-3.4%
ASUMH	84	1,309	1,393	295	1,050	1,345	349	106.0	980	728.0	-	-	980	728.0	1,329	834.0	315.5%	-25.1%	-4.6%	18.3%	-6.7%	-1.2%
ASUMS	667	1,228	1,895	657	766	1,423	659	241.0	667	424.0	-	-	667	424.0	1,326	665.0	-1.2%	-45.7%	-30.0%	0.3%	-12.9%	-6.8%
ASUN	766	1,710	2,476	473	1,797	2,270	488	190.3	1,874	1,353.6	-	-	1,874	1,353.6	2,362	1,543.9	-36.3%	9.6%	-4.6%	3.2%	4.3%	4.1%
BRTC	383	1,583	1,966	268	1,317	1,585	284	101.2	1,190	957.9	-	-	1,190	957.9	1,474	1,059.1	-25.8%	-24.8%	-25.0%	6.0%	-9.6%	-7.0%
CCCUA	525	1,053	1,578	593	869	1,462	523	209.2	998	730.1	-	-	998	730.1	1,521	939.3	-0.4%	-5.2%	-3.6%	-11.8%	14.8%	4.0%
COTO	574	870	1,444	591	668	1,259	517	146.8	638	435.1	-	-	638	435.1	1,155	581.8	-9.9%	-26.7%	-20.0%	-12.5%	-4.5%	-8.3%
EACC	269	999	1,268	270	881	1,151	355	113.3	1,002	659.9	-	-	1,002	659.9	1,357	773.3	32.0%	0.3%	7.0%	31.5%	13.7%	17.9%
NAC	271	1,705	1,976	384	1,428	1,812	353	132.2	1,326	1,081.9	-	-	1,326	1,081.9	1,679	1,214.1	30.3%	-22.2%	-15.0%	-8.1%	-7.1%	-7.3%
NPC	531	2,470	3,001	641	2,054	2,695	495	144.6	2,081	1,632.1	-	-	2,081	1,632.1	2,576	1,776.7	-6.8%	-15.7%	-14.2%	-22.8%	1.3%	-4.4%
NWACC	1,033	7,065	8,098	1,713	6,266	7,979	1,934	634.0	6,533	4,022.0	-	-	6,533	4,022.0	8,467	4,656.0	87.2%	-7.5%	4.6%	12.9%	4.3%	6.1%
OZC	245	1,076	1,321	355	767	1,122	338	115.0	840	638.0	-	-	840	638.0	1,178	753.0	38.0%	-21.9%	-10.8%	-4.8%	9.5%	5.0%
PCCUA	879	917	1,796	678	842	1,520	721	229.7	815	656.4	-	-	815	656.4	1,536	886.1	-18.0%	-11.1%	-14.5%	6.3%	-3.2%	1.1%
SACC	291	1,402	1,693	315	1,130	1,445	294	100.0	1,135	804.0	-	-	1,135	804.0	1,429	904.0	1.0%	-19.0%	-15.6%	-6.7%	0.4%	-1.1%
SAUT	795	764	1,559	341	741	1,082	376	122.0	741	605.0	-	-	741	605.0	1,117	727.0	-52.7%	-3.0%	-28.4%	10.3%	0.0%	3.2%
SEAC	75	1,356	1,431	140	1,033	1,173	197	63.3	1,081	681.7	-	-	1,081	681.7	1,278	745.0	162.7%	-20.3%	-10.7%	40.7%	4.6%	9.0%
UACCB	189	1,128	1,317	390	941	1,331	461	157.3	1,019	820.1	-	-	1,019	820.1	1,480	977.3	143.9%	-9.7%	12.4%	18.2%	8.3%	11.2%
UACCM	50	1,945	1,995	160	1,742	1,902	165	71.1	1,674	1,255.9	-	-	1,674	1,255.9	1,839	1,327.0	230.0%	-13.9%	-7.8%	3.1%	-3.9%	-3.3%
UACCRM	296	709	1,005	256	558	814	257	98.0	608	455.0	-	-	608	455.0	865	553.0	-13.2%	-14.2%	-13.9%	0.4%	9.0%	6.3%
UAHT	240	1,120	1,360	441	1,118	1,559	527	211.0	953	660.0	-	-	953	660.0	1,480	871.0	119.6%	-14.9%	8.8%	19.5%	-14.8%	-5.1%
UAPTC	282	8,954	9,236	562	4,883	5,445	606	226.0	4,939	3,473.0	-	-	4,939	3,473.0	5,545	3,700.0	114.9%	-44.8%	-40.0%	7.8%	1.1%	1.8%
2-Yr Total	9,561	43,812	53,373	10,719	34,523	45,242	11,178	3,818.5	34,722	24,796.3	34,722	24,796.3	45,885	28,616.4	45,885	28,616.4	16.9%	-20.7%	-14.0%	4.3%	0.6%	1.4%
Public Total	15,625	135,725	151,350	18,557	125,767	144,324	18,973	6,480.5	106,114	89,000.6	17,543	10,897.7	123,657	99,898.3	142,615	106,380.4	21.4%	-8.9%	-5.8%	2.2%	-1.7%	-1.2%

Note: High School Enrollments include both high school concurrent students and dual enrolled high school students.

Student counts less than 11 are suppressed due to FERPA restrictions and designated with "". 'FERPA' in the cell represents a suppression of a subtotal or total that could identify the actual number being suppressed.

**High School enrollments less than 11 students have been suppressed per FERPA restrictions. Those counts, however, are included in the Total Exc HS, Other Undergraduate, and Total columns to assist with overall totals.



**Arkansas Colleges and Universities
Fall 2019 Preliminary Enrollment
Revision as of Monday, September 23, 2019**

Institution	Official Enrollment						Fall 2019 Preliminary Enrollment										5-Year % Enr Change Fall 2014 Official to Fall 2019 Preliminary			1-Year % Enr Change Fall 2018 Official to Fall 2019 Preliminary		
	Fall 2014			Fall 2018			High School		Other Undergraduate		Graduate		Total Excluding HS		Total		High School	Total Exc HS	Total	High School	Total Exc HS	Total
	High School	Total Exc HS	Total	High School	Total Exc HS	Total	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE	Enrolled	FTE						
ABC	-	855	855	-	486	486	-	-	466	441.0	-	-	466	441.0	466	441.0	-	-45.5%	-45.5%	-	-4.1%	-4.1%
ACHE***	-	-	-	-	318	318	-	-	-	-	516	516.0	516	516.0	516	516.0	-	-	-	-	62.3%	62.3%
CBC	67	789	856	66	664	730	73	22.8	608	587.1	-	-	608	587.1	678	678.0	9.0%	-22.9%	-20.8%	10.6%	-8.4%	-7.1%
CCC****	-	-	-	**	92	92	**	0.8	79	70.8	-	-	79	70.8	79	71.6	-	-	-	-	-14.1%	-14.1%
CRC	51	172	223	18	175	193	25	8.2	162	168.0	-	-	162	168.0	187	177.0	-51.0%	-5.8%	-16.1%	38.9%	-7.4%	-3.1%
EC	-	-	-	-	200	200	**	2.1	147	128.2	**	1.1	FERPA	129.3	150	131.4	-	-	-	-	-	-25.0%
HC	-	1,354	1,354	-	1,206	1,206	-	-	1,108	14.0	12	1,218.0	1,120	1,232.0	1,120	1,232.0	-	-17.3%	-17.3%	-	-7.1%	-7.1%
HU	63	5,995	6,058	15	5,037	5,052	19	5.1	3,761	3,647.7	1,099	782.1	4,860	4,429.8	4,879	4,434.9	-69.8%	-18.9%	-19.5%	26.7%	-3.5%	-3.4%
JBU	450	2,400	2,850	312	2,128	2,440	307	78.0	1,447	1,404.0	533	281.0	1,980	1,685.0	2,287	1,763.0	-31.8%	-17.5%	-19.8%	-1.6%	-7.0%	-6.3%
LC	-	711	711	**	671	671	**	5.0	662	646.0	-	-	662	646.0	662	651.0	-	-6.9%	-6.9%	-	-1.3%	-1.3%
OBU	**	1,501	1,501	133	1,556	1,689	103	30.2	1,530	1,620.0	-	-	1,530	1,620.0	1,633	1,650.0	-	1.9%	8.8%	-22.6%	-1.7%	-3.3%
PSC	-	567	567	-	1,000	1,000	-	-	961	973.0	-	-	961	973.0	961	973.0	-	69.5%	69.5%	-	-3.9%	-3.9%
SC	-	405	405	-	565	565	-	-	586	369.0	-	-	586	369.0	586	369.0	-	44.7%	44.7%	-	3.7%	3.7%
UO	**	587	587	**	872	872	**	0.7	825	817.0	-	-	825	817.0	825	818.0	-	40.5%	40.5%	-	-5.4%	-5.4%
WBU	15	515	530	16	472	488	**	2.0	526	520.0	27	7.0	553	527.0	553	529.0	-	7.4%	4.3%	-	17.2%	13.3%
Private Total	646	15,851	16,497	560	15,442	16,002	527	154.8	12,868	11,405.8	2,187	2,805.2	FERPA	14,210.9	15,582	14,434.9	-	-	-5.55%	-	-	-2.6%
BHCLR	-	737	737	-	558	558	-	-	534	541.0	-	-	534	541.0	534	541.0	-	-27.5%	-27.5%	-	-4.3%	-4.3%
JSN	-	69	69	-	61	61	-	-	57	57.0	-	-	57	57.0	57	57.0	-	-17.4%	-17.4%	-	-6.6%	-6.6%
Nursing Total	-	806	806	-	619	619	-	-	591	598.0	-	-	591	598.0	591	598.0	-	-26.7%	-26.7%	-	-4.5%	-4.5%
TOTAL	16,271	152,382	168,653	19,117	141,828	160,945	19,500	6,635.3	119,573	101,004.4	19,730	13,702.9	FERPA	114,707.2	158,788	121,413.3	19.8%	-	-5.8%	2.0%	-	-1.3%

Student counts less than 11 are suppressed due to FERPA restrictions and designated with '*'. 'FERPA' in the cell represents a suppression of a subtotal or total that could identify the actual number being suppressed.

**High School enrollments less than 11 students have been suppressed per FERPA restrictions. Those counts, however, are included in the other undergraduate and total columns.

***The Arkansas Colleges of Health Education's College of Osteopathic Medicine enrolled its first class in Fall 2017.

****Champion Christian College in Hot Springs began AHEIS submissions in Fall 2018.

Source: Arkansas Higher Education Information System (AHEIS); Fall 2019 preliminary enrollment collected via online form submissions.



INTIMIDATOR

G R O U P



Navigating Your Future Can Be Confusing.



Let Us Help Guide You Down The Industrial Technology Pathway!

University of Arkansas Community College at Batesville (UACCB)
Industrial Technology Degree Pathways (**BOLD**)

Intimidator Group Job Titles (*Italics*)

- **Certificate of Proficiency & Technical Certificate in Welding Technology**
Hand Welder
Robotic Welder Operator
- **Certificate of Proficiency & Technical Certificate in Mechatronics**
CNC Operator- Brake Press, Flat Laser, Tube Laser
Material Handler
Drafter
Programmer
Master Data Coordinator
Production Control Clerk
Quality Inspector/Assurance Technician
Engineer
R & D Developer
Inventory Control
Product Commercialization
Product Developer
- **Certificate of Proficiency in HVAC & Technical Certificate in Heating, AC and Refrigeration Technology**
Maintenance
Construction
- **Computer Technology and Programming**
Technical Writer
Financial Analyst
Information Systems Developer

INDICATOR: Achievement

	Tested 2015-2016	2013-2014					2014-2015							2015-2016								
		Below Basic	Basic	Proficient	Advanced	Prof or Advanced	Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	District Avg Met or Exceeded	State Avg Met or Exceeded	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	
10th Grade Literacy																						
Combined Population	99.12	---	---	---	---	---	11.76	12.50	28.68	32.35	14.71	47.06	47.06	37.58	16.96	22.32	18.75	41.96	60.71	60.71	47.80	
TAGG	100.00	---	---	---	---	---	18.18	20.78	29.87	23.38	7.79	31.17	31.17	26.09	21.43	25.71	20.00	32.86	52.86	52.86	34.87	
African American	RV	---	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	100.00	25.31	
Hispanic	RV	---	---	---	---	---	RV	RV	RV	RV	RV	RV	0.00	31.23	RV	RV	RV	RV	RV	71.43	37.23	
Caucasian	99.03	---	---	---	---	---	12.00	11.20	27.20	33.60	16.00	49.60	49.60	43.84	18.63	21.57	15.69	44.12	59.80	59.80	56.46	
Economically Disadvantaged	100.00	---	---	---	---	---	15.49	19.72	30.99	25.35	8.45	33.80	33.80	26.68	22.39	25.37	20.90	31.34	52.24	52.24	35.92	
Students with Disabilities	RV	---	---	---	---	---	58.82	29.41	11.76	0.00	0.00	0.00	0.00	12.96	RV	RV	RV	RV	RV	77.78	13.25	
Limited English Proficient	---	---	---	---	---	---	RV	RV	RV	RV	RV	RV	0.00	13.28	---	---	---	---	---	---	---	
Number of recently arrived LEP students not assessed in 10th Grade Literacy					---																	
Female	98.31	---	---	---	---	---	5.56	8.33	23.61	40.28	22.22	62.50	62.50	44.78	3.45	25.86	17.24	53.45	70.69	70.69	56.64	
Male	100.00	---	---	---	---	---	18.75	17.19	34.38	23.44	6.25	29.69	29.69	30.52	31.48	18.52	20.37	29.63	50.00	50.00	39.21	
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	
10th Grade Mathematics																						
Combined Population	99.08	---	---	---	---	---	91.72	---	---	---	---	---	---	---	---	38.89	32.41	19.44	9.26	28.70	28.70	21.62
TAGG	100.00	---	---	---	---	---	89.91	---	---	---	---	---	---	---	---	46.97	28.79	16.67	7.58	24.24	24.24	12.16
African American	RV	---	---	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	0.00	6.09
Hispanic	RV	---	---	---	---	---	78.57	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	14.29	14.51
Caucasian	98.99	---	---	---	---	---	92.08	---	---	---	---	---	---	---	---	39.80	29.59	20.41	10.20	30.61	30.61	27.25
Economically Disadvantaged	100.00	---	---	---	---	---	90.22	---	---	---	---	---	---	---	---	46.88	29.69	17.19	6.25	23.44	23.44	12.48
Students with Disabilities	RV	---	---	---	---	---	92.50	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	20.00	3.47
Limited English Proficient	---	---	---	---	---	---	75.00	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Female	98.28	---	---	---	---	---	---	---	---	---	---	---	---	---	---	35.09	28.07	24.56	12.28	36.84	36.84	21.30
Male	100.00	---	---	---	---	---	---	---	---	---	---	---	---	---	---	43.14	37.25	13.73	5.88	19.61	19.61	21.94
Migrant	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

SECTION: Achievement

		2014-2015						2015-2016						2016-2017							
Tested 2016-17		Not Met Expectations	Partially Met Expectations	Approached Expectations	Met Expectations	Exceeded Expectations	Met or Exceeded Expectations	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
10th Grade Literacy																					
All Students Percentage of Students	100.00	---	---	---	---	---	---	---	---	---	---	60.71	---	21.88	14.06	17.97	46.09	64.06	64.06	52.44	
All Students Number of Students														28	18	23	59	82			
TAGG	100.00	---	---	---	---	---	---	---	---	---	---	52.86	---	28.38	17.57	18.92	35.14	54.05	54.05	39.69	
African American	RV	---	---	---	---	---	---	---	---	---	---	100.00	---	RV	RV	RV	RV	RV	100.00	30.24	
Hispanic	RV	---	---	---	---	---	---	---	---	---	---	71.43	---	RV	RV	RV	RV	RV	71.43	43.30	
Caucasian	100.00	---	---	---	---	---	---	---	---	---	---	59.80	---	23.08	14.53	16.24	46.15	62.39	62.39	60.73	
Economically Disadvantaged	100.00	---	---	---	---	---	---	---	---	---	---	52.24	---	24.64	18.84	20.29	36.23	56.52	56.52	40.88	
Students with Disabilities	100.00	---	---	---	---	---	---	---	---	---	---	77.78	---	92.31	7.69	0.00	0.00	0.00	0.00	14.03	
Limited English Proficient	RV	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	66.67	21.44	
Number of recently arrived LEP students not assessed in 10th Grade Literacy							---														
Female	100.00	---	---	---	---	---	---	---	---	---	---	70.69	---	15.52	12.07	12.07	60.34	72.41	72.41	60.79	
Male	100.00	---	---	---	---	---	---	---	---	---	---	50.00	---	27.14	15.71	22.86	34.29	57.14	57.14	44.50	
Migrant	RV	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	100.00	24.52	
10th Grade Mathematics																					
All Students Percentage of Students	100.00	---	---	---	---	---	---	---	---	---	---	28.70	---	35.16	29.69	21.09	14.06	35.16	35.16	26.20	
All Students Number of Students														45	38	27	18	45			
TAGG	100.00	---	---	---	---	---	---	---	---	---	---	24.24	---	47.30	27.03	14.86	10.81	25.68	25.68	16.42	
African American	RV	---	---	---	---	---	---	---	---	---	---	0.00	---	RV	RV	RV	RV	RV	0.00	8.84	
Hispanic	RV	---	---	---	---	---	---	---	---	---	---	14.29	---	RV	RV	RV	RV	RV	0.00	18.53	
Caucasian	100.00	---	---	---	---	---	---	---	---	---	---	30.61	---	35.90	28.21	21.37	14.53	35.90	35.90	32.43	
Economically Disadvantaged	100.00	---	---	---	---	---	---	---	---	---	---	23.44	---	44.93	27.54	15.94	11.59	27.54	27.54	16.80	
Students with Disabilities	100.00	---	---	---	---	---	---	---	---	---	---	20.00	---	92.31	7.69	0.00	0.00	0.00	0.00	10.18	
Limited English Proficient	RV	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	33.33	6.97	
Female	100.00	---	---	---	---	---	---	---	---	---	---	36.84	---	27.59	27.59	22.41	22.41	44.83	44.83	25.79	
Male	100.00	---	---	---	---	---	---	---	---	---	---	19.61	---	41.43	31.43	20.00	7.14	27.14	27.14	26.59	
Migrant	RV	---	---	---	---	---	---	---	---	---	---	---	---	RV	RV	RV	RV	RV	100.00	11.11	



Southside School District (Independence) - 3209000

Southside Charter High School - 3209703

SECTION: Achievement

	% Tested	2017-2018					District Avg Ready or Exceeding	State Avg Ready or Exceeding
		In Need of Support	Close	Ready	Exceeding	Ready or Exceeding		
10th Grade Literacy								
All Students Percentage of Students	>95%	28.10	19.61	20.92	31.37	52.29	52.29	43.58
All Students Number of Students		43	30	32	48	80		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	21.25
Hispanic	>95%	RV	RV	30.00	10.00	40.00	40.00	33.97
Caucasian	>95%	25.74	19.85	20.59	33.82	54.41	54.41	52.41
Economically Disadvantaged	>95%	28.92	27.71	18.07	25.30	43.37	43.37	32.14
Non-Economically Disadvantaged	>95%	27.14	RV	RV	38.57	62.86	62.86	59.73
Students with Disabilities	95.00	RV	RV	10.53	<5%	10.53	10.53	10.51
Students without Disabilities	>95%	20.90	20.90	22.39	35.82	58.21	58.21	47.63
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	33.33	23.06
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	27.33	20.00	20.67	32.00	52.67	52.67	45.66
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	40.00	28.06
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	50.00	53.97
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.29
Female Students	>95%	21.69	19.28	20.48	38.55	59.04	59.04	51.39
Male Students	>95%	35.71	20.00	21.43	22.86	44.29	44.29	36.00
Migrant	---	---	---	---	---	---	---	---



Southside School District (Independence) - 3209000

Southside Charter High School - 3209703

SECTION: Achievement

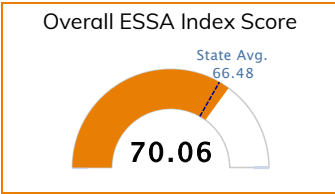
	% Tested	2017-2018					District Avg Ready or Exceeding	State Avg Ready or Exceeding
		In Need of Support	Close	Ready	Exceeding	Ready or Exceeding		
10th Grade Mathematics								
All Students Percentage of Students	>95%	37.50	32.24	21.71	8.55	30.26	30.26	28.97
All Students Number of Students		57	49	33	13	46		
African American	N<10	N<10	N<10	N<10	N<10	N<10	0.00	10.25
Hispanic	>95%	RV	RV	10.00	<5%	10.00	10.00	20.96
Caucasian	>95%	37.78	29.63	22.96	9.63	32.59	32.59	35.98
Economically Disadvantaged	RV	41.46	32.93	RV	RV	25.61	25.61	18.60
Non-Economically Disadvantaged	>95%	32.86	31.43	20.00	15.71	35.71	35.71	43.64
Students with Disabilities	90.00	RV	RV	16.67	<5%	16.67	16.67	8.66
Students without Disabilities	>95%	31.34	36.57	22.39	9.70	32.09	32.09	31.46
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)								RV (RV %)
Current English Learners (EL)	N<10	N<10	N<10	N<10	N<10	N<10	66.67	16.06
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	38.26	32.21	20.81	8.72	29.53	29.53	30.28
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)								RV (RV %)
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	40.00	15.93
Children in Foster Care	---	---	---	---	---	---	---	---
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	0.00	36.34
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	100.00	71.23
Female Students	>95%	36.14	36.14	RV	RV	27.71	27.71	29.51
Male Students	>95%	39.13	RV	27.54	RV	33.33	33.33	28.45
Migrant	---	---	---	---	---	---	---	---



2019 ESSA School Index: Overview

3209703 - Southside Charter High School
3209000 - Southside School District (Independence)

[ESSA Overview](#)

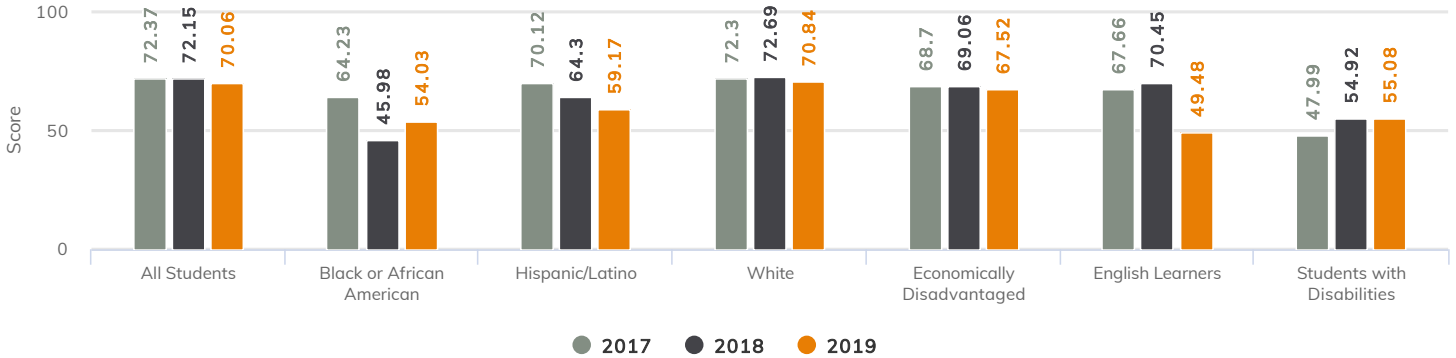


Grade Range	10-12
Grade Span	3 - High School Level
Enrollment, October 1	409

State Distribution of Overall School ESSA Index Scores

State Distribution Data is not available during the private LEA review period

Three Year School ESSA Index Scores By Subgroup

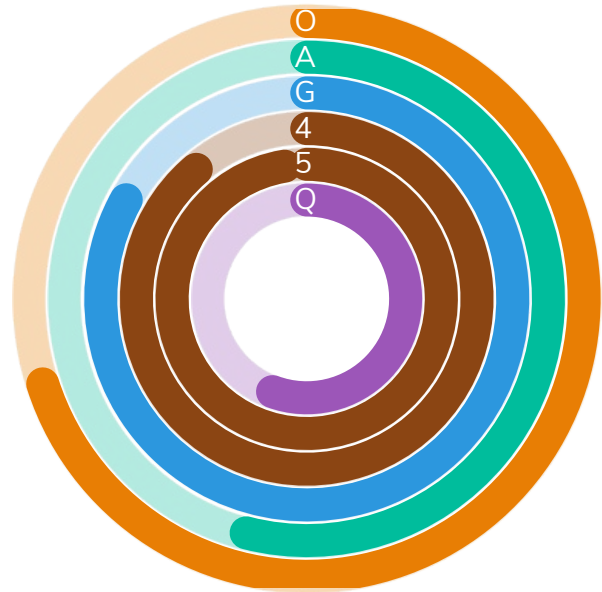


Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	72.37	72.15	70.06
Black or African American	64.23	45.98	54.03
Hispanic/Latino	70.12	64.3	59.17
White	72.3	72.69	70.84
Economically Disadvantaged	68.7	69.06	67.52
English Learners	67.66	70.45	49.48
Students with Disabilities	47.99	54.92	55.08



ESSA Indicator Scores

Indicator	Score
Overall ESSA Score	70.06
Weighted Achievement Score	54.05
Value-Added Growth Score	83.01
4-Year Graduation Rate	88.78
5-Year Graduation Rate	97.39
School Quality and Student Success Score	55.64



Range of Possible Scores for Each Indicator

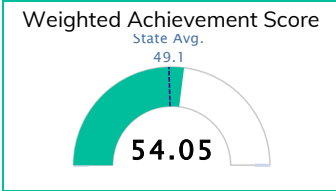
- Weighted Achievement scores range from 0 to 125 with 0 indicating all students are in the lowest readiness level (In Need of Support) for achievement and 125 indicating all students are in the highest readiness level for achievement (Exceeds).
- Value-Added Growth scores typically range from 55 to 95 with values of 80 or above indicating students, on average, are meeting and/or exceeding expected growth in achievement. Values below 80 indicate students, on average, are losing ground compared to their expected growth in achievement.
- 4-Year and 5-Year Graduation Rates range from 0 to 100 with 0 indicating none of the students expected to graduate in the 4-year or 5-year time frame graduated as expected. Scores of 100 indicate all students expected to graduate in the 4-year or 5-year time frame graduated as expected.
- School Quality and Student Success scores range from 0 to 100. These scores indicate the percentage of points earned by the school across all of the School Quality and Student Success components included in this indicator. Up to 11 components may be included in a school's indicator score.



2019 ESSA School Index: Weighted Achievement

3209703 - Southside Charter High School
3209000 - Southside School District (Independence)

[Understanding Weighted Achievement](#)



Grade Range	10-12
Grade Span	3 - High School Level
Enrollment, October 1	409

State Distribution Data is not available during the private LEA review period

Distribution of School-Level Weighted Achievement Scores

State Distribution Data is not available during the private LEA review period



2019 Weighted Achievement Score Details for All Students

Performance Level and Multiplier	ELA - Students	Math - Students	Total Points	ELA + Math - Students
In Need of Support (0)	50	51	0	101
Close (0.5)	25	34	29.5	59
Ready (1.0)	29	31	60	60
Exceeds (1.0 or 1.25*)	38	26	64	64
Totals			153.5	284

Weighted Performance Points Earned = (153.5 / 284) * 100 = 54.05

*Note: If the number of students exceeding grade level-proficiency is not greater than the number of students in the lowest achievement level then schools earn a single point for these students. If the number of students exceeding grade level-proficiency is greater than the number of students in the lowest achievement level then schools earn 1.25 points per student for the number of students greater than the number in the lowest achievement level.



Adjusting the Weighted Achievement Denominator for Percent Tested

To calculate percent tested, all students are included: full academic year and highly mobile students. Percent tested is included in the ESSA School Index calculation when schools test less than 95 percent of the students or test less than 95 percent of a subgroup of students.

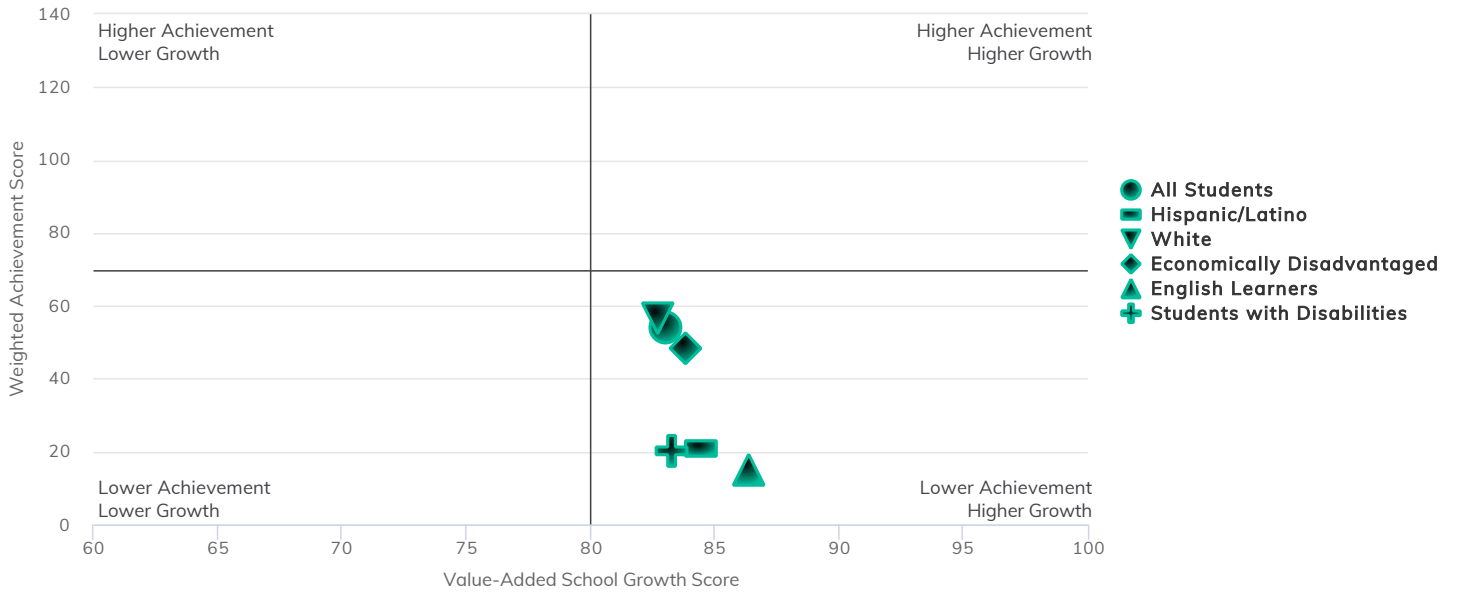
If the percent tested is greater than or equal to 95 percent, then the Final Weighted Achievement Denominator equals the number of full academic year students tested.

If the percent tested is less than 95 percent, then the *Final Weighted Achievement Denominator* is adjusted to include 95 percent of the students expected to test for that subject and group (ESEA Section 1111 (c)(4)(E)(ii)). An adjusted denominator is computed for each subject/subgroup to which it applies. This adjusted denominator is the number that is equal to 95 percent of the number of students expected to test for that subject/subgroup. The adjusted denominator is rounded down to the nearest whole number (whole student). If the number of students tested is greater than the result from multiplying the number of students expected to test by 0.95 rounded down to the nearest whole number, the greater value of the number of students tested is the denominator for the subject/subgroup to which it applies. The denominators for each subject (adjusted or unadjusted depending on percent tested) are added together to get the *Final Weighted Achievement Denominator*.

Final Weighted Achievement Denominator Used	ELA	Math
Percent Tested: Mobile + Nonmobile	99.36	99.36
Number Tested: Mobile + Nonmobile	156	156
Number Expected to Test: Mobile + Nonmobile	157	157
Adjusted N = 0.95 * Number Expected to Test	149	149
Was Denominator Adjusted for Less Than 95% Tested?	No	No
Number of Nonmobile Students with Tests (Used when 95% or more tested)	142	142

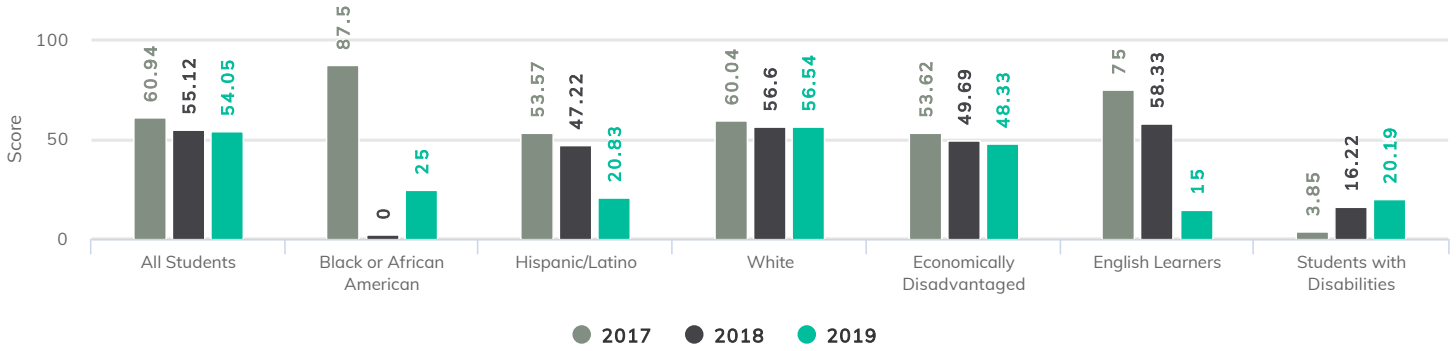


School Value-added Growth Score Plotted with Weighted Achievement for Subgroups





Three Year Weighted Achievement By Subgroup



Population	2017 Weighted Achievement Score	2018 Weighted Achievement Score	2019 Weighted Achievement Score
All Students	60.94	55.12	54.05
Black or African American	87.5	0	25
Hispanic/Latino	53.57	47.22	20.83
White	60.04	56.6	56.54
Economically Disadvantaged	53.62	49.69	48.33
English Learners	75	58.33	15
Students with Disabilities	3.85	16.22	20.19



2019 Number of Full Academic Year Students in Each Achievement Level by Subgroup

	ELA Level 1	ELA Level 2	ELA Level 3	ELA Level 4	Math Level 1	Math Level 2	Math Level 3	Math Level 4
All Students	50	25	29	38	51	34	31	26
Black or African American	2	1	0	0	1	2	0	0
Hispanic/Latino	3	3	0	0	4	2	0	0
White	44	19	29	38	45	29	30	26
Economically Disadvantaged	37	17	20	16	39	17	26	8
English Learners	3	2	0	0	4	1	0	0
Students with Disabilities	17	5	4	0	18	8	0	0

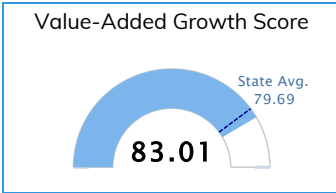
Note: Level 1 = In Need of Support; Level 2 = Close; Level 3 = Ready; Level 4 = Exceeds



2019 ESSA School Index: School Value-Added Growth

3209703 - Southside Charter High School
3209000 - Southside School District (Independence)

[Understanding School Value-Added Growth](#)



Grade Range	10-12
Grade Span	3 - High School Level
Enrollment, October 1	409

School Value-Added Growth Score Plotted with Weighted Achievement Scores

State Distribution Data is not available during the private LEA review period

Distribution of School-Level Value-Added Growth Scores

State Distribution Data is not available during the private LEA review period

School Content Value-Added Growth (VAS) and ELP Growth

	ELA Value-Added Score	Math Value-Added Score	Content Growth Score	ELP Growth Score	School Overall Value-Added Growth Score
Score	81.44	83.68	82.56	88.5	83.01
Number of Students	134	134	134	11	145



Counts for Content Area Growth (Math + ELA)

Subgroup	# ELA Growth	# Math Growth	Total Number of Students Combined Growth*
All Students	134	134	134
Black or African American	2	2	2
Hispanic/Latino	5	5	5
White	124	124	124
Economically Disadvantaged	86	86	86
English Learners	5	5	5
Students with Disabilities	18	18	18

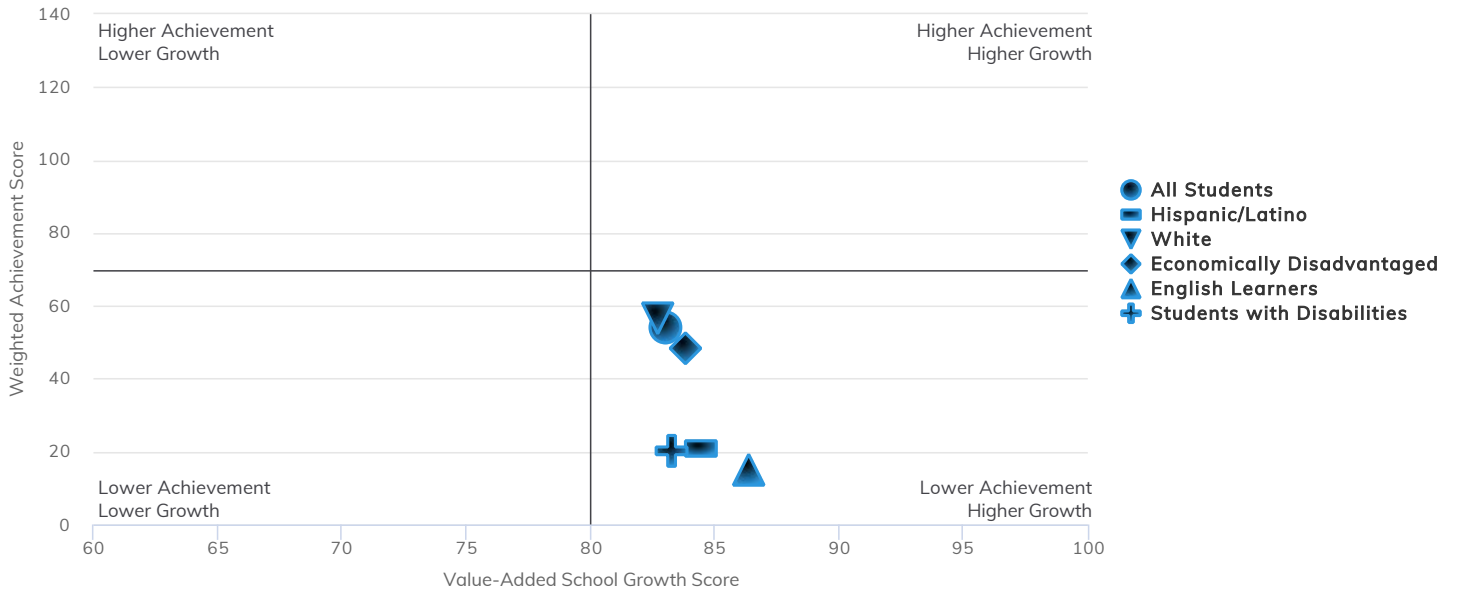
* Each student is counted once for content growth. Some students have both Math and ELA. Some students have only one subject; therefore, the total number is not always the sum of #ELA Growth and #Math Growth.

Counts for ELP Growth

Subgroup	# ELP Growth
All Students	11
Black or African American	0
Hispanic/Latino	9
White	0
Economically Disadvantaged	9
English Learners	11
Students with Disabilities	1



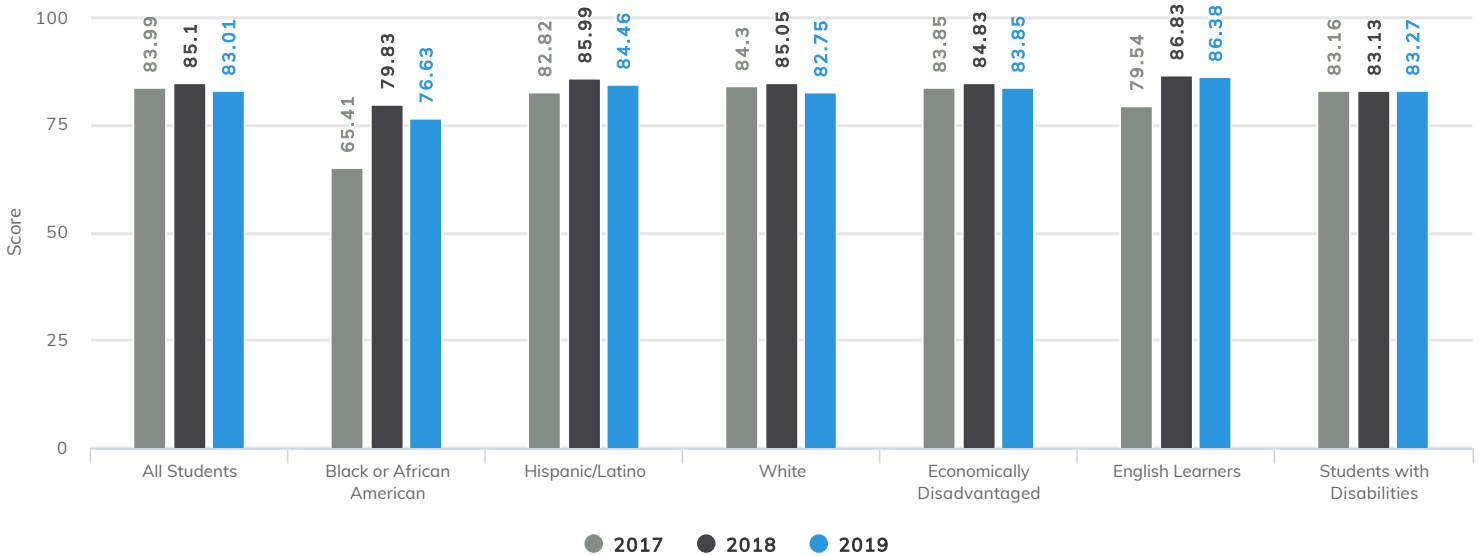
School Value-added Growth Score Plotted with Weighted Achievement for Subgroups



School Value-added Growth Score for Subgroups

Subgroup	Value-added Growth Score	Number of Students
All Students	83.01	145
Black or African American	76.63	2
Hispanic/Latino	84.46	14
White	82.75	124
Economically Disadvantaged	83.85	95
English Learners	86.38	16
Students with Disabilities	83.27	19

School Value-added Growth Score by Subgroup for 2017 - 2019



Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
All Students	83.99	85.1	83.01



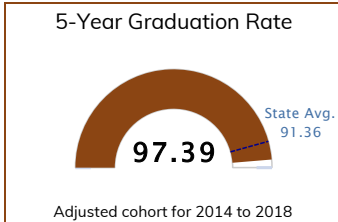
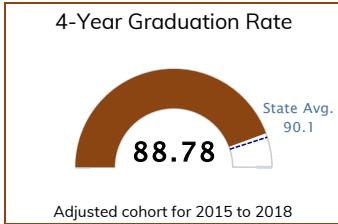
Population	2017 School Value Added Growth Score	2018 School Value Added Growth Score	2019 School Value Added Growth Score
Black or African American	65.41	79.83	76.63
Hispanic/Latino	82.82	85.99	84.46
White	84.3	85.05	82.75
Economically Disadvantaged	83.85	84.83	83.85
English Learners	79.54	86.83	86.38
Students with Disabilities	83.16	83.13	83.27



2019 ESSA School Index: Adjusted Cohort Graduation Rates

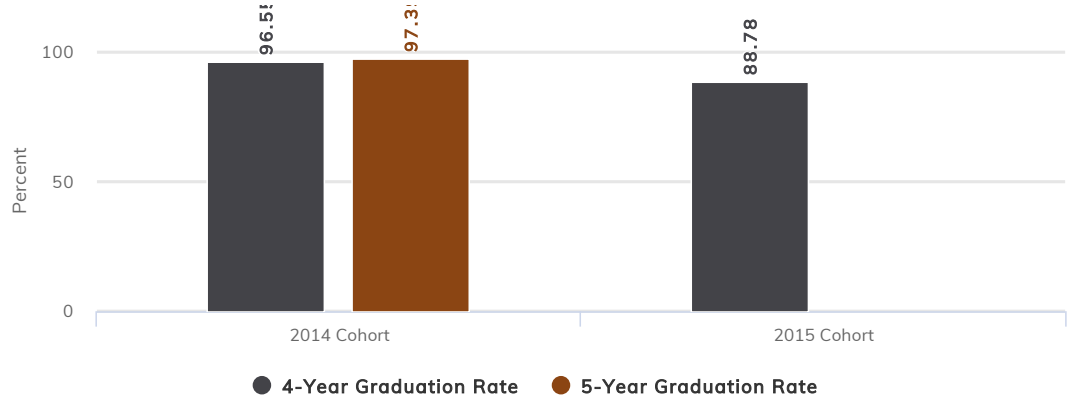
3209703 - Southside Charter High School
3209000 - Southside School District (Independence)

[Understanding Graduation Rates](#)



Grade Range	10-12
Grade Span	3 - High School Level
Enrollment, October 1	409

2018 4-Year and 5-Year Adjusted Cohort Graduation Rates



	4-Year Graduation Rate	5-Year Graduation Rate
2014 Cohort	96.55	97.39
2015 Cohort	88.78	

Graduation Rates used in the ESSA School Index are lagged one year.

2018 State Distribution of School Four-Year Adjusted Cohort Graduation Rates

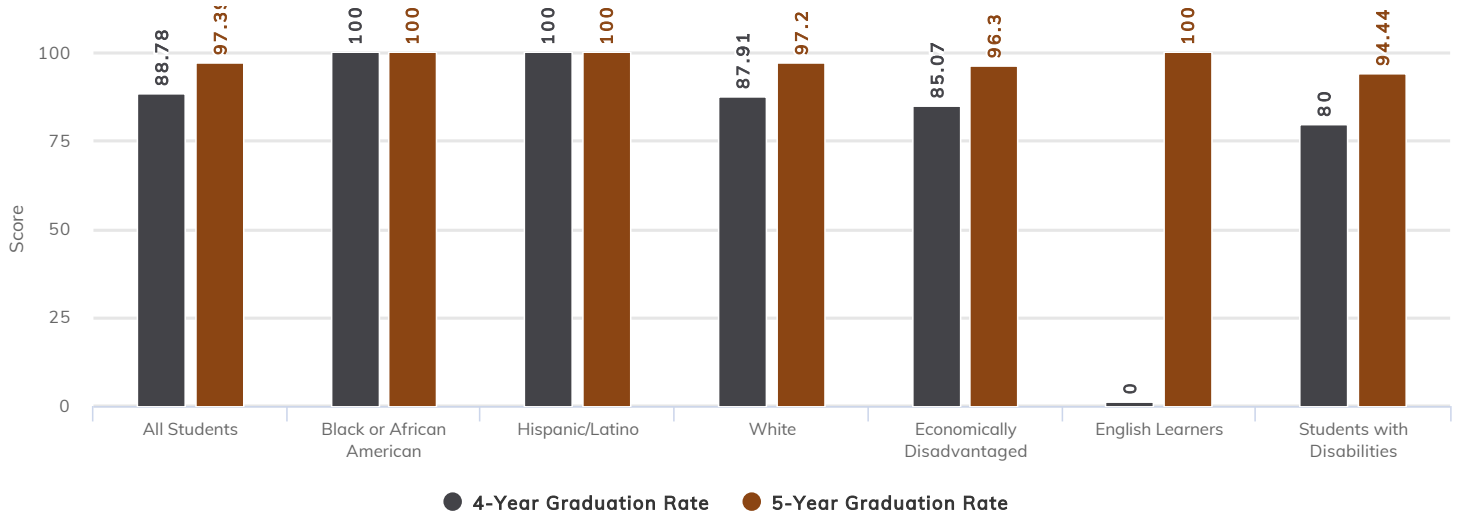
State Distribution Data is not available during the private LEA review period



2018 State Distribution of School Five-Year Adjusted Cohort Graduation Rates

State Distribution Data is not available during the private LEA review period

2018 Adjusted Cohort Graduation Rates By Subgroup



Population	4-Year Graduation Rate	5-Year Graduation Rate
All Students	88.78	97.39
Black or African American	100	100
Hispanic/Latino	100	100
White	87.91	97.2
Economically Disadvantaged	85.07	96.3
English Learners	0	100
Students with Disabilities	80	94.44



Table of Actual & Expected Graduates

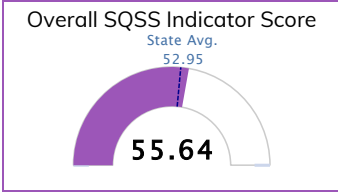
Subgroup	# Expected Graduates: 4-year	# Actual Graduates: 4-year	# Expected Graduates: 5-year	# Actual Graduates: 5-year
All Students	98	87	115	112
Black or African American	1	1	1	1
Hispanic/Latino	5	5	4	4
White	91	80	107	104
Economically Disadvantaged	67	57	54	52
English Learners	0	0	1	1
Students with Disabilities	5	4	18	17



2019 ESSA School Index: School Quality and Student Success (SQSS)

3209703 - Southside Charter High School
3209000 - Southside School District (Independence)

[Understanding the SQSS Indicator](#)



Grade Range	10-12
Grade Span	3 - High School Level
Enrollment, October 1	409

State Distribution of School-Level Overall SQSS Scores

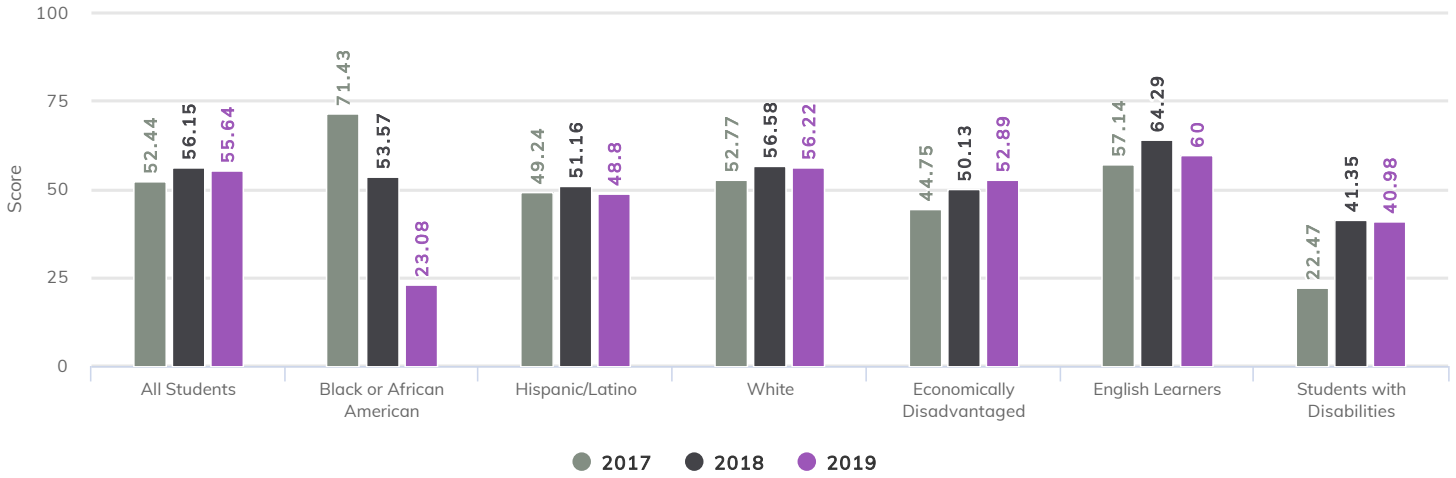
State Distribution Data is not available during the private LEA review period

Overall SQSS Points Table

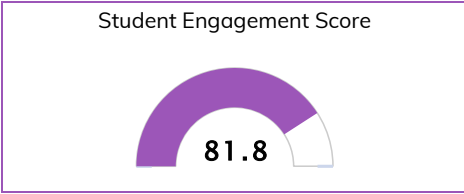
Total Students	Total # Points Possible	Total # Points Earned
420	1639	912
Score: (912 / 1639) * 100 = 55.64		



SQSS Overall Indicator Score by Subgroup



Population	2017 Index Score	2018 Index Score	2019 Index Score
All Students	52.44	56.15	55.64
Black or African American	71.43	53.57	23.08
Hispanic/Latino	49.24	51.16	48.8
White	52.77	56.58	56.22
Economically Disadvantaged	44.75	50.13	52.89
English Learners	57.14	64.29	60
Students with Disabilities	22.47	41.35	40.98



State Distribution of School-Level Student Engagement

State Distribution Data is not available during the private LEA review period

Student Engagement Points Table

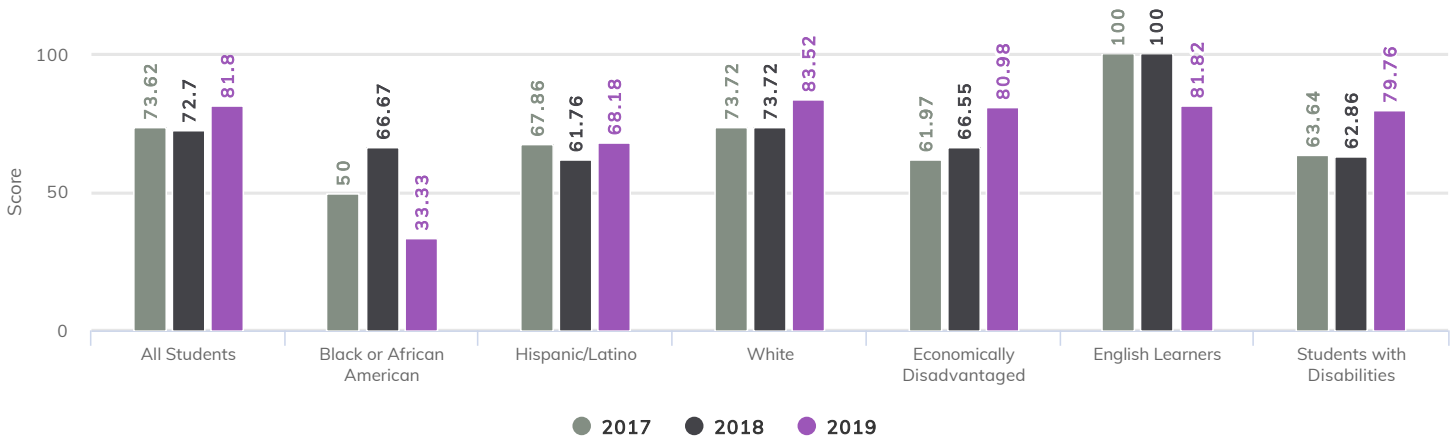
Score: $(249.5 / 305) * 100 = 81.8$

Total Students	305
Total # Points Possible	305
Total # Points Earned	249.5

Points Per Student

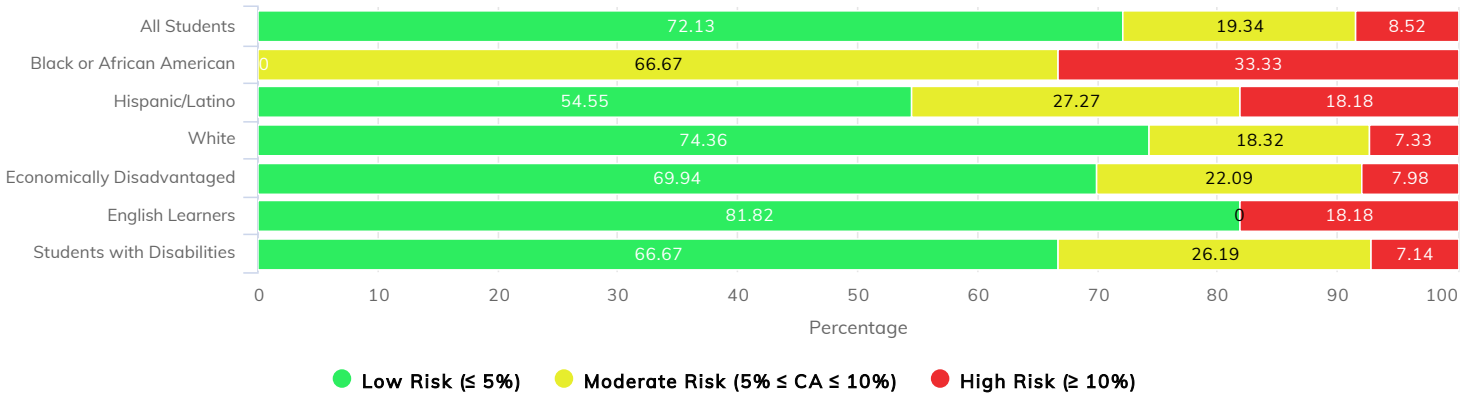
Student at low risk (absent less than 5% of time enrolled)	1.0 Point
Student at moderate risk (absent 5% to less than 10% of days enrolled)	0.5 Points
Student at high risk (absent 10% or more of days enrolled)	0.0 Points

Percent of Points Earned for Student Engagement





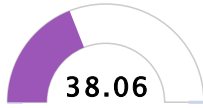
Percent of Students in Each Chronic Absence Risk Level



Population	Low Risk	Moderate Risk	High Risk
All Students	72.13	19.34	8.52
Black or African American	0	66.67	33.33
Hispanic/Latino	54.55	27.27	18.18
White	74.36	18.32	7.33
Economically Disadvantaged	69.94	22.09	7.98
English Learners	81.82	0	18.18
Students with Disabilities	66.67	26.19	7.14



Reading at Grade Level Score



State Distribution of School-Level Reading at Grade Level

State Distribution Data is not available during the private LEA review period

Reading at Grade Level Points Table

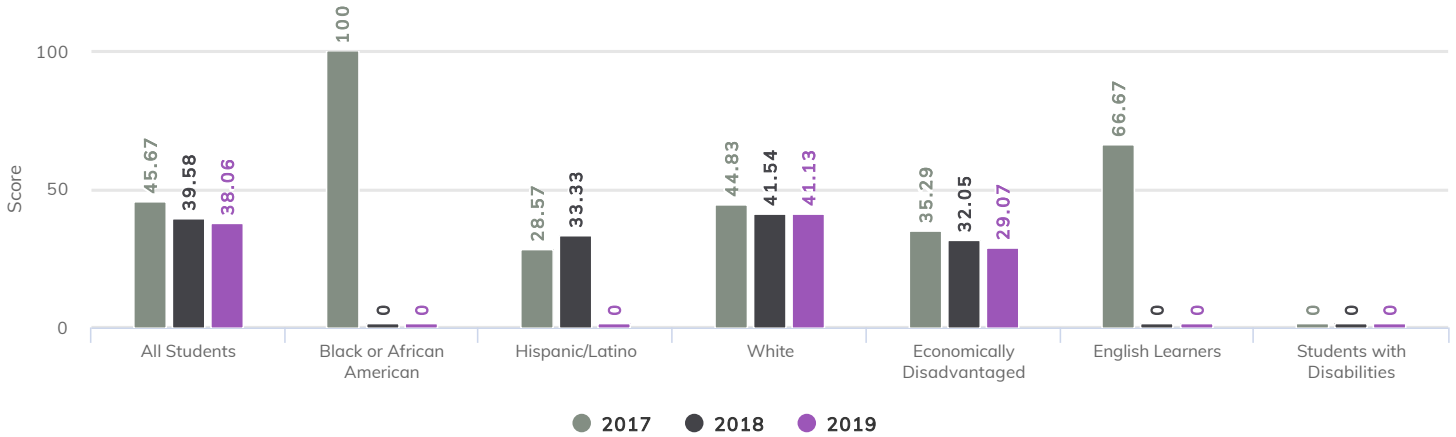
Score: (51 / 134) * 100 = 38.06

Total Students	134
Total # Points Possible	134
Total # Points Earned	51

Points Per Student

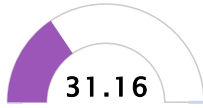
Student achieved Ready or Exceeds (ACT Aspire) in reading	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Reading at Grade Level





Science Achievement Score



State Distribution of School-Level Science Achievement

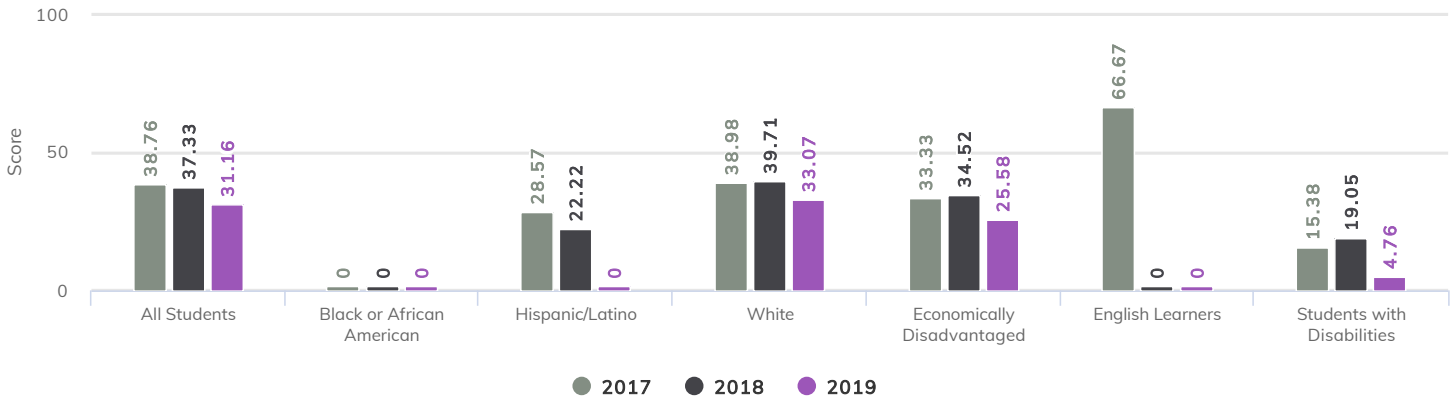
State Distribution Data is not available during the private LEA review period

Science Achievement Points Table

Score: $(43 / 138) * 100 = 31.16$

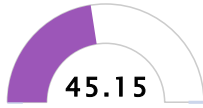
Total Students	138
Total # Points Possible	138
Total # Points Earned	43
Points Per Student	
Student achieved Ready or Exceeds (ACT Aspire) in science	1.0 Point
Student achieved "At Target" or "Advanced" on the DLM, in science	1.0 Point
Student achieved below grade level	0.0 Points

Percent of Points Earned for Science Achievement





Growth in Science Achievement Score



State Distribution of School-Level Growth in Science Achievement

State Distribution Data is not available during the private LEA review period

Growth in Science Achievement Points Table

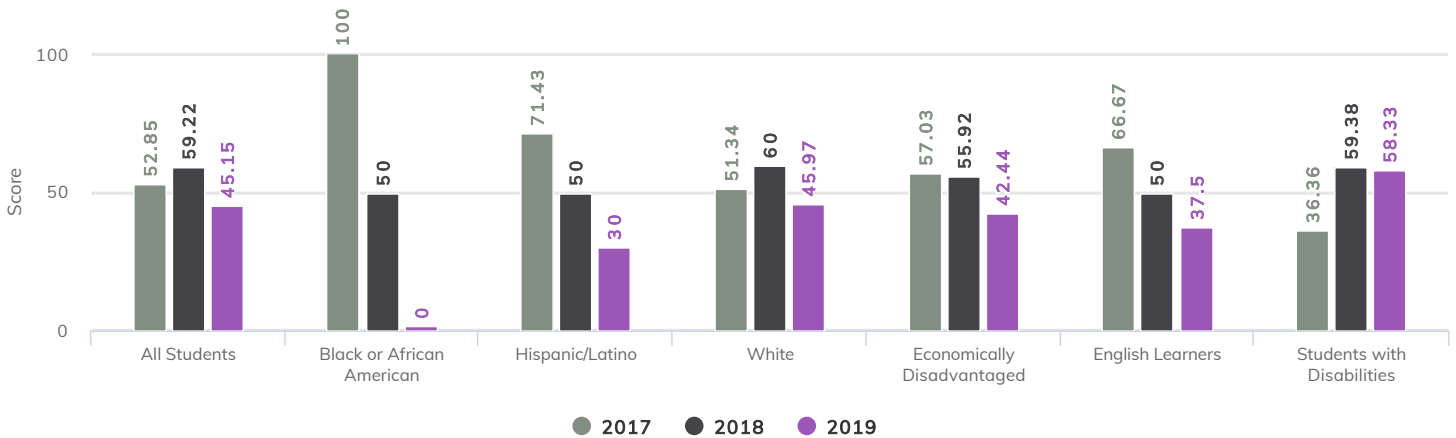
Score: $(60.5 / 134) * 100 = 45.15$

Total Students	134
Total # Points Possible	134
Total # Points Earned	60.5

Points Per Student

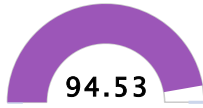
Growth at/above the 75th percentile of growth of students in the same grade	1.0 Point
Growth at/above the 25th percentile to less than 75th of growth of students in same grade	0.5 Points
Growth below the 25th percentile of growth of students in same grade	0.0 Points

Percent of Points Earned for Growth in Science Achievement





On-Time Credits Score



State Distribution of School-Level On-Time Credits

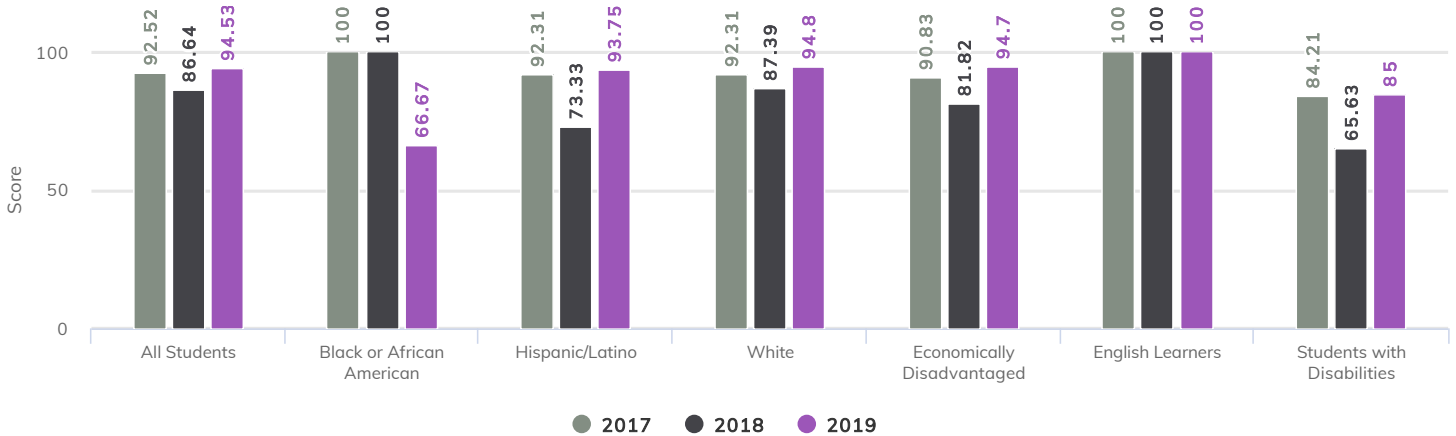
State Distribution Data is not available during the private LEA review period

On-Time Credits Points Table

Score: $(259 / 274) * 100 = 94.53$

Total Students	274
Total # Points Possible	274
Total # Points Earned	259
Points Per Student	
Grade 9 completed >= 5.5 credits	1.0 Point
Grade 10 completed >= 11.0 credits	1.0 Point
Grade 11 completed >= 16.5 credits	1.0 Point

Percent of Points Earned for On-Time Credits

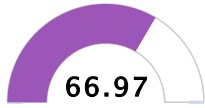


Details of On-Time Credits by Grade

	Grade 9	Grade 10	Grade 11	Total
Total Students		141	133	274
Total # Points Possible		141	133	274
Total # Points Earned		134	125	259
Percent of Points Earned	%	95.04%	93.98%	94.53%



GPA 2.8 or Higher on 4.0 Scale Score



State Distribution of School-Level GPA 2.8 or Higher on 4.0 Scale

State Distribution Data is not available during the private LEA review period

GPA 2.8 or Higher on 4.0 Scale Points Table

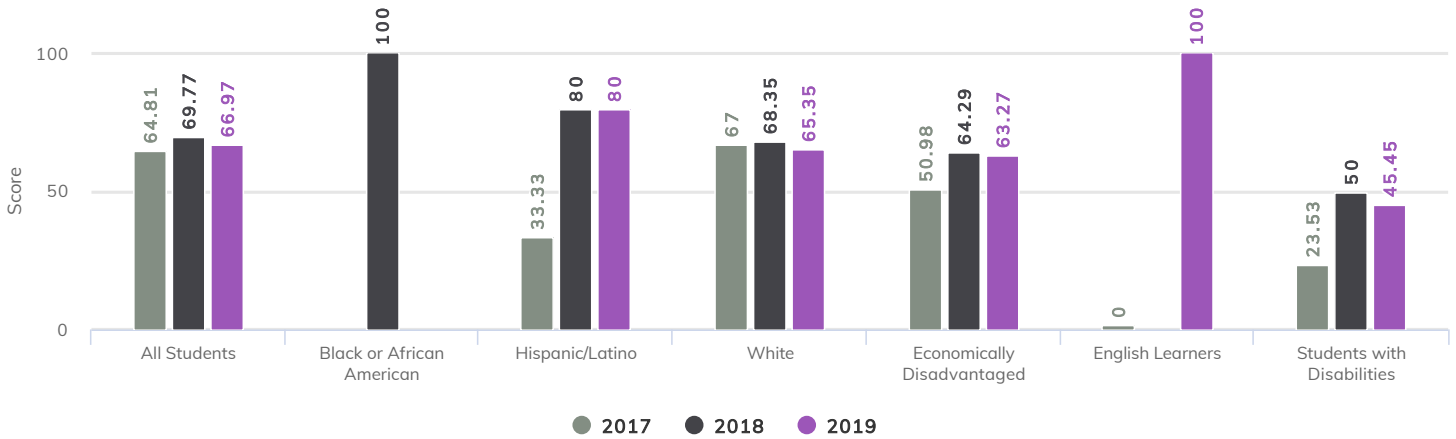
Score: (73 / 109) * 100 = 66.97

Total Students	109
Total # Points Possible	109
Total # Points Earned	73

Points Per Student

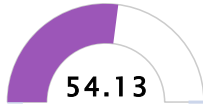
Grade 12 final high school GPA from SIS cycle 7	1.0 Point
GPA 2.8 or higher	1.0 Point

Percent of Points Earned for GPA 2.8 or Higher on 4.0 Scale





Points Earned for ACT Composite of 19 or Greater



State Distribution of School-Level ACT Composite of 19 or Greater

State Distribution Data is not available during the private LEA review period

ACT Composite of 19 or Greater Points Table

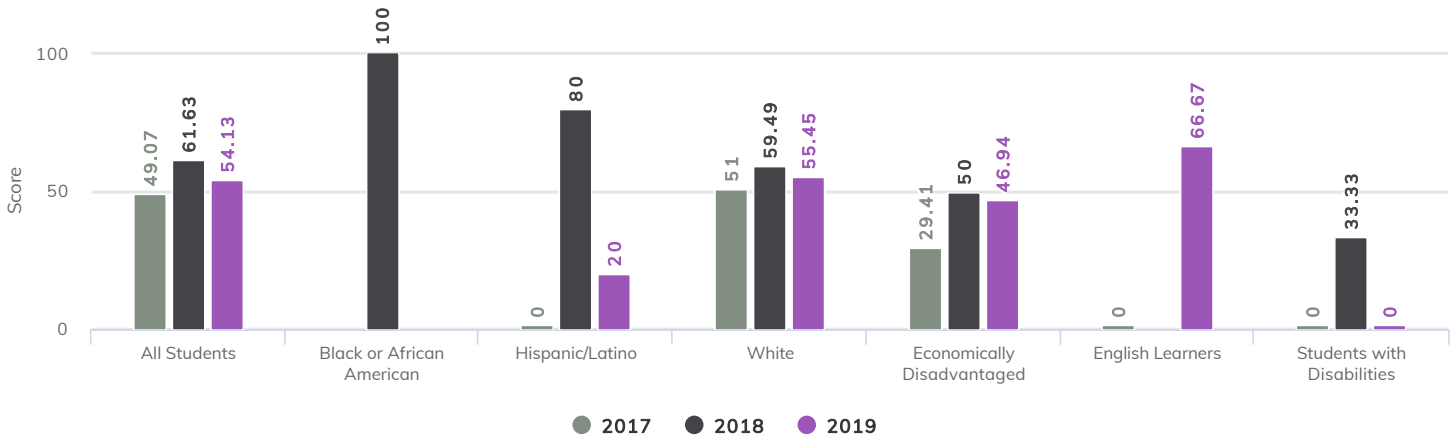
Score: $(59 / 109) * 100 = 54.13$

Total Students	109
Total # Points Possible	109
Total # Points Earned	59

Points Per Student

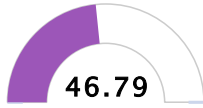
Uses best ACT scores achieved in high school	
ACT Composite score 19 or higher	1.0 Point

Percent of Points Earned for ACT Composite of 19 or Greater





ACT Readiness Benchmark



State Distribution of School-Level ACT Readiness Benchmark

State Distribution Data is not available during the private LEA review period

ACT Readiness Benchmark Points Table

Score: $(51 / 109) * 100 = 46.79$

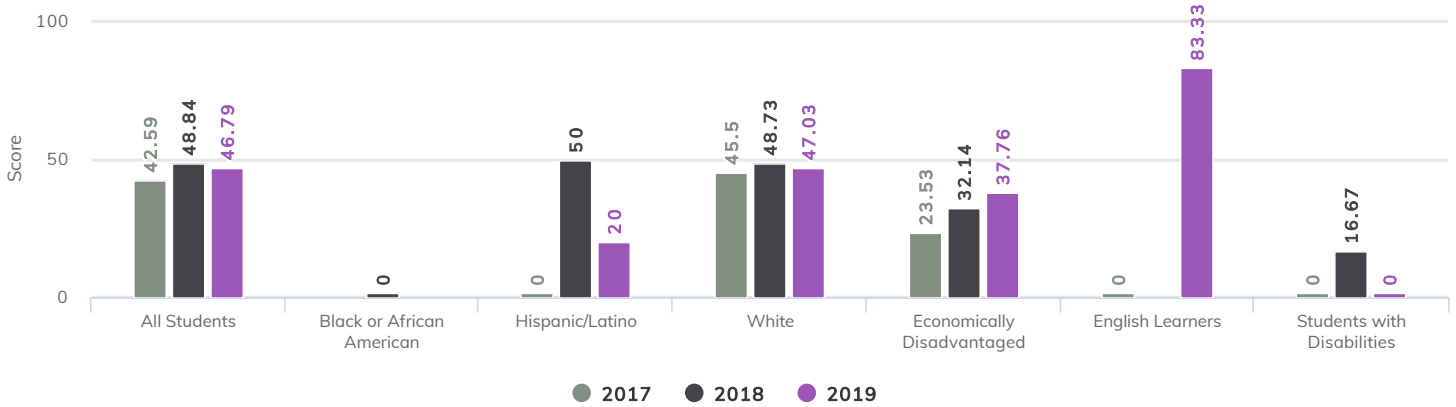
Total Students	109
Total # Points Possible	109
Total # Points Earned	51

Points Per Student

Extra points earned for scoring at or above ACT's College Readiness Benchmark

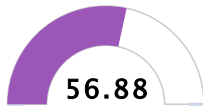
ACT Reading ≥ 22	0.5 Points
ACT Math ≥ 22	0.5 Points
ACT Science ≥ 23	0.5 Points

Percent of Points Earned for ACT Readiness Benchmark





AP/IB/Concurrent Credit Course(s) Score



State Distribution of School-Level AP/IB/Concurrent Credit Course(s)

State Distribution Data is not available during the private LEA review period

AP/IB/Concurrent Credit Course(s) Points Table

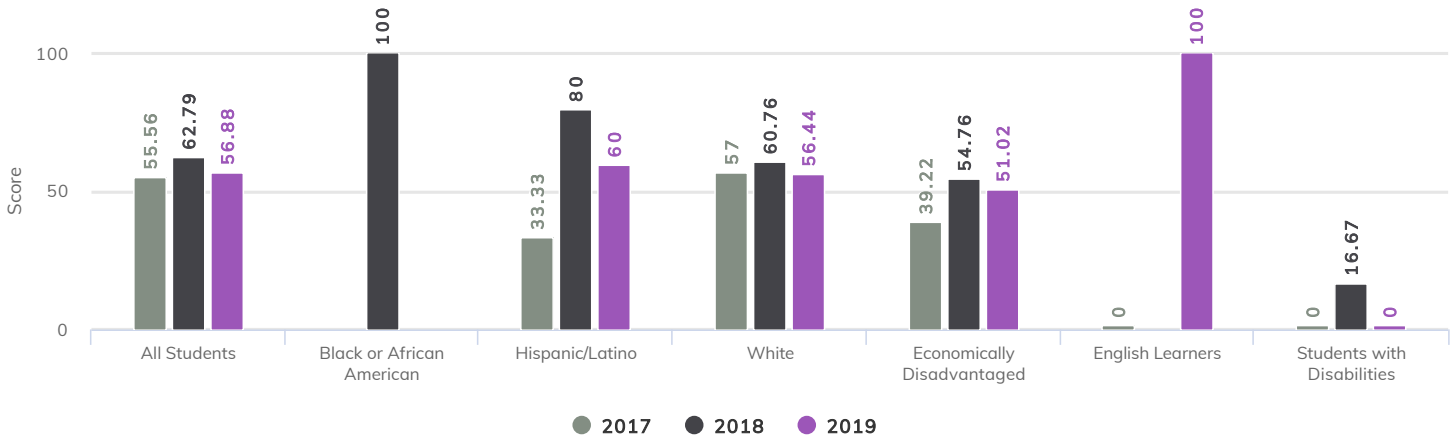
Score: (62 / 109) * 100 = 56.88

Total Students	109
Total # Points Possible	109
Total # Points Earned	62

Points Per Student

Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for AP/IB/Concurrent Credit Course(s)





Computer Science Course Credits Score



State Distribution of School-Level Computer Science Course Credits

State Distribution Data is not available during the private LEA review period

Computer Science Course Credits Points Table

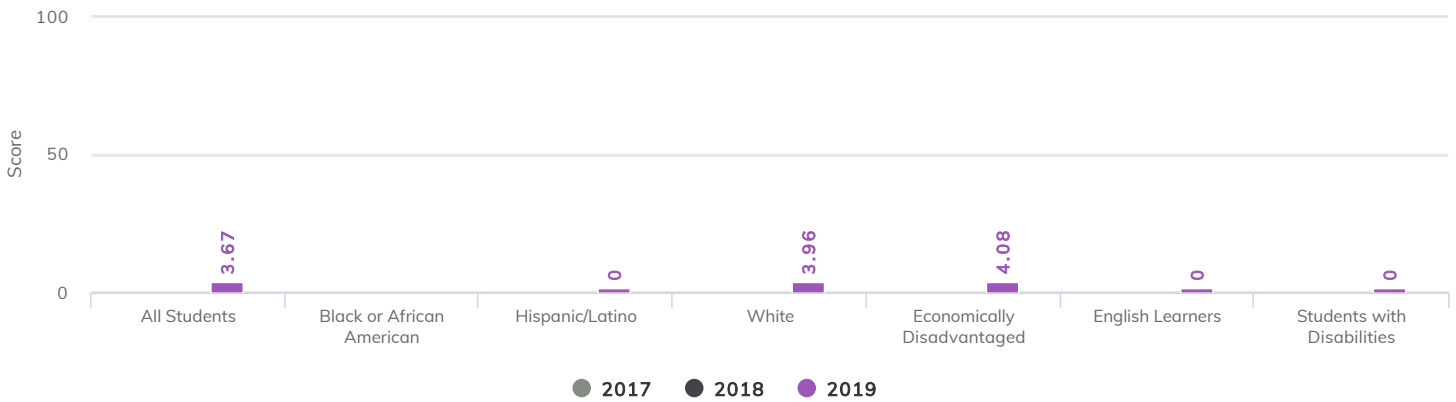
Score: $(4 / 109) * 100 = 3.67$

Total Students	109
Total # Points Possible	109
Total # Points Earned	4

Points Per Student

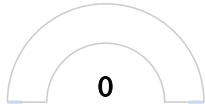
Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for Computer Science Course Credits





Community Service Learning Credits Earned Score



State Distribution of School-Level Community Service Learning Credits

State Distribution Data is not available during the private LEA review period

Community Service Learning Credits Points Table

Score: (0 / 109) * 100 = 0

Total Students	109
Total # Points Possible	109
Total # Points Earned	0
Points Per Student	
Credits earned anytime in grades 9-12	
One or more credits earned	1.0 Point

Percent of Points Earned for Community Service Learning Credits

