

School Report Cards 2021

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Report Card

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Districts



Name City District Zip County Co-op ARLEG District Congressional District

Enter school/LEA



Advanced Filters



MY SCHOOL INFO

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My School Info allows the public to search and compare public schools and districts from across the State of Arkansas.

The data presented on this website is periodically updated and reflective of information submitted by schools and districts to the Arkansas Department of Education.

Arkansas State Information

District Statewide Reports

Pageviews

3,991,093



What's New?

How to View the 2019 School Performance Report Cards



View on Youtube

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School Year

2020-2021

Report Type

School Report Card

LEA Filter

Filter by LEA, School, or District Name

Clear

Name LEA Number Letter Grade

A B C D E F G H I J K L M N O P Q R S T V W Y

From the Commissioner

Definitions

Arkansas State Report Card



A

Academics Plus Public Charter Schools (6040700)

3 School(s)



Maumelle Charter Elementary (6040702)



Maumelle Charter High School (6040703)



Scott Charter School (6040704)



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Alma School District (1701000)

4 School(s)



Alma Intermediate School (1701001)



Alma High School (1701002)



Alma Middle School (1701003)



School Year

2020-2021

Report Type

ESSA School Index

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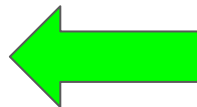
[Alma Intermediate School \(1701001\)](#)

[Alma High School \(1701002\)](#)

[Alma Middle School \(1701003\)](#)

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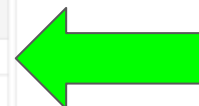
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[Alma Middle School \(1701003\)](#)

[Alma Primary School \(1701004\)](#)

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Maumelle Charter Elementary

 Academics Plus Public Charter Schools

 LEA 6040702

 (501) 803-0066

 [View Website](#)

2020-2021

Information

Statistics

School Rating

Reports

[Share Report](#)

[Export](#)

2020 - 2021 • Accountability At-a-Glance • Maumelle Charter Elementary

Contact Information

Maumelle Charter Elementary | Academics Plus Public Charter Schools

Principal: Paula Newton | Superintendent: Robert Mcgill

900 Edgewood Drive Maumelle, AR 72113-

<http://www.academicsplus.org> | (501) 803-0066

Student Information

Grades	K - 5	Total Enrollment	791
Black	14.29%	English Learners	2.65%
Hispanic	3.54%	Economically Disadvantaged	24.27%
White	72.82%	Students with Disabilities	6.83%

The Public School Rating System (A.C.A. § 6-15-2105) was suspended for the 2020-2021 school year by Act 89 of 2021

2020 - 2021 • Accountability At-a-Glance • Maumelle Charter Elementary

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School Performance • ESSA School Index Score 2021



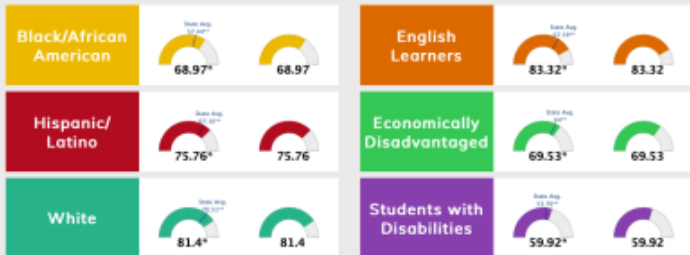
Learn more on [ESSA School Index](#)

*To ensure stakeholders can draw reasonable conclusions about school performance, two scores are reported for each subgroup of students. This promotes increased transparency and ensures the information on performance is meaningful and comparable as required by Section 1111(c)(4)(E)(i) of the Every Student Succeeds Act.

Two scores reported (if both scores are equal the school tested 95% or more students):

- **Adjusted ESSA School Index score:** The Annual ESSA School Index Score follows the approved [ESSA Business Rules](#)
- **Unadjusted ESSA School Index score:** This score reflects school performance for full academic year students that were tested regardless of whether 95% of students tested. Please see percent tested below. These data should only be used to facilitate discussions regarding the impact of COVID-19.

**State Average of ESSA School Index Scores for Grade Span.



	ELA % Tested	Math % Tested	ELA % Tested	Math % Tested
All Students	99.76%	99.76%		
Black / African American	100.00%	100.00%	English Learners	100.00%
				100.00%



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Maumelle Charter Elementary

 Academics Plus Public Charter Schools

 LEA 6040702

 (501) 803-0066

 [View Website](#)

2020-2021



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School Report Card



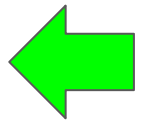
ESSA School Index



Discipline - Act 1015 of 2017



Waivers



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2021 School Report Card

Export XLS

Export PDF

Share Report

- Overview
- Achievement - Assessments
- Growth
- English Language Proficiency of English Learners
- SQSS
- Achievement - NAEP
- Graduation Rates
- College Readiness
- School Performance
- School Environment
- Retention
- Teacher Quality
- School Expenditures
- Alternatively Assessed
- Crosstab - ACT Aspire
- Crosstab - Graduation Rates
- Crosstab - Growth
- Long-Term Goals

Overview

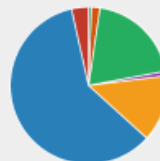
State of Arkansas

State Report Card 2020-2021
4 Capitol Mall, Little Rock, AR 72201
501-487-3000

Commissioner

Student Demographics

Race/Ethnicity Statistics



- 0.6% Native American
- 1.7% Asian
- 19.7% African American
- 1.0% Hawaiian/Pacific Islander
- 13.7% Hispanic/Latino
- 59.8% White
- 3.5% Two or More Races

The Purpose of the Report Card

The Report Card is a comprehensive report of state and federal accountability and additional reporting requirements. The Report Card is comprised of the School Report Card, the State Accountability System, and Waivers. All stakeholders have access to aggregate data, data disaggregated by subgroups and grade levels (where applicable), and a clear and concise description of the State's accountability system. The State Accountability System empowers the State to communicate with local schools and district.

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators:

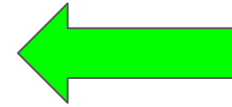
Module Data Indicator Legend

- Data completely loaded
- Data partially loaded
- No data loaded

CV: Data not available due to COVID-19

Teacher Quality Section of Report Card

Teacher Quality
Percentage of Teachers Certified (Licensed)
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded
Percentage of Teachers having Master's Degree as Highest Degree Awarded
Percentage of Teachers with Advanced Degree



Teacher Quality Data provided at the State, District, and School level (not disaggregated by high poverty and low poverty schools)

All Economic Levels (All Quartiles All Schools)

Number of Teachers (Certified Teachers)
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System *
Number of Teachers Required to Receive a Summative Evaluation this year Who Were Effective or Above under Teacher Excellence and Support System *
Number Certified by National Board for Professional Teaching Standards
Number of Teachers Teaching with Provisional License
Percentage of Teachers Teaching with Provisional License
Number of Teachers Teaching with Emergency Teaching Permit
Percentage of Teachers Teaching with Emergency Teaching Permit
Number of Teachers Teaching with Emergency or Provisional Credentials
Percentage of Teachers Teaching with Emergency or Provisional Credentials
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) **
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP) ^
Number of Inexperienced Teachers ^^
Percentage of Teachers who are Inexperienced ^^
Number of Teachers, Principals, and Assistant Principals
Number of Inexperienced Teachers, Principals, and Assistant Principals
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced

*Summative evaluation waiver granted per Executive Orders 20-06 and 20-48 for the 19-20 and 20-21 Report Cards

** AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation

^ In order to be placed on an ALP, a teacher must hold a standard license.

^^ Beginning with the 19-20 Report Card, the definition of inexperienced teacher changed from less than one (1) year of experience to less than three (3) years of experience.

Teacher Quality
Data provided
for all economic
levels and
disaggregated
by high and low
poverty schools.

High poverty (top
25% FRL %)

Low poverty (bottom
25% FRL%)

Reports are available to the public

School Rating (Accountability at-a-Glance) and ESSA School Index	October
School Report Card	December 31, April 15

Points of Interest

Schools exit CSI (5) and ATSI (6)

2021 School Report Card

- Overview
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requires states to report, "A clear and concise description of the State's accountability system. The State Accountability System empowers the State and public school districts to assess the effectiveness of student-focused education using multiple factors, measures, and indicators of student achievement and school quality, rather than relying solely on an annual statewide assessment. Stakeholders are encouraged to examine the Report Card and engage in communication with local schools and district.

Overview of the State's accountability system under Title I

Arkansas' ESSA plan was approved January 18, 2018. In this plan, Arkansas utilizes a summative (one final score) accountability system based on the following indicators: weighted achievement, value-added growth and English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas's system is known as the ESSA School Index. As per stakeholder request, the indicators are weighted as noted in https://ese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf. The full ESSA School Index report for each school is located in Report Card - ESSA School Index.

Reporting the N-Size and Subgroup Membership

The ESSA law in Section 1111(h)(1)(C)(i)(I); seeks to determine how many students must be in a group for the data to be used for accountability. Arkansas uses an n size of 15 students to identify student subgroups. This means a school must have a minimum of 15 students in a subgroup to be held accountable for that subgroup. Arkansas reports on six subgroups of students including Black/African American, Hispanic/Latino, White, English Learners, Low-Income, and Special Education as required under federal requirements of Every Student Succeeds Act (ESSA). Arkansas will also report on additional subgroups of students including Gifted and Talented, Military Dependents, Foster, Homeless, and former English Learners in the School Report Card. The ESSA School Index identifies scores for each of the six subgroups of students. The scores for these subgroups of students are available under the School Rating tab (Accountability at-a-Glance Report) and on the ESSA School Index Report under the Reports tab.

Arkansas is committed to student privacy therefore n size of 10 is used for reporting. "N<10" is shown instead of a value if there are fewer than ten students in a subgroup. "RV" is Restricted Value. "RV" is used instead of a value so that information identifiable for individual students will not be shown.

How does the state differentiate to support public schools?

Arkansas is committed to supporting local education agencies to ensure all students are college, career and community ready. Arkansas's approved ESSA plan explains that in addition to supporting all districts and schools, the state will also differentiate support to schools in need of comprehensive support and improvement and schools in need of targeted support and improvement.

Arkansas offers support to schools that are in need of support for consistently underperforming subgroups.

The ESSA law in Section 1111 (h)(1)(C)(i)(V)(c) requires states to define consistently underperforming subgroups. Arkansas defines a consistently underperforming subgroup as any subgroup, pursuant to ESEA Section 1111(C)(3), in any school that scores at or below the bottom one percent in each of the three prior years. Effective 2018-2019 and annually thereafter, Arkansas will identify schools with one or more subgroups that meet the above definition of consistently underperforming for Targeted Support and Improvement. In addition, ADE provides a statistical report annually that is posted on the Informational Documents webpage under the column Business Rules and Statistics on the ADE website at <https://ese.ade.arkansas.gov/Offices/public-school-accountability/every-student-succeeds-act-essa-informational-documents>.

Arkansas identifies schools in need of comprehensive support and improvement (CSI).

The ESSA law in Section 1111 (h)(1)(C)(i)(V)(d) requires states to identify schools for comprehensive support and improvement (CSI). (1) All schools will be assigned to one of three grade spans based on each school's grade configuration. (2) Schools receiving Title I, Part A funds will be ranked by ESSA School Index score within their respective grade span. (3) Schools receiving Title I, Part A funds with ESSA School Index scores at or below the ESSA School Index score of the lowest five percent in each grade span will be identified as in need of comprehensive support and improvement. (4) Arkansas will identify schools in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. (5) In addition, Arkansas will identify schools with a four-year Adjusted Cohort Graduation Rate below 66.667 percent for all students as in need of comprehensive support and improvement in 2018-2019 and every three years thereafter. The process for 2018 identification of schools in need of support and improvement is available at <https://bit.ly/2totxj>. The process for 2019 support of identified schools in need of support and improvement is available at <https://bit.ly/2QaA@VjB>.

On March 23, 2020, the Division of Elementary and Secondary Education (DESE) submitted a letter to Frank Brogan, Assistant Secretary for Elementary and Secondary Education, requesting a waiver from assessment, accountability and reporting 2020. The waiver was approved on March 27, 2020, by Frank Brogan. No public comment was received. Schools first opportunity for exit was scheduled for 2020. However, due to COVID-19, Arkansas did not provide a statewide summative assessment, therefore, no changes were made to the process for identification of Schools in Need of Comprehensive Support and Improvement or Schools in Need of Targeted Support and Improvement and schools did not exit. Schools will now be eligible to exit in 2021. The process for 2020 identification of schools in need of support and improvement is available at <https://docs.google.com/spreadsheets/d/1ozks2QAaisB6lyPjBwQJf6xw37um7HsZCRahy-6IHAs/edit#gid=1708059249>

On August 20, 2021, Deputy Assistant Secretary for Policy and Programs sent a [letter of approval](#) for the Revised Addendum to the Approved Arkansas ESSA Plan. The process for 2021 support and exit of identified schools in need of support and improvement is available at <https://bit.ly/2gwk459bc>.



Graduation Rate

Graduation Rate		
	4 year	5 year
2021	88.5	90.2
2020	88.8	89
2019	87.6	90.2
2018	89.24	90.74
2017	87.97	87.37

Schools on the Move Toward Excellence

<https://docs.google.com/document/d/1oqxnnazwd1FotHQcVJ6KFy8XtrdMzDxk616dkcfB6BY/edit>

Increases in ESSA School Index

The Arkansas Department of Education recently released the 2021 Every Student Succeeds Act (ESSA) Index Scores. During the 2020-2021 academic year, two schools, one elementary and one high school increased their overall ESSA Score by more than ten points:

- Parkview Elementary School in Van Buren School District (+10.26)
- Academic Center for Excellence in Cabot School District (+10.04)

Teacher Quality

- # of certified teachers went up 2,373 (43,029 in 19-20 to 45,402 in 20-21) while enrollment dropped by 6,428 (479,432 in 19-20 to 473,004 in 20-21)
- 93% of Arkansas Teachers are fully certified (3% drop since 18-19)
- 26% decrease in number of teachers on a provisional license from 19-20 to 20-21, with a 5% increase in teachers working under licensure exceptions (ETP, ALP, AWL, CWL, SOI)
- 15% of teachers are working under licensure exceptions in schools identified as high poverty (4.7% ALP) : 7% in low poverty schools (4.3% ALP).
- 15% more teachers are inexperienced in schools identified as high poverty as opposed to schools identified as low poverty (29% of teachers are inexperienced in low poverty schools where 44% of teachers are inexperienced in high poverty schools)

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