

Cross County High School A New Tech School

District Conversion Charter

LEA# 1901703

Cross County High School A New Tech School Accountability Profile

Expedited Review

Prepared by
Arkansas Department of Education
Charter School Office

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Section 1: Abstract

Cross County High School A New Tech School is a district conversion charter serving grades 7-12, opened in 2011, with a mission centered on developing students who are proficient in 21st-century skills, critical thinking, and problem solving, and who graduate prepared for postsecondary success. The school enrolls 308 students, operating at approximately 62% of its enrollment cap of 500. The Expedited Review Accountability Profile provides a multi-year overview of enrollment trends, special populations, academic outcomes, financial condition, governance practices, and continuous improvement systems.

Academic performance indicators show variability but overall competitive standing relative to the state. The school earned letter grades of B, D, and B across the past three years, compared to a consistent state average of C, indicating a dip followed by recovery in most recent results. Growth and achievement measures based on ATLAS assessments compare student progress and proficiency in English Language Arts, Math, and Science against state averages, including both all-student and lowest-quartile growth views. Graduation rate comparisons are also included as part of the accountability framework.

Financial and operational indicators are stable and compliant. ADE Finance reported no financial concerns or findings. Governance materials – including board schedules, agendas, minutes, and required budget approvals – are publicly accessible and current. The school improvement framework emphasizes curriculum alignment, PLC collaboration, literacy across content areas, and structured intervention systems, supporting continued academic stabilization and growth

Section 2: School Summary

Background Information

Location	21 CR 215, Cherry Valley, AR
Year Opened	2011
Grade Levels	7 - 12
Enrollment CAP	500
Charter Type	District Conversion
Mission Statement	The mission of Cross County High A New Tech School, is to prepare students that are deeply versed in 21st century skills, are strong critical thinkers and excellent problem solvers, and who graduate with the tools to enable their success.

Leadership Team

Personnel	Title	School / Organization	Email
Nathan Morris	Superintendent	Cross	nathan.morris@crosscountys
Cody Goulart	Principal	Cross County High A New	Cody.goulart@crosscountysc
Derek Wood	Board President	Cross County High A New	Derek.wood@crosscountysc
Ashley Armstrong	Board Treasurer	Cross County High A New	Ashley.armstrong@crosscou

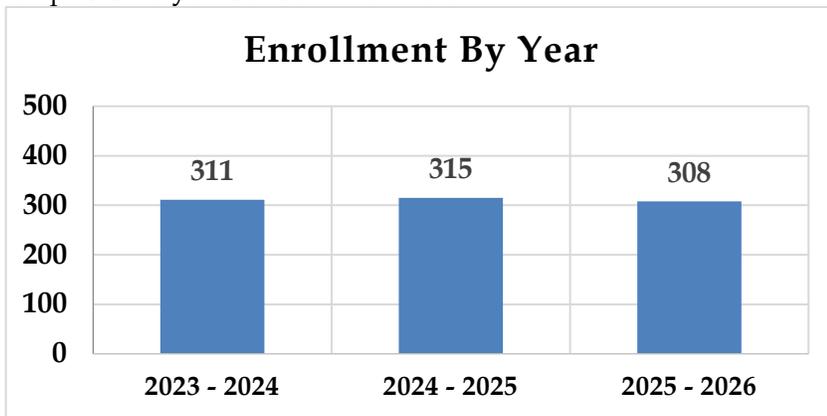
Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

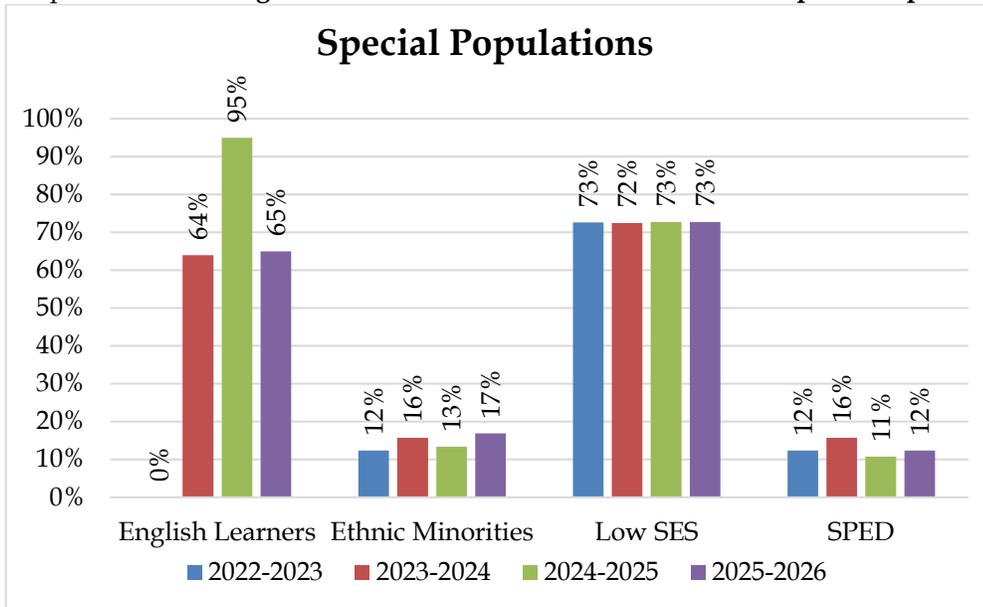
2025 - 2026 Enrollment	Enrollment Cap	Percent of Cap
308	500	62%

Graph 3.0 reports the past three years’ total enrollment count; **Graph 3.1** shows student demographics over the past three years. **Graph 3.2** provides the charter school’s enrollment percentages of students identified as part of a special population during the past three years. The data reported was captured from the Arkansas Department of Education’s Data Center and is current as of the October 2025 school census count.

Graph 3.0 - 3-year School Enrollment



Graph 3.1 - Percentage of Enrolled Students Considered Part of Special Populations **



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

Section 4: Academic Performance Data

In 2013, the Arkansas legislature passed A.C.A 6-15-2105, requiring the state to implement an A-F grading scale for schools as an indicator of a school’s overall academic health. **Table 4.0** shows the school’s past three years of letter grades compared to the state.

Table 4.0 - Letter Grade Comparison

School	2022-2023	2023-2024	2024-2025
Cross County High School A New Tech School	B	D	B
State average	C	C	C

Growth and Achievement

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

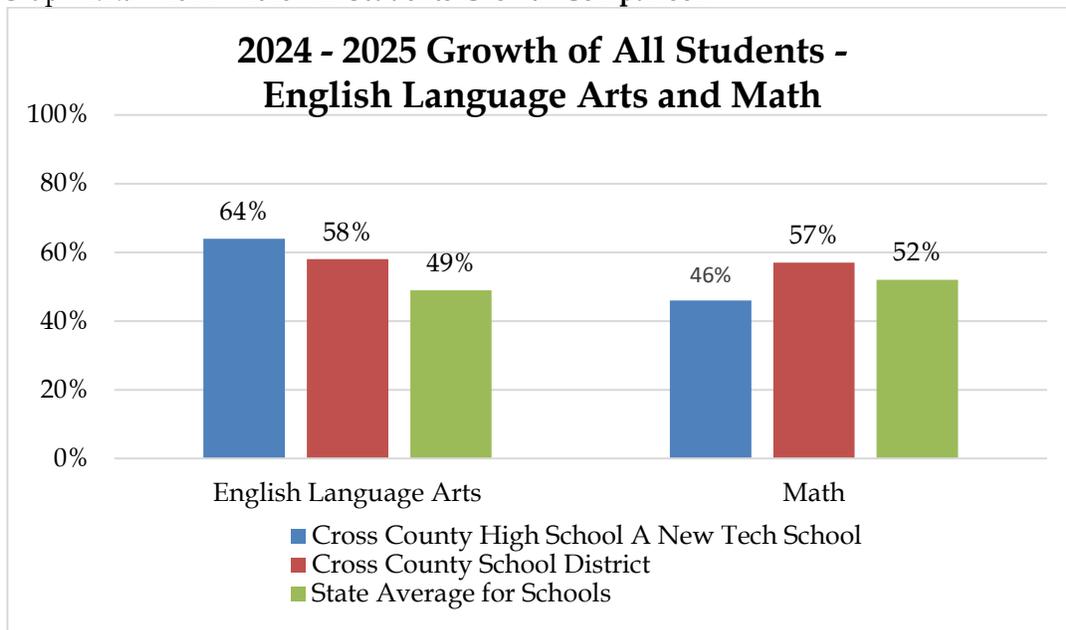
Achievement scores show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests.

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

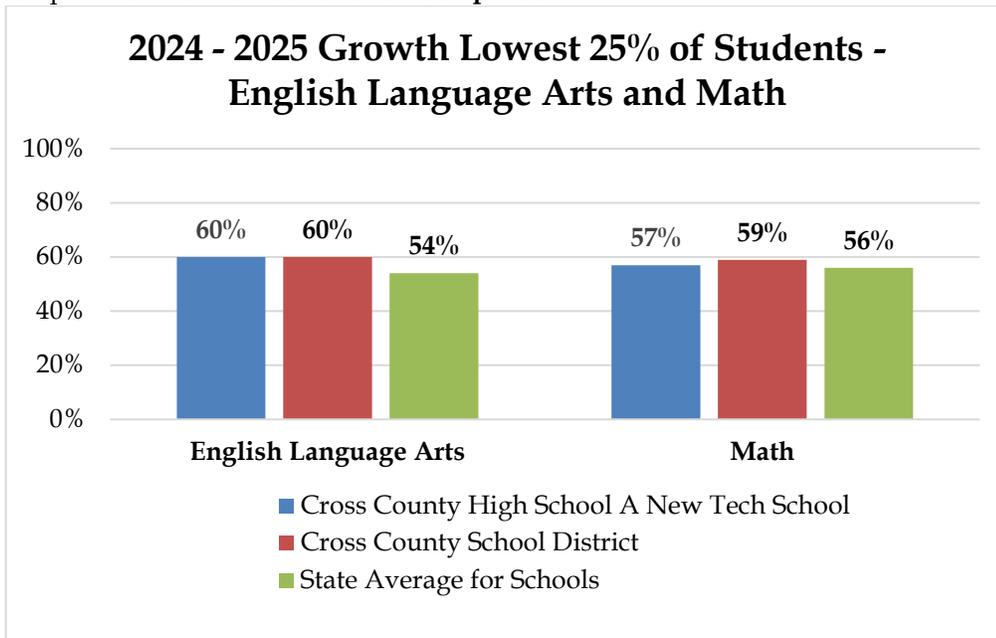
School Growth Comparison Data 2024 – 2025 school year

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

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



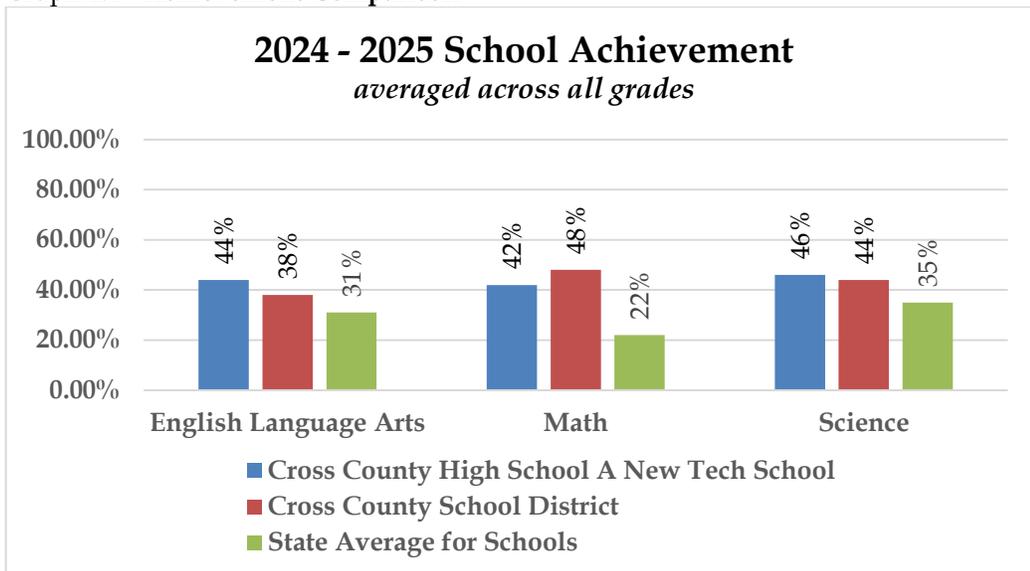
Graph 4.1.b - Lowest 25% Growth Comparison



School Achievement Comparison Data

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

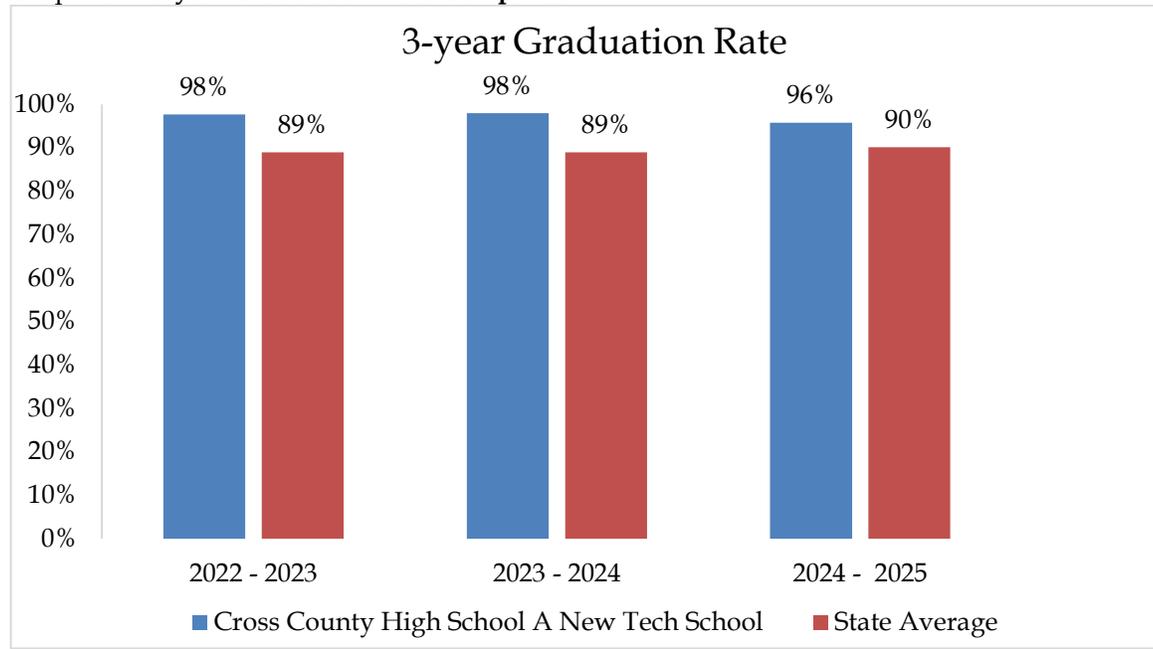
Graph 4.1 - Achievement Comparison



Graduation Rate Comparison Data

Graduation rate is included in determining a school's academic performance. **Graph 4.2** compares the school's graduation rate with the state average over the past three years.

Graph 4.2 - 3-year Graduation Rate Comparison



Section 5: Financial Summary

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

Section 6: Operational Performance Summary

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

Charter School Board

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

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

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

Staff Recruitment and Retention Plan

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

School Improvement Plan

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

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

Section 7: Executive Summary

Academic Performance

Cross County High School A New Tech School demonstrates overall above average but variable academic performance. Over the past three years, the school received letter grades of B, D, and B, while the state average remained at C each year. This pattern indicates a temporary performance decline followed by measurable recovery in the most recent accountability cycle. ATLAS growth comparisons show student progress in English Language Arts and Math measured against state averages for both all students and the lowest 25% subgroup. Achievement comparisons across ELA, Math, and Science are also benchmarked to statewide proficiency levels.

Graduation rate trends are included in the accountability profile and form part of the school's academic performance picture. The School Improvement Plan supports continued gains through phased curriculum alignment, ATLAS-aligned professional development, PLC collaboration, RTI processes, interim assessment cycles, and targeted literacy initiatives across subject areas. ESSA indicators are used to flag subgroup literacy, math, and low-SES growth measures for continued monitoring and targeted instructional response

Financial Performance

Financial performance and oversight are strong and low risk. According to ADE Finance, there are no financial concerns or findings associated with the school. Required financial processes – including annual financial reporting and budget adoption – were completed and formally approved by the governing board within required timelines.

Board records document approval of proposed budgets, tax levy submissions, annual financial reports, and official operating budgets. These actions demonstrate appropriate fiscal governance, internal controls, and compliance with state financial oversight requirements. No audit flags, deficit indicators, or sustainability concerns are noted in the expedited review profile

Operational Performance

Operational performance is stable and compliant with charter and state expectations. Board meeting schedules, agendas, and minutes are easily accessible, supporting transparency and governance accountability. The board regularly reviewed academic performance data throughout the review cycle, including Act 425 reports, ATLAS assessment results, campus performance updates, and SLIP goal progress. A comprehensive Annual Report to the Public included detailed academic and instructional reviews.

District-level recruitment and retention planning outlines a multi-year strategy to strengthen educator diversity, retention, and workforce pipeline development through higher education partnerships, mentoring supports, residency pathways, and student career exploration initiatives. The School Improvement Plan reflects operational maturity through structured PLC collaboration, common planning processes, documented meeting practices, and data-driven instructional cycles. Collectively, these systems support continuous improvement and renewal readiness