Lisa Academy

District Report Card 2019-2020
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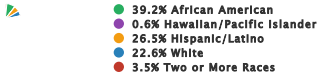
Superintendent Fatih Bogrek

District Characteristics

Enrollment	2,825
Avg. Class Size	21
Avg. years teaching Experience	4
Per pupil spending	
• District avg.	$9,531
• State avg.	$10,109

Student Demographics

Race/Ethnicity Statistics



Other Demographics

English Learners	19 %
Low-income	64 %
Students eligible to receive special education	11 %

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 https://dese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf (https://dese.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)(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 https://dese.ade.arkansas.gov/Offices/public-school-accountability/every-student-succeeds-act-essa/-informational-documents (https://dese.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)(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).

Lisa Academy - 6041700

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

	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient
Grade All	515	104	20.19 %
Grade K	69	7	10.14 %
Grade 01	71	12	16.90 %
Grade 02	56	20	35.71 %
Grade 03	37	9	24.32 %
Grade 04	38	10	26.32 %
Grade 05	26	10	38.46 %
Grade 06	44	14	31.82 %
Grade 07	35	2	5.71 %
Grade 08	46	7	15.22 %
Grade 09	48	7	14.58 %
Grade 10	22	2	9.09 %
Grade 11	14	2	14.29 %
Grade 12	N<10	N<10	N<10

Lisa Academy - 6041700

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	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	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	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 2												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	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 3												
All Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 4												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	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 5												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 6												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	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 7												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 8												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	CV

	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 9												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	92.47	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	87.67	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	98.31	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	88.89	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.52	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	95.71	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	78.57	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	93.60	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	96.97	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	91.50	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	N<10	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	97.83	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	94.62	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.32	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 10												
All Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	93.42	N/A	N/A	CV
African-American	CV	CV	CV	CV	N/A	N/A	N/A	N/A	95.77	N/A	N/A	CV
Hispanic	CV	CV	CV	CV	N/A	N/A	N/A	N/A	91.67	N/A	N/A	CV
Caucasian	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.63	N/A	N/A	CV
Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	89.66	N/A	N/A	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	N/A	N/A	N/A	N/A	98.46	N/A	N/A	CV
Students with Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Students without Disabilities	CV	CV	CV	CV	N/A	N/A	N/A	N/A	92.19	N/A	N/A	CV
Current English Learners (EL)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	85.71	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	94.66	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Homeless	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	CV	CV	CV	CV	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Female Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	96.34	N/A	N/A	CV
Male Students	CV	CV	CV	CV	N/A	N/A	N/A	N/A	90.00	N/A	N/A	CV
Migrant	CV	CV	CV	CV	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

	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 11												
All Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	95.92	N/A	N/A	CV
African-American	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.15	N/A	N/A	CV
Hispanic	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.86	N/A	N/A	CV
Caucasian	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	93.83	N/A	N/A	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	98.48	N/A	N/A	CV
Students with Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	90.00	N/A	N/A	CV
Students without Disabilities	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.35	N/A	N/A	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	91.67	N/A	N/A	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.30	N/A	N/A	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	96.00	N/A	N/A	CV
Homeless	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children in Foster Care	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV
Gifted and Talented	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100.00	N/A	N/A	CV
Female Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	98.73	N/A	N/A	CV
Male Students	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	92.65	N/A	N/A	CV
Migrant	CV	N/A	N/A	N/A	N/A	N/A	N/A	N/A	---	N/A	N/A	CV

Lisa Academy - 6041700

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
Grade 12												
All Students	CV	N/A	N/A	N/A	45.00	65.83	0.00	55.46	N/A	40.00	62.18	CV
African-American	CV	N/A	N/A	N/A	39.29	64.29	0.00	48.21	N/A	32.14	51.79	CV
Hispanic	CV	N/A	N/A	N/A	30.30	54.55	0.00	43.75	N/A	30.30	65.63	CV
Caucasian	CV	N/A	N/A	N/A	73.91	82.61	0.00	78.26	N/A	67.39	78.26	CV
Economically Disadvantaged	CV	N/A	N/A	N/A	36.71	54.43	0.00	50.00	N/A	31.65	58.97	CV
Non-Economically Disadvantaged	CV	N/A	N/A	N/A	60.98	87.80	0.00	65.85	N/A	56.10	68.29	CV
Students with Disabilities	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Students without Disabilities	CV	N/A	N/A	N/A	48.65	67.57	0.00	57.27	N/A	43.24	67.27	CV
Current English Learners (EL)	CV	N/A	N/A	N/A	N<10	N<10	N<10	N<10	N/A	N<10	N<10	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	N/A	N/A	N/A	48.21	70.54	0.00	57.66	N/A	42.86	63.06	CV
Former English Learner (Monitored 1-4 years)	CV	N/A	N/A	N/A	55.00	80.00	0.00	78.95	N/A	42.50	84.21	CV
Homeless	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Children in Foster Care	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Children with Parent that is Military Connected	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV
Gifted and Talented	CV	N/A	N/A	N/A	82.35	88.24	0.00	82.35	N/A	91.18	94.12	CV
Female Students	CV	N/A	N/A	N/A	45.16	80.65	0.00	49.18	N/A	38.71	63.93	CV
Male Students	CV	N/A	N/A	N/A	44.83	50.00	0.00	62.07	N/A	41.38	60.34	CV
Migrant	CV	N/A	N/A	N/A	---	---	---	---	N/A	---	---	CV

	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
All Grades												
All Students	CV	CV	CV	CV	45.00	65.83	0.00	55.46	93.81	40.00	62.18	CV
African-American	CV	CV	CV	CV	39.29	64.29	0.00	48.21	92.86	32.14	51.79	CV
Hispanic	CV	CV	CV	CV	30.30	54.55	0.00	43.75	94.89	30.30	65.63	CV
Caucasian	CV	CV	CV	CV	73.91	82.61	0.00	78.26	93.40	67.39	78.26	CV
Economically Disadvantaged	CV	CV	CV	CV	36.71	54.43	0.00	50.00	91.20	31.65	58.97	CV
Non-Economically Disadvantaged	CV	CV	CV	CV	60.98	87.80	0.00	65.85	97.51	56.10	68.29	CV
Students with Disabilities	CV	CV	CV	CV	N<10	N<10	N<10	N<10	91.67	N<10	N<10	CV
Students without Disabilities	CV	CV	CV	CV	48.65	67.57	0.00	57.27	94.05	43.24	67.27	CV
Current English Learners (EL)	CV	CV	CV	CV	N<10	N<10	N<10	N<10	92.42	N<10	N<10	CV
Non-English Learners (includes Former EL Monitored 1-4 years)	CV	CV	CV	CV	48.21	70.54	0.00	57.66	94.03	42.86	63.06	CV
Former English Learner (Monitored 1-4 years)	CV	CV	CV	CV	55.00	80.00	0.00	78.95	98.77	42.50	84.21	CV
Homeless	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Children in Foster Care	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Children with Parent that is Military Connected	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV
Gifted and Talented	CV	CV	CV	CV	82.35	88.24	0.00	82.35	99.08	91.18	94.12	CV
Female Students	CV	CV	CV	CV	45.16	80.65	0.00	49.18	96.46	38.71	63.93	CV
Male Students	CV	CV	CV	CV	44.83	50.00	0.00	62.07	90.91	41.38	60.34	CV
Migrant	CV	CV	CV	CV	N<10	N<10	N<10	N<10	N<10	N<10	N<10	CV

	District	State
Four-Year Graduation Rate		
Four-Year Graduation Rate All Students	89.9 %	88.8 %
Four-Year Graduation Rate African-American	>95%	84.5 %
Four-Year Graduation Rate Asian	N<10	93.6 %
Four-Year Graduation Rate Caucasian	85.2 %	90.9 %
Four-Year Graduation Rate Hawaiian/Pacific Islander	N<10	70.5 %
Four-Year Graduation Rate Hispanic	82.9 %	86.8 %
Four-Year Graduation Rate Native American	N<10	88.7 %
Four-Year Graduation Rate Two or More Races	N<10	85.8 %
Four-Year Graduation Rate Economically Disadvantaged	92.0 %	86.3 %
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	90.0 %	84.1 %
Four-Year Graduation Rate Students without Disabilities	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	84.2 %	84.5 %
Four-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A
Four-Year Graduation Rate Homeless	N<10	77.6 %
Four-Year Graduation Rate Children in Foster Care	N<10	64.6 %
Four-Year Graduation Rate Children with Parent that is Military Connected	N<10	94.9 %
Four-Year Graduation Rate Gifted and Talented	N<10	97.9 %
Four-Year Graduation Rate Female Students	87.3 %	91.3 %
Four-Year Graduation Rate Male Students	93.1 %	86.4 %
Four-Year Graduation Rate Migrant	N<10	81.1 %

	District	State
Five-Year Graduation Rate		
Five-Year Graduation Rate All Students	91.5 %	89.0 %
Five-Year Graduation Rate African-American	90.5 %	85.1 %
Five-Year Graduation Rate Asian	91.7 %	95.5 %
Five-Year Graduation Rate Caucasian	87.8 %	90.8 %
Five-Year Graduation Rate Hawaiian/Pacific Islander	N<10	79.2 %
Five-Year Graduation Rate Hispanic	>95%	86.8 %
Five-Year Graduation Rate Native American	N<10	82.7 %
Five-Year Graduation Rate Two or More Races	N<10	88.2 %
Five-Year Graduation Rate Economically Disadvantaged	88.2 %	86.4 %
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	90.9 %	85.2 %
Five-Year Graduation Rate Students without Disabilities	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	N<10	85.2 %
Five-Year Graduation Rate Non-English Learners (includes Former EL Monitored 1-4 years)	N/A	N/A
Five-Year Graduation Rate Homeless	N<10	77.9 %
Five-Year Graduation Rate Children in Foster Care	N<10	68.5 %
Five-Year Graduation Rate Children with Parent that is Military Connected	N<10	96.2 %
Five-Year Graduation Rate Gifted and Talented	N<10	97.6 %
Five-Year Graduation Rate Female Students	91.1 %	91.2 %
Five-Year Graduation Rate Male Students	92.1 %	86.9 %
Five-Year Graduation Rate Migrant	N<10	83.7 %

Lisa Academy - 6041700

MODULE: College Readiness

	District	State
American College Test (ACT)		
Participation in Grade 11 Statewide ACT Administration	149	28,617
District Provided Remediation for Students Taking ACT	Y	237
Number of Students Taking ACT in Grades 9-11	171	34,978
Number of Graduates that have taken ACT in High School	110	29,972
ACT Reading Average	19.96	20.01
ACT English Average	19.26	18.96
ACT Math Average	18.95	18.56
ACT Science Average	19.49	19.57
ACT Composite Average	19.58	19.42
The School Performance website at the following link has comparison of state and national ACT scores: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card)		
SAT® by College Board		
Number of Students Taking SAT College Admission Test	14	916
SAT Critical Reading Mean	529	592
SAT Math Mean	531	573
SAT Writing Mean		
Advanced Placement Courses (AP)		
Number of Students Taking Advanced Placement (AP) Courses	224	28,690
Number of AP Exams Taken	318	37,118
Number of AP Exams Scored 3, 4, or 5	111	16,885
International Baccalaureate Courses		
Number of Students Taking International Baccalaureate Courses	---	404
College Going Rates		
All Students	47.8 %	44.3 %
African-American	50.9 %	38.9 %
Hispanic	34.5 %	35.7 %
Caucasian	52.2 %	48.0 %
Economically Disadvantaged	47.4 %	36.9 %
Students with Disabilities	37.5 %	20.2 %
Current English Learners (EL)	20.0 %	22.6 %
Homeless	0.0 %	26.5 %
Children in Foster Care	0.0 %	29.8 %
Children with Parent that is Military Connected	0.0 %	51.9 %
Gifted and Talented	64.7 %	67.1 %
College Credit Accumulation Rates		
All Students	60.2 %	53.9 %
African-American	54.3 %	37.8 %
Hispanic	53.3 %	48.1 %
Caucasian	56.0 %	58.7 %
Economically Disadvantaged	40.0 %	43.8 %
Students with Disabilities	0.0 %	31.9 %
Current English Learners (EL)	50.0 %	33.3 %
Homeless	0.0 %	33.7 %
Children in Foster Care	0.0 %	41.4 %
Children with Parent that is Military Connected	0.0 %	53.5 %
Gifted and Talented	78.1 %	73.2 %

* 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.

Lisa Academy - 6041700

MODULE: School Performance

	District	State
School Performance Rating	**CV**	**N/A**
The following link has more information about school rating: https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance/report-card)		
Count of Schools with Rating = A	CV	CV
Count of Schools with Rating = B	CV	CV
Count of Schools with Rating = C	CV	CV
Count of Schools with Rating = D	CV	CV
Count of Schools with Rating = F	CV	CV
CV is shown instead of a value because Arkansas did not have a statewide summative assessment in school year 2019-2020 due to the COVID-19 outbreak.		
District Provides Textbooks or Digital Resources for all Pupils		
District Provides Textbooks or Digital Resources for all Pupils	Y	100 %
Annual Accreditation Status		
Accredited	7	1,045
Accredited Cited	0	1
Accredited Probationary	0	0
Attendance Rate		
Attendance Rate All Students	96.31 %	94.03 %
Attendance Rate African American	96.35 %	93.57 %
Attendance Rate Hispanic	96.18 %	94.33 %
Attendance Rate Caucasian	96.34 %	93.76 %
Attendance Rate Economically Disadvantaged	96.08 %	93.73 %
Attendance Rate Non-Economically Disadvantaged	96.7 %	93.72 %
Attendance Rate Students with Disabilities	96.23 %	93.8 %
Attendance Rate Students without Disabilities	96.32 %	94.06 %
Attendance Rate English Learners (EL)	96.46 %	94.42 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	97.14 %	94.84 %
Attendance Rate Former EL (Monitored 1-4 years)	97.86 %	95.78 %
Attendance Rate Homeless	93.2 %	89.74 %
Attendance Rate Children in Foster Care	99.44 %	92.7 %
Attendance Rate Children with Parent on Active Military Duty	99.24 %	95.18 %
Attendance Rate Gifted and Talented	97.57 %	95.94 %
Attendance Rate Female Students	96.25 %	93.99 %
Attendance Rate Male Students	96.4 %	94.05 %
Attendance Rate Migrant	95.36 %	91.49 %
Dropout Rate		
Dropout Rate	0.60 %	1.31 %
College Remediation Rate		
College Remediation Rate	61.8 %	67.1 %
Enrollment		
October 1 Enrollment	2,825	479,432

	District	State
Discipline Policies Distributed to Parents	100 %	100 %
Discipline Training Provided to Staff	100 %	100 %
Parental Involvement Plan Adopted	100 %	100 %
District Alternative Learning Environment Compliance	Y	100 %
Expulsions	11	617
Weapons Incidents	3	660
Staff Assaults	5	687
Student Assaults	59	3,112
Referrals to Law Enforcement	0	55
School-related Arrests	0	9

Civil Rights Data Collection (CRDC) 2016-2017

	Chronic Absences	In-School Suspensions	Out-of-School Suspensions	Expulsions	Incidents of Violence	Referrals to Law Enforcement	School-Related Arrests
All Students	426	61	538	RV	RV	RV	RV
African-American	193	40	233	RV	---	RV	RV
Hispanic	81	RV	124	RV	---	RV	RV
Caucasian	121	RV	124	RV	---	RV	RV
Economically Disadvantaged	---	---	---	---	---	---	---
Students with Disabilities	42	RV	79	RV	---	RV	RV
English Learner	36	RV	69	RV	---	RV	RV
Male	186	43	292	RV	---	RV	RV
Female	240	18	246	RV	---	RV	RV

Civil Rights Data Collection (CRDC) 2016-2017

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	RV	0.00 %	233	RV	70	14.03 %
African-American	RV	0.00 %	82	RV	31	5.23 %
Hispanic	RV	0.00 %	36	RV	10	2.13 %
Caucasian	RV	0.00 %	79	RV	17	4.45 %
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	RV	0.00 %	18	RV	RV	0.83 %
English Learner	RV	0.00 %	11	RV	RV	0.51 %
Male	RV	0.00 %	139	RV	18	5.19 %
Female	RV	0.00 %	94	RV	52	8.85 %

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 2016-2017.

Lisa Academy - 6041700

MODULE: Retention

	District	State
Number of Students Retained at Grade 1	2	597
Percent of Students Retained at Grade 1	0.86 %	1.63 %
Number of Students Retained at Grade 2	1	239
Percent of Students Retained at Grade 2	0.45 %	0.66 %
Number of Students Retained at Grade 3	2	88
Percent of Students Retained at Grade 3	0.99 %	0.24 %
Number of Students Retained at Grade 4	0	35
Percent of Students Retained at Grade 4	0.00 %	0.10 %
Number of Students Retained at Grade 5	0	34
Percent of Students Retained at Grade 5	0.00 %	0.09 %
Number of Students Retained at Grade 6	0	59
Percent of Students Retained at Grade 6	0.00 %	0.15 %
Number of Students Retained at Grade 7	0	87
Percent of Students Retained at Grade 7	0.00 %	0.22 %
Number of Students Retained at Grade 8	0	110
Percent of Students Retained at Grade 8	0.00 %	0.30 %

	District	State
Percentage of Teachers Certified (Licensed)	79.6 %	93.1 %
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded	35.0 %	51.0 %
Percentage of Teachers having Master's Degree as Highest Degree Awarded	26.0 %	44.0 %
Percentage of Teachers with Advanced Degree	1.0 %	1.0 %

	District	State
All Economic Levels (All Quartiles All Schools)		
Number of Teachers (Certified Teachers)	216	43,029
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	0	5,362
Number of Teachers Effective or Above under Teacher Excellence and Support System	0	5,156
Number Certified by National Board for Professional Teaching Standards	0	2,179
Number of Teachers Teaching with Provisional License	7	532
Percentage of Teachers Teaching with Provisional License	3.2 %	1.2 %
Number of Teachers Teaching with Emergency Teaching Permit	0	740
Percentage of Teachers Teaching with Emergency Teaching Permit	0.0 %	1.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	7	1,272
Percentage of Teachers Teaching with Emergency or Provisional Credentials	3.2 %	1.7 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	63	1,482
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	29.2 %	3.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	0	2,063
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	0.0 %	4.8 %
Number of Inexperienced Teachers	113	13,902
Percentage of Teachers who are Inexperienced	52.3 %	32.3 %
Number of Teachers, Principals, and Assistant Principals	226	45,458
Number of Inexperienced Teachers, Principals, and Assistant Principals	118	14,024
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	52.2 %	30.9 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation		

	District	State
High Poverty (Highest Quartile of Schools Free and Reduced Lunch Percentage)		
Number of Teachers (Certified Teachers)	---	9,862
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	879
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	825
Number Certified by National Board for Professional Teaching Standards	---	373
Number of Teachers Teaching with Provisional License	---	181
Percentage of Teachers Teaching with Provisional License	---	1.8 %
Number of Teachers Teaching with Emergency Teaching Permit	---	259
Percentage of Teachers Teaching with Emergency Teaching Permit	---	2.6 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	440
Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	4.5 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	675
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	6.8 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	499
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	5.1 %
Number of Inexperienced Teachers	---	3,861
Percentage of Teachers who are Inexperienced	---	39.2 %
Number of Teachers, Principals, and Assistant Principals	---	10,436
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	3,892
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	37.3 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation		

	District	State
Low Poverty (Lowest Quartile of Schools Free and Reduced Lunch Percentage)		
Number of Teachers (Certified Teachers)	---	12,546
Number of Teachers Required to Receive a Summative Evaluation this year under Teacher Excellence and Support System	---	1,583
Number of Teachers Effective or Above under Teacher Excellence and Support System	---	1,514
Number Certified by National Board for Professional Teaching Standards	---	831
Number of Teachers Teaching with Provisional License	---	109
Percentage of Teachers Teaching with Provisional License	---	0.9 %
Number of Teachers Teaching with Emergency Teaching Permit	---	94
Percentage of Teachers Teaching with Emergency Teaching Permit	---	0.7 %
Number of Teachers Teaching with Emergency or Provisional Credentials	---	203

Percentage of Teachers Teaching with Emergency or Provisional Credentials	---	1.6 %
Number of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI) *	---	301
Percentage of Teachers Teaching with Licensure Exceptions (AWL, CWL or SOI)	---	2.4 %
Number of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	493
Percentage of Teachers Teaching Out-of-field on Additional Licensure Plan (ALP)	---	3.9 %
Number of Inexperienced Teachers	---	3,570
Percentage of Teachers who are Inexperienced	---	28.5 %
Number of Teachers, Principals, and Assistant Principals	---	13,210
Number of Inexperienced Teachers, Principals, and Assistant Principals	---	3,597
Percentage of Teachers, Principals, and Assistant Principals who are Inexperienced	---	27.2 %
*AWL - Act 1240 Waive Licensure, CWL - Charter School Waive Licensure, SOI - Schools of Innovation		

	District
School Board Training	

School Board Member	Hours of Training
Emre Celebi	6.00
Cynthia Dawson	6.00
Eric Higgins	6.00
Sinan Kockara	6.00
Emir Tas	6.00

Lisa Academy - 6041700

MODULE: School Expenditures

	District	State
State and Local Expenditures		
State and Local Personnel Expenditures	$14,668,738	$3,057,685,304
State and Local Non-Personnel Expenditures	$9,314,723	$973,723,400
State and Local Grand Total Expenditures	$23,983,461	$4,031,408,703
State and Local Personnel Per-pupil Expenditures	$5,228	$6,419
State and Local Non-Personnel Per-pupil Expenditures	$3,320	$2,044
State and Local Per-pupil Expenditures	$8,548	$8,463

	District	State
Federal Expenditures		
Federal Personnel Expenditures	$1,940,782	$630,872,733
Federal Non-Personnel Expenditures	$816,717	$152,961,414
Federal Grand Total Expenditures	$2,757,499	$783,834,148
Federal Personnel Per-pupil Expenditures	$692	$1,324
Federal Non-Personnel Per-pupil Expenditures	$291	$321
Federal Per-pupil Expenditures	$983	$1,646

	District	State
Total Expenditures		
Total Personnel Expenditures	$16,609,520	$3,688,558,037
Total Non-Personnel Expenditures	$10,131,440	$1,126,684,814
Total Grand Total Expenditures	$26,740,960	$4,815,242,851
Total Personnel Per-pupil Expenditures	$5,920	$7,744
Total Non-Personnel Per-pupil Expenditures	$3,611	$2,365
Total Per-pupil Expenditures	$9,531	$10,109

* Personnel Expenditures Salaries and Employee Benefits (Object Series 100 and 200)
** Non-Personnel Expenditures = Personnel Expenditures subtracted from Total Expenditures.

	District	State
Mills Voted	0.0	38.8
Average Teacher Salary	$42,724	$51,336
Extracurricular Expenditures	$139,621	$201,696,124
Capital Expenditures	$717,826	$728,645,955
Debt Service Expenditures	$216,542	$312,921,645
Free and Reduced Meals		
Percent of Students Eligible for Free and Reduced Meals	64.2 %	60.2 %
State Free and Reduced-Price Meal Rate††		61.0 %
National Free and Reduced-Price Meal Rate†		57.5 %

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

Lisa Academy - 6041700

MODULE: Alternatively Tested

	ELA	Math	Science

Dynamic Learning Maps assessments were not given in school year 2019-2020 due to the COVID-19 outbreak.

Lisa Academy - 6041700

MODULE: Crosstab - Graduation Rates

Four Year Graduation Rates	
All	89.92 %
Students with Disabilities	90.00 %
Students without Disabilities	89.92 %
English Learner	84.21 %
Non-English Learner	90.91 %
English Learner Students with Disabilities	N<10
English Learner Students without Disabilities	83.33 %
Non-English Learner Students with Disabilities	N<10
Non-English Learner Students without Disabilities	91.09 %
Female	87.32 %
Female Students with Disabilities	N<10
Female Students without Disabilities	87.88 %
Female English Learner	81.82 %
Female Non-English Learner	88.33 %
Female English Learner with Disabilities	N<10
Female English Learner without Disabilities	80.00 %
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	89.29 %
Male	93.10 %
Male Students with Disabilities	N<10
Male Students without Disabilities	92.45 %
Male English Learner	N<10
Male Non-English Learner	94.00 %
Male English Learner without Disabilities	N<10
Male Non-English Learner with Disabilities	N<10
Male Non-English Learner without Disabilities	93.33 %
African-American	>95%
African-American Students with Disabilities	N<10
African-American Students without Disabilities	>95%
African-American English Learner	N<10
African-American Non-English Learner	>95%
African-American English Learner without Disabilities	N<10
African-American Non-English Learner with Disabilities	N<10
African-American Non-English Learner without Disabilities	>95%
African-American Female	>95%
African-American Female with Disabilities	N<10
African-American Female without Disabilities	>95%
African-American Female English Learner	N<10
African-American Female Non-English Learner	>95%
African-American Female English Learner without Disabilities	N<10
African-American Female Non-English Learner with Disabilities	N<10
African-American Female Non-English Learner without Disabilities	>95%
African-American Male	93.10 %
African-American Male with Disabilities	N<10
African-American Male without Disabilities	91.67 %
African-American Male Non-English Learner	93.10 %
African-American Male Non-English Learner with Disabilities	N<10
African-American Male Non-English Learner without Disabilities	91.67 %
Hispanic	82.86 %
Hispanic Students with Disabilities	N<10
Hispanic Students without Disabilities	85.29 %
Hispanic English Learner	78.57 %
Hispanic Non-English Learner	85.71 %
Hispanic English Learner without Disabilities	78.57 %
Hispanic Non-English Learner with Disabilities	N<10
Hispanic Non-English Learner without Disabilities	90.00 %
Hispanic Female	76.47 %
Hispanic Female with Disabilities	N<10
Hispanic Female without Disabilities	81.25 %
Hispanic Female English Learner	N<10
Hispanic Female Non-English Learner	81.82 %
Hispanic Female English Learner without Disabilities	N<10

Hispanic Female Non-English Learner with Disabilities	N<10
Hispanic Female Non-English Learner without Disabilities	90.00 %
Hispanic Male	88.89 %
Hispanic Male without Disabilities	88.89 %
Hispanic Male English Learner	N<10
Hispanic Male Non-English Learner	90.00 %
Hispanic Male English Learner without Disabilities	N<10
Hispanic Male Non-English Learner without Disabilities	90.00 %
Caucasian	85.19 %
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	83.33 %
Caucasian English Learner	N<10
Caucasian Non-English Learner	84.00 %
Caucasian English Learner with Disabilities	N<10
Caucasian English Learner without Disabilities	N<10
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	82.61 %
Caucasian Female	80.95 %
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	77.78 %
Caucasian Female English Learner	N<10
Caucasian Female Non-English Learner	78.95 %
Caucasian Female English Learner with Disabilities	N<10
Caucasian Female English Learner without Disabilities	N<10
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	76.47 %
Caucasian Male	N<10
Caucasian Male without Disabilities	N<10
Caucasian Male Non-English Learner	N<10
Caucasian Male Non-English Learner without Disabilities	N<10

Lisa Academy - 6041700

MODULE: Crosstab - Graduation Rates

Five Year Graduation Rates	
All	91.55 %
Students with Disabilities	90.91 %
Students without Disabilities	91.60 %
English Learner	N<10
Non-English Learner	91.04 %
English Learner Students with Disabilities	N<10
English Learner Students without Disabilities	N<10
Non-English Learner Students with Disabilities	N<10
Non-English Learner Students without Disabilities	91.27 %
Female	91.14 %
Female Students with Disabilities	N<10
Female Students without Disabilities	91.78 %
Female English Learner	N<10
Female Non-English Learner	90.67 %
Female English Learner with Disabilities	N<10
Female English Learner without Disabilities	N<10
Female Non-English Learner with Disabilities	N<10
Female Non-English Learner without Disabilities	91.55 %
Male	92.06 %
Male Students with Disabilities	N<10
Male Students without Disabilities	91.38 %
Male English Learner	N<10
Male Non-English Learner	91.53 %
Male English Learner with Disabilities	N<10
Male English Learner without Disabilities	N<10
Male Non-English Learner with Disabilities	N<10
Male Non-English Learner without Disabilities	90.91 %
African-American	90.48 %
African-American Students with Disabilities	N<10
African-American Students without Disabilities	91.38 %
African-American Non-English Learner	90.48 %
African-American Non-English Learner with Disabilities	N<10
African-American Non-English Learner without Disabilities	91.38 %
African-American Female	92.11 %
African-American Female with Disabilities	N<10
African-American Female without Disabilities	94.29 %
African-American Female Non-English Learner	92.11 %
African-American Female Non-English Learner with Disabilities	N<10
African-American Female Non-English Learner without Disabilities	94.29 %
African-American Male	88.00 %
African-American Male with Disabilities	N<10
African-American Male without Disabilities	86.96 %
African-American Male Non-English Learner	88.00 %
African-American Male Non-English Learner with Disabilities	N<10
African-American Male Non-English Learner without Disabilities	86.96 %
Hispanic	>95%
Hispanic Students with Disabilities	N<10
Hispanic Students without Disabilities	>95%
Hispanic English Learner	N<10
Hispanic Non-English Learner	>95%
Hispanic English Learner with Disabilities	N<10
Hispanic English Learner without Disabilities	N<10
Hispanic Non-English Learner with Disabilities	N<10
Hispanic Non-English Learner without Disabilities	>95%
Hispanic Female	>95%
Hispanic Female with Disabilities	N<10
Hispanic Female without Disabilities	N<10
Hispanic Female English Learner	N<10
Hispanic Female Non-English Learner	N<10
Hispanic Female English Learner with Disabilities	N<10
Hispanic Female Non-English Learner without Disabilities	N<10
Hispanic Male	>95%

Hispanic Male with Disabilities	N<10
Hispanic Male without Disabilities	>95%
Hispanic Male English Learner	N<10
Hispanic Male Non-English Learner	>95%
Hispanic Male English Learner without Disabilities	N<10
Hispanic Male Non-English Learner with Disabilities	N<10
Hispanic Male Non-English Learner without Disabilities	N<10
Caucasian	87.80 %
Caucasian Students with Disabilities	N<10
Caucasian Students without Disabilities	86.84 %
Caucasian English Learner	N<10
Caucasian Non-English Learner	87.50 %
Caucasian English Learner with Disabilities	N<10
Caucasian Non-English Learner with Disabilities	N<10
Caucasian Non-English Learner without Disabilities	86.84 %
Caucasian Female	81.82 %
Caucasian Female with Disabilities	N<10
Caucasian Female without Disabilities	80.95 %
Caucasian Female Non-English Learner	81.82 %
Caucasian Female Non-English Learner with Disabilities	N<10
Caucasian Female Non-English Learner without Disabilities	80.95 %
Caucasian Male	94.74 %
Caucasian Male with Disabilities	N<10
Caucasian Male without Disabilities	94.12 %
Caucasian Male English Learner	N<10
Caucasian Male Non-English Learner	94.44 %
Caucasian Male English Learner with Disabilities	N<10
Caucasian Male Non-English Learner with Disabilities	N<10
Caucasian Male Non-English Learner without Disabilities	94.12 %