



Alma Spikes Elementary School

School Report Card 2018-2019
1707 Highland | Pocahontas, AR 72455
870-892-4573

Principal
Superintendent

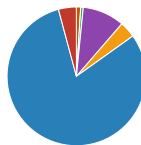
L. Carter
Daryl Blaxton

School Characteristics

Enrollment	502
Avg. Class Size	18
Avg. years teaching Experience	10
Per pupil spending	
• District avg.	\$8,526
• State avg.	\$10,117
School Letter Grade	C
Overall Score	67.85

Student Demographics

Race/Ethnicity Statistics



0.0% Native American
1.0% Asian
0.6% African American
9.8% Hawaiian/Pacific Islander
3.8% Hispanic/Latino
80.7% White
4.2% Two or More Races

Other Demographics

English Learners

11 %

Low-income

68 %

Students eligible to receive special education

19 %

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 (state and federal reporting), ESSA School Index (federal accountability), Discipline Act 1015 of 2017 (state reporting), and Waivers. All stakeholders have access to aggregate data, data disaggregated by subgroups and grade levels (where applicable), and comparisons of schools, district, and state. The ESSA law in Section 1111(h)(1)(C)(i) 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 http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/What_is_the_ESSA_School_Index.pdf (http://www.arkansased.gov/public/userfiles/ESEA/Documents_to_Share/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 Report Card 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)(IV)(cc) 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 <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa/informational-documents> (<http://www.arkansased.gov/divisions/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)(IV)(dd) 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.

Arkansas Identified schools can exit from comprehensive support and improvement.

Section 1111 (h)(1)(C)(i)(VI) of the ESSA Law examines how identified schools can exit from comprehensive support and improvement. Arkansas exit criteria requires a school identified in need of comprehensive support and improvement to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score). High schools will be exited from comprehensive support and improvement services after three years if the schools' four-year Adjusted Cohort Graduation Rate is greater than 66.667 percent.

Arkansas schools that have been identified as additional targeted support schools can exit.

Beginning in 2018-2019 (and every three years thereafter), schools will be identified in need of additional targeted support. Arkansas's exit criteria requires the school to demonstrate continued progress by exhibiting an upward trend on the ESSA School Index for two or more years for each identified subgroup of students and meet or exceed the ESSA School Index score that initially led to identification (the 5% cut score).



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: English Language Proficiency of English Learners on English Language Proficiency Exam (ELPA21)

	2016-2017			2017-2018			2018-2019		
	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
Grade All	7	0	.00 %	55	2	3.64 %	57	1	1.75 %
Grade K	2	0	.00 %	22	0	.00 %	21	0	.00 %
Grade 01	3	0	.00 %	15	0	.00 %	18	0	.00 %
Grade 02	2	0	.00 %	18	2	11.11 %	18	1	5.56 %



Pocahontas School District - 6103000

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MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Kindergarten												
All Students	43.49	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	43.49
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	46.62	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.62
Economically Disadvantaged	42.23	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.23
Non-Economically Disadvantaged	45.45	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	45.45
Students with Disabilities	48.65	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	48.65
Students without Disabilities	42.05	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	42.05
Current English Learners (EL)	21.74	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	21.74
Non-English Learners (includes Former EL Monitored 1-4 years)	46.92	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	46.92
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	47.62	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	47.62
Male Students	41.04	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	41.04
Migrant	16.67	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	16.67

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	AP/IB/Concurrent Credit	Total
Grade 1												
All Students	57.27	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.27
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	62.22	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.22
Economically Disadvantaged	53.74	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.74
Non-Economically Disadvantaged	63.08	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.08
Students with Disabilities	57.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.50
Students without Disabilities	57.20	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.20
Current English Learners (EL)	26.19	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	26.19
Non-English Learners (includes Former EL Monitored 1-4 years)	61.59	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.59
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---	---	---	---
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	57.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.50
Male Students	57.07	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.07
Migrant	27.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	27.50



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MODULE: SQSS

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	API/IB/Concurrent Credit	Total
Grade 2												
All Students	63.39	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.39
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Caucasian	64.13	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.13
Economically Disadvantaged	62.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	62.50
Non-Economically Disadvantaged	64.47	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.47
Students with Disabilities	54.76	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.76
Students without Disabilities	64.63	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.63
Current English Learners (EL)	52.63	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.63
Non-English Learners (includes Former EL Monitored 1-4 years)	64.77	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	64.77
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	65.33	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	65.33
Male Students	61.83	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	61.83
Migrant	50.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00

	Student Engagement	Science Achievement	Reading At Grade Level	Science Growth	ACT Composite >=19	Final GPA >=2.8	Community Service Learning	Computer Science Credits	On-Time Credits	ACT Readiness Benchmark	API/IB/Concurrent Credit	Total
All Grades												
All Students	54.72	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.72
African-American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Hispanic	63.89	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	63.89
Caucasian	57.76	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.76
Economically Disadvantaged	52.48	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.48
Non-Economically Disadvantaged	57.97	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.97
Students with Disabilities	53.57	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	53.57
Students without Disabilities	54.99	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	54.99
Current English Learners (EL)	32.54	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	32.54
Non-English Learners (includes Former EL Monitored 1-4 years)	57.85	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.85
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Homeless	37.50	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.50
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Children with Parent on Active Military Duty	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10
Gifted and Talented	---	---	---	---	---	---	---	---	---	---	---	---
Female Students	57.34	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	57.34
Male Students	52.75	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	52.75
Migrant	33.00	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.00



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: Graduation Rates

2018-2019			
	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students	---	91.0 %	87.6 %
Four-Year Graduation Rate African-American	---	N<10	83.4 %
Four-Year Graduation Rate Hispanic	---	N<10	84.7 %
Four-Year Graduation Rate Caucasian	---	90.8 %	89.6 %
Four-Year Graduation Rate Economically Disadvantaged	---	86.6 %	84.8 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	---	88.2 %	82.6 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	---	N<10	82.8 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Four-Year Graduation Rate Homeless	---	N<10	75.6 %
Four-Year Graduation Rate Children in Foster Care	---	N<10	68.0 %
Four-Year Graduation Rate Children with Parent on Active Military Duty	---	N<10	95.3 %
Four-Year Graduation Rate Gifted and Talented	---	N<10	97.3 %
Four-Year Graduation Rate Female Students	---	90.1 %	90.0 %
Four-Year Graduation Rate Male Students	---	91.9 %	85.2 %
Four-Year Graduation Rate Migrant	---	N<10	82.6 %
2018-2019			
	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students	---	92.1 %	90.2 %
Five-Year Graduation Rate African-American	---	N<10	86.8 %
Five-Year Graduation Rate Hispanic	---	N<10	87.5 %
Five-Year Graduation Rate Caucasian	---	91.1 %	91.8 %
Five-Year Graduation Rate Economically Disadvantaged	---	90.3 %	87.9 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	---	94.1 %	86.7 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	---	N<10	85.3 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A	N/A
Five-Year Graduation Rate Homeless	---	N<10	82.7 %
Five-Year Graduation Rate Children in Foster Care	---	N<10	77.3 %
Five-Year Graduation Rate Children with Parent on Active Military Duty	---	N<10	94.7 %
Five-Year Graduation Rate Gifted and Talented	---	N<10	97.8 %
Five-Year Graduation Rate Female Students	---	98.5 %	92.7 %
Five-Year Graduation Rate Male Students	---	86.3 %	87.8 %
Five-Year Graduation Rate Migrant	---	N<10	86.2 %



Pocahontas School District - 6103000

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MODULE: College Readiness

	2018-2019		
	School	District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration		145	31,568
District Provided Remediation for Students Taking ACT			
Number of Students Taking ACT in Grades 9-11		166	39,377
Number of Graduates that have taken ACT in High School		113	29,631
ACT Reading Average		21.33	20.18
ACT English Average		21.12	19.28
ACT Math Average		20.73	18.91
ACT Science Average		21.37	19.74
ACT Composite Average		21.29	19.68
The School Performance website at the following link has comparison of state and national ACT scores: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card (http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card)			
SAT® by College Board			
Number of Students Taking SAT College Admission Test			1,351
SAT Critical Reading Mean			591
SAT Math Mean			569
SAT Writing Mean			
Advanced Placement Courses (AP)			
Number of Students Taking Advanced Placement (AP) Courses		202	28,163
Number of AP Exams Taken		309	46,500
Number of AP Exams Scored 3, 4, or 5		104	16,863
International Baccalaureate Courses			
Number of Students Taking International Baccalaureate Courses	---	---	367
College Going Rates			
All Students	---	---	---
African-American	---	---	---
Hispanic	---	---	---
Caucasian	---	---	---
Economically Disadvantaged	---	---	---
Students with Disabilities	---	---	---
Current English Learners (EL)	---	---	---
Homeless	---	---	---
Children in Foster Care	---	---	---
Children with Parent on Active Military Duty	---	---	---
Gifted and Talented	---	---	---
College Credit Accumulation Rates			
All Students	---	---	---
African-American	---	---	---
Hispanic	---	---	---
Caucasian	---	---	---
Economically Disadvantaged	---	---	---
Students with Disabilities	---	---	---
Current English Learners (EL)	---	---	---
Homeless	---	---	---
Children in Foster Care	---	---	---
Children with Parent on Active Military Duty	---	---	---
Gifted and Talented	---	---	---

* The College Credit Accumulation Rate definition from the U.S. Department of Education gives high school graduates two years at an institution of higher education to complete at least one year's worth of college credit that is applicable to a degree. Students graduating in the last school year listed have not yet had two years to complete a year of college credit. Only a basic level of suppression had been applied to CGR and CCAR datasets.



Pocahontas School District - 6103000

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MODULE: School Performance

		2018-2019	
	School	District	State
2019 School Performance Rating			
	C		
Overall ESSA Index Score	67.85		
The following link has more information about school rating: http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card (http://www.arkansased.gov/divisions/public-school-accountability/school-performance/report-card)			
Count of Schools with Rating = A		0	169
Count of Schools with Rating = B		1	311
Count of Schools with Rating = C		3	358
Count of Schools with Rating = D		0	150
Count of Schools with Rating = F		0	38
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %
Annual Accreditation Status			
Accredited	Y	4	1,053
Accredited Cited	N	0	0
Accredited Probationary	N	0	1
Attendance Rate			
Attendance Rate All Students	91.95 %	93.61 %	94.11 %
Attendance Rate African American	N<10	95.06 %	93.87 %
Attendance Rate Hispanic	93.05 %	93.98 %	94.25 %
Attendance Rate Caucasian	93.56 %	94.09 %	93.68 %
Attendance Rate Economically Disadvantaged	91.33 %	92.88 %	93.83 %
Attendance Rate Non-Economically Disadvantaged	93.63 %	94.92 %	93.67 %
Attendance Rate Students with Disabilities	92.75 %	93.58 %	93.91 %
Attendance Rate Students without Disabilities	91.63 %	93.59 %	94.16 %
Attendance Rate English Learners (EL)	87.47 %	92.14 %	94.72 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	87.47 %	91.62 %	95.05 %
Attendance Rate Former EL (Monitored 1-4 years)		N<10	95.75 %
Attendance Rate Homeless	84.59 %	91.25 %	90.33 %
Attendance Rate Children in Foster Care	N<10	N<10	92.7 %
Attendance Rate Children with Parent on Active Military Duty	N<10	95.51 %	94.92 %
Attendance Rate Gifted and Talented		95.83 %	95.95 %
Attendance Rate Female Students	92.24 %	93.68 %	94.06 %
Attendance Rate Male Students	91.72 %	93.56 %	94.15 %
Attendance Rate Migrant	86.28 %	91.63 %	91.92 %
Dropout Rate			
Dropout Rate		1.65 %	2.00 %
College Remediation Rate			
College Remediation Rate			
Enrollment			
October 1 Enrollment	502	2,065	478,318



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: School Environment

	2018-2019		
	School	District	State
Discipline Policies Distributed to Parents	Y	100 %	100 %
Discipline Training Provided to Staff	Y	100 %	100 %
Parental Involvement Plan Adopted	Y	100 %	100 %
District Alternative Learning Environment Compliance		Y	100 %
Expulsions			926
Weapons Incidents			787
Staff Assaults			744
Student Assaults			2,761
Referrals to Law Enforcement			95
School-related Arrests			30

Civil Rights Data Collection (CRDC) 2015-2016

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	27	RV	RV	RV	RV	RV	RV
African-American	RV	RV	RV	RV	---	RV	RV
Hispanic	RV	RV	RV	RV	---	RV	RV
Caucasian	25	RV	RV	RV	---	RV	RV
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	10	RV	RV	RV	---	RV	RV
English Learner	RV	RV	RV	RV	---	RV	RV
Male	16	RV	RV	RV	---	RV	RV
Female	11	RV	RV	RV	---	RV	RV

Civil Rights Data Collection (CRDC) 2015-2016

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	57	12.39 %	RV	RV	RV	0.00 %
African-American	RV	0.00 %	RV	RV	RV	0.00 %
Hispanic	RV	0.00 %	RV	RV	RV	0.00 %
Caucasian	55	11.96 %	RV	RV	RV	0.00 %
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	RV	0.00 %	RV	RV	RV	0.00 %
English Learner	RV	0.00 %	RV	RV	RV	0.00 %
Male	32	6.96 %	RV	RV	RV	0.00 %
Female	25	5.43 %	RV	RV	RV	0.00 %

Link for Civil Rights Data Collection: <https://ocrdata.ed.gov/> (<https://ocrdata.ed.gov/>)

The CRDC is required by the Office for Civil Rights. CRDC collects data on key education and civil rights issues in the nation's public schools. It collects a variety of information on enrollment, programs, and services, most of which is disaggregated into the subgroups of race/ethnicity, sex, limited English proficiency, and disability. The latest CRDS data is from year 2015-2016.



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: Retention

	2018-2019		
	School	District	State
Number of Students Retained at Grade 1	3	3	948
Percent of Students Retained at Grade 1	1.68 %	1.68 %	2.58 %
Number of Students Retained at Grade 2	0	0	338
Percent of Students Retained at Grade 2	0.00 %	0.00 %	0.94 %
Number of Students Retained at Grade 3	0	0	133
Percent of Students Retained at Grade 3	0.00 %	0.00 %	0.36 %
Number of Students Retained at Grade 4	0	1	59
Percent of Students Retained at Grade 4	0.00 %	0.56 %	0.16 %
Number of Students Retained at Grade 5	0	0	53
Percent of Students Retained at Grade 5	0.00 %	0.00 %	0.14 %
Number of Students Retained at Grade 6	0	0	129
Percent of Students Retained at Grade 6	0.00 %	0.00 %	0.33 %
Number of Students Retained at Grade 7	0	3	208
Percent of Students Retained at Grade 7	0.00 %	2.11 %	0.57 %
Number of Students Retained at Grade 8	0	3	169
Percent of Students Retained at Grade 8	0.00 %	1.66 %	0.46 %



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: Teacher Quality

	2018-2019		
	School	District	State
Percentage of Teachers Certified (Licensed)	100.0 %	100.0 %	95.9 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	63.0 %	57.0 %	52.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	37.0 %	43.0 %	43.0 %
Percentage of Teachers with Advanced Degree	0.0 %	1.0 %	1.0 %
	School	District	State
All Economic Levels (All Quartiles All Schools)			
Number of Teachers (Certified Teachers)	35	208	42,200
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	8	22	6,952
Number of Teachers Effective or Above under Teacher Excellence and Support System	8	22	6,731
Number Certified by National Board for Professional Teaching Standards	---	5	2,377
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	1	5	1,142
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	2.9 %	2.4 %	2.7 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	0	4	867
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	0.0 %	1.9 %	2.1 %
Number of Inexperienced Teachers	4	33	7,348
Percentage of Teachers who are Inexperienced	11.4 %	15.9 %	17.4 %
Number of Teachers, Principals, and Assistant Principals	37	216	1,862
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	---
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	---
* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
	School	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)			
Number of Teachers (Certified Teachers)	---	---	6,990
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	---	875
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	---	819
Number Certified by National Board for Professional Teaching Standards	---	---	251
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	---	328
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	---	4.7 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	162
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	---	2.3 %
Number of Inexperienced Teachers	---	---	1,367
Percentage of Teachers who are Inexperienced	---	---	19.6 %
Number of Teachers, Principals, and Assistant Principals	---	---	302
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	---
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	---
* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
	School	District	State
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)			
Number of Teachers (Certified Teachers)	---	69	14,212
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	5	2,466
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	5	2,407
Number Certified by National Board for Professional Teaching Standards	---	3	1,085
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	1	261
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	1.4 %	1.8 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	1	265
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	1.4 %	1.9 %
Number of Inexperienced Teachers	---	8	2,422
Percentage of Teachers who are Inexperienced	---	11.6 %	17.0 %
Number of Teachers, Principals, and Assistant Principals	---	71	643
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	---	---
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	---	---
* AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation			
School Board Members			Hours of Training
Chuck Andrews			6.00

The School Board Training Hours data sets will be updated post SIS Cycle 5 data submissions, during the final phase of School Report Cards data release in April 2020.



Gary Cole	6.00
Jim Toney	9.00
Judy McClain	6.00
Mike Davis	6.00

The School Board Training Hours data sets will be updated post SIS Cycle 5 data submissions, during the final phase of School Report Cards data release in April 2020.



Pocahontas School District - 6103000

Alma Spikes Elementary School - 6103009

MODULE: School Expenditures

	2018-2019								
	School			District			State		
	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total
State and Local Expenditures									
Instruction	\$1,601,033	\$188,213	\$1,789,246	\$7,069,409	\$1,235,361	\$8,304,770	\$1,873,026,396	\$286,945,734	\$2,159,972,130
Support services, pupils	\$117,719	\$9,190	\$126,909	\$453,304	\$67,650	\$520,955	\$167,005,729	\$8,433,298	\$175,439,028
Support services, instructional staff	\$125,432	\$50,391	\$175,823	\$526,796	\$212,185	\$738,981	\$167,173,547	\$74,570,200	\$241,743,747
Support services, general administration	\$44,782	\$17,625	\$62,407	\$186,554	\$73,424	\$259,978	\$74,430,801	\$30,959,928	\$105,390,728
Support services, school administration	\$179,353	\$10,664	\$190,016	\$730,172	\$37,896	\$768,068	\$241,013,975	\$8,376,839	\$249,390,814
Support services, operation and maintenance of plant	\$142,354	\$205,444	\$347,798	\$535,771	\$950,685	\$1,486,456	\$177,789,069	\$324,833,170	\$502,622,239
Support services, student transportation	\$94,822	\$53,319	\$148,140	\$392,983	\$221,473	\$614,456	\$112,912,704	\$63,860,888	\$176,773,592
Business/central/other support services	\$29,837	\$2,060	\$31,896	\$132,935	\$33,344	\$166,279	\$82,752,788	\$53,169,512	\$135,922,301
Food services	\$104,710	\$169,562	\$274,272	\$480,265	\$708,454	\$1,188,719	\$95,129,701	\$170,481,919	\$265,611,620
Enterprise operations	\$0	\$0	\$0	\$0	\$35,708	\$35,708	\$46,593	\$2,621,486	\$2,668,078
Other	\$1,752	\$0	\$1,752	\$7,299	\$3,052	\$10,351	\$9,137,896	\$2,307,470	\$11,445,366
Grand Total	\$2,441,792	\$706,467	\$3,148,259	\$10,515,489	\$3,579,232	\$14,094,720	\$3,000,419,199	\$1,026,560,444	\$4,026,979,643
State and Local Per-pupil Expenditures	\$4,965	\$1,436	\$6,401	\$5,132	\$1,747	\$6,879	\$6,316	\$2,161	\$8,477
	School			District			State		
	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total
Federal Expenditures									
Instruction	\$1,014,211	\$81,093	\$1,095,303	\$2,249,660	\$364,221	\$2,613,880	\$475,881,196	\$62,589,942	\$538,471,138
Support services, pupils	\$33,896	\$163,696	\$197,592	\$99,073	\$213,887	\$312,960	\$45,683,447	\$35,011,647	\$80,695,093
Support services, instructional staff	\$29,493	\$69,632	\$99,125	\$122,864	\$226,562	\$349,426	\$76,709,772	\$40,229,282	\$116,939,054
Support services, general administration	\$0	\$0	\$0	\$0	\$0	\$0	\$8,920,995	\$3,876,627	\$12,797,623
Support services, school administration	\$0	\$0	\$0	\$0	\$0	\$0	\$997,460	\$59,673	\$1,057,134
Support services, operation and maintenance of plant	\$0	\$0	\$0	\$0	\$0	\$0	\$255,608	\$1,759,671	\$2,015,279
Support services, student transportation	\$10,122	\$35	\$10,157	\$42,165	\$35	\$42,200	\$7,497,553	\$1,365,255	\$8,862,808
Business/central/other support services	\$0	\$13,035	\$13,035	\$0	\$54,303	\$54,303	\$1,163,121	\$9,865,579	\$11,028,701
Food services	\$0	\$0	\$0	\$0	\$0	\$0	\$179,097	\$687,078	\$866,175
Enterprise operations	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300	\$300
Other	\$0	\$131	\$131	\$0	\$546	\$546	\$5,024,578	\$1,579,229	\$6,603,807
Grand Total	\$1,087,722	\$327,622	\$1,415,344	\$2,513,762	\$859,555	\$3,373,316	\$622,312,827	\$157,024,285	\$779,337,112
Federal Per-pupil Expenditures	\$2,212	\$666	\$2,878	\$1,227	\$420	\$1,646	\$1,310	\$331	\$1,641
	School			District			State		
	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total	Personnel *	Non-Personnel **	Total
Total Expenditures									
Instruction	\$2,615,243	\$269,305	\$2,884,549	\$9,319,068	\$1,599,582	\$10,918,650	\$2,348,907,592	\$349,535,677	\$2,698,443,269
Support services, pupils	\$151,615	\$172,886	\$324,501	\$552,377	\$281,538	\$833,915	\$212,689,176	\$43,444,945	\$256,134,121
Support services, instructional staff	\$154,925	\$120,023	\$274,948	\$649,660	\$438,747	\$1,088,407	\$243,883,319	\$114,799,482	\$358,682,801
Support services, general administration	\$44,782	\$17,625	\$62,407	\$186,554	\$73,424	\$259,978	\$83,351,796	\$34,836,555	\$118,188,351
Support services, school administration	\$179,353	\$10,664	\$190,016	\$730,172	\$37,896	\$768,068	\$242,011,435	\$8,436,513	\$250,447,948
Support services, operation and maintenance of plant	\$142,354	\$205,444	\$347,798	\$535,771	\$950,685	\$1,486,456	\$178,044,677	\$326,592,841	\$504,637,518
Support services, student transportation	\$104,943	\$53,354	\$158,297	\$435,148	\$221,508	\$656,657	\$120,410,257	\$65,226,143	\$185,636,400
Business/central/other support services	\$29,837	\$15,095	\$44,932	\$132,935	\$87,647	\$220,582	\$83,915,910	\$63,035,091	\$146,951,001
Food services	\$104,710	\$169,562	\$274,272	\$480,265	\$708,454	\$1,188,719	\$95,308,798	\$171,168,998	\$266,477,796
Enterprise operations	\$0	\$0	\$0	\$0	\$35,708	\$35,708	\$46,593	\$2,621,786	\$2,668,378
Other	\$1,752	\$131	\$1,883	\$7,299	\$3,598	\$10,897	\$14,162,474	\$3,886,699	\$18,049,173
Grand Total	\$3,529,514	\$1,034,089	\$4,563,603	\$13,029,250	\$4,438,786	\$17,468,037	\$3,622,732,026	\$1,183,584,728	\$4,806,316,754
Total Per-pupil Expenditures	\$7,176	\$2,103	\$9,279	\$6,359	\$2,166	\$8,526	\$7,626	\$2,491	\$10,117

* Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)

** Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.

2018-2019



	School	District	State
Mills Voted		32.8	38.5
Average Teacher Salary		\$46,031	\$50,295
Extracurricular Expenditures		\$995,769	\$188,643,761
Capital Expenditures		\$1,351,925	\$728,022,446
Debt Service Expenditures		\$288,546	\$317,051,272
Free and Reduced Meals			
Percent of Students Eligible for Free and Reduced Meals	67.5 %	60.2 %	59.6 %
State Free and Reduced-Price Meal Rate††			59.7 %
National Free and Reduced-Price Meal Rate†			56.9 %

† Source: FNS National databank.
†† State Free and Reduced Meal Rate includes preschool and adult education students.



Pocahontas School District - 6103000
MODULE: Alternatively Tested

Alma Spikes Elementary School - 6103009

2018-2019		
ELA	Math	Science



Four Year Graduation Rates
Four Year Graduation Rates are not available.



Pocahontas School District - 6103000
MODULE: Crosstab - Graduation Rates

Alma Spikes Elementary School - 6103009

Five Year Graduation Rates
Five Year Graduation Rates are not available.

