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2022-2023
LEA# 7204027

Greenland Elementary School

School Report Card 2022-2023
200 N. Sandy | Greenland, AR 72737
479-521-2366

Principal   Alexander Hardin

Superintendent   Andrea Martin

School Characteristics

Enrollment	279
Avg. Class Size	---
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	---
• State avg.	---
School Letter Grade	D
Overall Score	64.42

Student Demographics

Race/Ethnicity Statistics

- 1.1% Native American
- 0.4% Asian
- 1.8% African American
- 0.7% Hawaiian/Pacific Islander
- 9.0% Hispanic/Latino
- 81.0% White
- 6.1% Two or More Races

Other Demographics

English Learners
4%

Low-income
N/D

Students eligible to receive special education
13%

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 school and district staff.

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 including English learner progress toward English language proficiency, cohort graduation rates, and school quality and student success. Arkansas' system is known as the ESSA School Index (https://dese.ade.arkansas.gov/Files/20201126143234_What_is_the_ESSA_School_Index.pdf).
As per stakeholder requests, the indicators are weighted as noted in https://myschoolinfo.arkansas.gov/Content/ESSA/2022/13_What_is_the_ESSA_School_Index.pdf (https://myschoolinfo.arkansas.gov/Content/ESSA/2022/13_What_is_the_ESSA_School_Index.pdf).
The full ESSA School Index report for each school can be accessed by going to My School Info (https://myschoolinfo.arkansas.gov/) and selecting the school, clicking Reports, then 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 Division of Elementary and Secondary Education - 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) web page under the column Business Rules and Statistics.

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 (as per the approved addendum the next identification year will be 2022-2023 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 (as per the approved addendum the next identification year will be 2022-2023 and every three years thereafter).
The process, identification of schools, and exit information regarding ESSA Cycle 1 (data from 2018-2022) is available at ESSA Cycle I School Support and Improvement (https://docs.google.com/spreadsheets/u/0/d/1w5vSbEyKmaapmvG2SVCle9w1yixdyAkh6iSiO6gD19M/edit)
The process, identification of schools, and exit information regarding ESSA Cycle 2 (data from 2022-2025) is available at ESSA Cycle II School Support and Improvement (https://docs.google.com/spreadsheets/u/0/d/1nbesYDRbMb5svoWZkjezOMhfjnfGGbTe96pTHk2rWj8/edit)

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 may exit 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 (as per the approved addendum the next identification year will be 2022-2023 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).

School identified to receive Title I Grants (1003 funds)

The Arkansas Department of Education will provide support and monitoring to all schools identified in need of comprehensive support and improvement, targeted support and improvement, or additional targeted support. Information on school improvement funds under ESEA section 1003 by district and school including: names of districts and schools receiving school improvement funds, amount of funds received by each school, and types of strategies implemented in each school are available at ESSA Cycle II 1003 Allocation & Support (https://docs.google.com/spreadsheets/d/1saBpyvj1xh9g32HzKE0Y4SbOM8P4v0LzOKs9Os4S-m8/edit?usp=sharing)

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2022-2023
LEA# 7204027

Greenland School District - 7204000

MODULE: Achievement

Greenland Elementary School - 7204027

	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
All Grades All Students Reading									
All Students Percentage of Students	---	---	39.00	24.00	18.00	19.00	37.00	35.61	39.01
3rd Grade English Language Arts (ELA)									
All Students Percentage of Students	>95%	<5%	58.14	RV	RV	11.63	25.58	25.58	33.93
All Students Number of Students			25	RV	RV	RV	11		
African American	---	---	---	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	27.20
Caucasian	>95%	<5%	62.16	RV	RV	10.81	18.92	18.92	40.36
Economically Disadvantaged	>95%	<5%	59.38	RV	RV	6.25	25.00	25.00	25.39
Non-Economically Disadvantaged	>95%	<5%	RV	RV	<5%	27.27	27.27	27.27	51.74
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	11.11	11.03
Students without Disabilities	>95%	<5%	52.94	RV	RV	14.71	29.41	29.41	38.58
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	58.54	RV	RV	12.20	24.39	24.39	34.95
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	16.76
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	19.67
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	85.03
Female Students	>95%	<5%	RV	RV	11.76	17.65	29.41	29.41	37.53
Male Students	>95%	<5%	57.69	RV	RV	7.69	23.08	23.08	30.48
Migrant	---	---	---	---	---	---	---	---	---

N<10 is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. Click the following link for more information: Suppression Rules (https://drive.google.com/file/d/15F860uHKBHcYKJ1ET4lZfS6fdnEV9h1I/view)

	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
3rd Grade Mathematics									
All Students Percentage of Students	>95%	<5%	RV	34.88	25.58	RV	41.86	41.86	54.04
All Students Number of Students			RV	15	11	RV	18		
African American	---	---	---	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	43.92
Caucasian	>95%	<5%	RV	40.54	27.03	RV	37.84	37.84	63.25
Economically Disadvantaged	>95%	<5%	RV	34.38	31.25	RV	43.75	43.75	44.92
Non-Economically Disadvantaged	>95%	<5%	RV	RV	9.09	27.27	36.36	36.36	73.07
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	11.11	20.68
Students without Disabilities	>95%	<5%	RV	32.35	29.41	RV	50.00	50.00	60.83
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	RV	36.59	26.83	RV	41.46	41.46	55.72
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.33	36.56
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	39.34
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	96.17
Female Students	>95%	<5%	RV	RV	11.76	17.65	29.41	29.41	53.99
Male Students	>95%	<5%	RV	RV	34.62	15.38	50.00	50.00	54.09
Migrant	---	---	---	---	---	---	---	---	---

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2022-2023
LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

MODULE: Achievement

3rd Grade Science

	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
All Students Percentage of Students	>95%	<5%	55.81	RV	RV	20.93	37.21	37.21	34.94
All Students Number of Students			24	RV	RV	RV	16		
African American	---	---	---	---	---	---	---	---	---
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	25.20
Caucasian	>95%	<5%	59.46	RV	RV	16.22	32.43	32.43	43.60
Economically Disadvantaged	>95%	<5%	56.25	RV	RV	15.63	34.38	34.38	26.03
Non-Economically Disadvantaged	>95%	<5%	RV	RV	9.09	36.36	45.45	45.45	53.55
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	22.22	13.37
Students without Disabilities	>95%	<5%	52.94	RV	RV	26.47	41.18	41.18	39.33
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	56.10	RV	RV	19.51	36.59	36.59	36.75
Former English Learner (Monitored 1-4 years)	---	---	---	---	---	---	---	---	---
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.33	19.28
Children in Foster Care	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	22.95
Children with Parent that is Military Connected	---	---	---	---	---	---	---	---	---
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	86.37
Female Students	>95%	<5%	RV	RV	11.76	23.53	35.29	35.29	33.37
Male Students	>95%	<5%	53.85	RV	RV	19.23	38.46	38.46	36.45
Migrant	---	---	---	---	---	---	---	---	---

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4th Grade English Language Arts (ELA)

	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
All Students Percentage of Students	>95%	<5%	57.89	RV	RV	12.28	26.32	26.32	35.27
All Students Number of Students			33	RV	RV	RV	15		
African American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	16.36
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.67	28.19
Caucasian	>95%	<5%	62.22	RV	RV	6.67	17.78	17.78	42.39
Economically Disadvantaged	>95%	<5%	59.52	RV	RV	7.14	21.43	21.43	26.13
Non-Economically Disadvantaged	>95%	<5%	RV	RV	13.33	26.67	40.00	40.00	53.87
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	9.87
Students without Disabilities	>95%	<5%	54.90	RV	RV	13.73	29.41	29.41	40.25
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	60.38	RV	RV	11.32	22.64	22.64	36.27
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	62.18
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.50	21.02
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	44.93
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	85.71	86.93
Female Students	>95%	<5%	58.62	RV	RV	17.24	27.59	27.59	38.32
Male Students	>95%	<5%	57.14	RV	RV	7.14	25.00	25.00	32.37
Migrant	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	12.22

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Greenland School District - 7204000

MODULE: Achievement

Greenland Elementary School - 7204027

	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Mathematics									
All Students Percentage of Students	>95%	<5%	RV	42.11	42.11	RV	50.88	50.88	48.32
All Students Number of Students			RV	24	24	RV	29		
African American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	24.68
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.67	44.48
Caucasian	>95%	<5%	RV	44.44	46.67	RV	46.67	46.67	56.27
Economically Disadvantaged	>95%	<5%	RV	42.86	45.24	RV	50.00	50.00	39.21
Non-Economically Disadvantaged	>95%	<5%	RV	RV	33.33	20.00	53.33	53.33	66.84
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	50.00	17.70
Students without Disabilities	>95%	<5%	RV	45.10	41.18	RV	50.98	50.98	54.32
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	RV	43.40	43.40	RV	49.06	49.06	48.66
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	76.11
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	75.00	32.58
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	57.79
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	91.86
Female Students	>95%	<5%	RV	48.28	41.38	RV	48.28	48.28	46.34
Male Students	>95%	<5%	RV	35.71	42.86	RV	53.57	53.57	50.20
Migrant	N<10	N<10	N<10	N<10	N<10	N<10	N<10	100.00	33.94

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	% Tested 2022-2023	% Not Tested 2022-2023	In Need of Support	Close	Ready	Exceeding	Ready or Exceeding	District Avg Ready or Exceeding	State Avg Ready or Exceeding
4th Grade Science									
All Students Percentage of Students	>95%	<5%	42.11	26.32	RV	RV	31.58	31.58	38.32
All Students Number of Students			24	15	RV	RV	18		
African American	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	17.20
Hispanic	N<10	N<10	N<10	N<10	N<10	N<10	N<10	55.56	29.99
Caucasian	RV	RV	44.44	28.89	RV	RV	26.67	26.67	46.89
Economically Disadvantaged	>95%	<5%	42.86	28.57	RV	RV	28.57	28.57	29.43
Non-Economically Disadvantaged	>95%	<5%	RV	RV	26.67	13.33	40.00	40.00	56.41
Students with Disabilities	N<10	N<10	N<10	N<10	N<10	N<10	N<10	33.33	12.36
Students without Disabilities	>95%	<5%	41.18	27.45	RV	RV	31.37	31.37	43.41
Students with the most significant cognitive disabilities who take an alternate assessment: Number (Percent)							N/A		
Current English Learners (EL)	---	---	---	---	---	---	---	---	---
Non-English Learners (includes Former EL Monitored 1-4 years)	>95%	<5%	45.28	RV	24.53	RV	30.19	30.19	39.61
Former English Learner (Monitored 1-4 years)	N<10	N<10	N<10	N<10	N<10	N<10	N<10	66.67	61.34
Recently Arrived English Learners (RAEL) Excluded from Accountability Indicators: Number (Percent)							N/A		
Homeless	N<10	N<10	N<10	N<10	N<10	N<10	N<10	37.50	22.91
Children in Foster Care	---	---	---	---	---	---	---	---	---
Children with Parent that is Military Connected	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	47.46
Gifted and Talented	N<10	N<10	N<10	N<10	N<10	N<10	N<10	85.71	87.97
Female Students	>95%	<5%	51.72	RV	RV	6.90	27.59	27.59	36.13
Male Students	>95%	<5%	RV	RV	25.00	10.71	35.71	35.71	40.41
Migrant	N<10	N<10	N<10	N<10	N<10	N<10	N<10	0.00	20.36

N<10 is shown instead of a value if there are fewer than ten students is a subgroup. RV is Restricted Value. RV is used instead of a value so that information identifiable for individual students will not be shown. Click the following link for more information: Suppression Rules (https://drive.google.com/file/d/15F860uHKBHcYKJ1ET4lZfS6fdnEV9h1l/view)

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2022-2023
LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

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

	Number ELs Tested	Number ELs Proficient	Percent ELs Proficient

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LEA# 7204027

Greenland School District - 7204000

MODULE: Graduation Rates

Greenland Elementary School - 7204027

	School	District	State
Four-Year Graduation Rate			
Four-Year Graduation Rate All Students	---	---	---
Four-Year Graduation Rate African-American	---	---	---
Four-Year Graduation Rate Asian	---	---	---
Four-Year Graduation Rate Caucasian	---	---	---
Four-Year Graduation Rate Hawaiian/Pacific Islander	---	---	---
Four-Year Graduation Rate Hispanic	---	---	---
Four-Year Graduation Rate Native American	---	---	---
Four-Year Graduation Rate Two or More Races	---	---	---
Four-Year Graduation Rate Economically Disadvantaged	---	---	---
Four-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Four-Year Graduation Rate Students with Disabilities	---	---	---
Four-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Four-Year Graduation Rate Current English Learners (EL)	---	---	---
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	---	---	---
Four-Year Graduation Rate Children in Foster Care	---	---	---
Four-Year Graduation Rate Children with Parent that is Military Connected	---	---	---
Four-Year Graduation Rate Gifted and Talented	---	---	---
Four-Year Graduation Rate Female Students	---	---	---
Four-Year Graduation Rate Male Students	---	---	---
Four-Year Graduation Rate Migrant	---	---	---

	School	District	State
Five-Year Graduation Rate			
Five-Year Graduation Rate All Students	---	---	---
Five-Year Graduation Rate African-American	---	---	---
Five-Year Graduation Rate Asian	---	---	---
Five-Year Graduation Rate Caucasian	---	---	---
Five-Year Graduation Rate Hawaiian/Pacific Islander	---	---	---
Five-Year Graduation Rate Hispanic	---	---	---
Five-Year Graduation Rate Native American	---	---	---
Five-Year Graduation Rate Two or More Races	---	---	---
Five-Year Graduation Rate Economically Disadvantaged	---	---	---
Five-Year Graduation Rate Non-Economically Disadvantaged	N/A	N/A	N/A
Five-Year Graduation Rate Students with Disabilities	---	---	---
Five-Year Graduation Rate Students without Disabilities	N/A	N/A	N/A
Five-Year Graduation Rate Current English Learners (EL)	---	---	---
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	---	---	---
Five-Year Graduation Rate Children in Foster Care	---	---	---
Five-Year Graduation Rate Children with Parent that is Military Connected	---	---	---
Five-Year Graduation Rate Gifted and Talented	---	---	---
Five-Year Graduation Rate Female Students	---	---	---
Five-Year Graduation Rate Male Students	---	---	---
Five-Year Graduation Rate Migrant	---	---	---

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LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

MODULE: College Readiness

	School	District	State
American College Test (ACT)			
Participation in Grade 11 Statewide ACT Administration			
District Provided Remediation for Students Taking ACT			
Number of Students Taking ACT in Grades 9-11			
Number of Graduates that have taken ACT in High School			
ACT Reading Average			
ACT English Average			
ACT Math Average			
ACT Science Average			
ACT Composite Average			
The School Report Card Business Rules has a comparison of state and national ACT scores in the Module 8 College Readiness description.			
SAT® by College Board			
Number of Students Taking SAT College Admission Test			
SAT Critical Reading Mean			
SAT Math Mean			
SAT Writing Mean			
Advanced Placement Courses (AP)			
Number of Students Taking Advanced Placement (AP) Courses			
Number of AP Exams Taken			
Number of AP Exams Scored 3, 4, or 5			
International Baccalaureate Courses			
Number of Students Taking International Baccalaureate Courses	---	---	464
College Going Rates In-State Only			
All Students	---	---	---
African-American	---	---	---
Hispanic	---	---	---
Caucasian	---	---	---
Economically Disadvantaged	---	---	---
Students with Disabilities	---	---	---
Current English Learners (EL)	---	---	---
Homeless	---	---	---
Children in Foster Care	---	---	---
Children with Parent that is Military Connected	---	---	---
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 that is Military Connected	---	---	---
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.

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LEA# 7204027

Greenland School District - 7204000

MODULE: School Performance

Greenland Elementary School - 7204027

	School	District	State
School Performance Rating	**D**	**N/A**	**N/A**
Overall ESSA Index Score	64.42	N/A	N/A
The website at the following link has more information on the school rating: Division of Elementary and Secondary Education - Offices - Public School Accountability - School Performance and Monitoring - Reporting (arkansas.gov) (https://dese.ade.arkansas.gov/Offices/public-school-accountability/school-performance-and-monitoring/reporting)			
Count of Schools with Rating = A		0	80
Count of Schools with Rating = B		0	202
Count of Schools with Rating = C		2	419
Count of Schools with Rating = D		1	255
Count of Schools with Rating = F		0	79
CV is shown instead of a value for School Letter Grades. School Letter Grades were not calculated due to COVID-19.			
Act 89 of 2021 suspended the School Letter Grades for 2020-2021.			
District Provides Textbooks or Digital Resources for all Pupils			
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %
Access to Technology Devices and High-Speed Internet			
Student Primary Learning Device Away from School is a Desktop Computer	0	0	12,857
Student Primary Learning Device Away from School is a Laptop Computer	1	1	64,669
Student Primary Learning Device Away from School is a Tablet	0	0	50,180
Student Primary Learning Device Away from School is a Chromebook	267	745	281,545
Student Primary Learning Device Away from School is a Smartphone	0	0	22,731
Student Does not use a Learning Device Away from School	0	0	31,515
Student Primary Learning Device Away from School is Shared with Another Individual	0	1	66,447
Student Primary Learning Device Away from School is Not Shared	268	745	345,261
Student Primary Learning Device is a Personal Device	1	2	108,765
Student Primary Learning Device is Provided by the School	267	744	317,349
Student Internet Access is Available in Primary Residence	268	718	420,035
Student Internet Access is Not Available in Primary Residence	0	27	11,125
Student Internet Access is Not Affordable in Primary Residence	0	1	15,827
Student Internet Access in Residence is Residential Broadband	153	520	242,239
Student Internet Access in Residence is Cellular Network	100	143	36,772
Student Internet Access in Residence is Hot Spot	4	22	20,734
Student Internet Access in Residence is Community Provided Wi-Fi	2	5	14,842
Student Internet Access in Residence is Satellite	1	18	10,896
Student Internet Access in Residence is Dial-up	1	3	920
Student Experiences Very Few or No Learning Interruptions from Internet in Residence	0	1	9,757
Student Regularly Experiences Learning Interruptions from Internet in Residence	114	194	80,712
Student is Unable to Complete Learning Activities Due to Poor Internet in Residence	154	523	329,695
Annual Accreditation Status			
Accredited	N		
Accredited Cited	N		
Accredited Probationary	N		
Attendance Rate			
Attendance Rate All Students	94.75 %	94.22 %	92.87 %
Attendance Rate African American	97.06 %	97.94 %	92.04 %
Attendance Rate Hispanic	96.3 %	95.33 %	92.94 %
Attendance Rate Caucasian	94.21 %	93.85 %	93.16 %
Attendance Rate Economically Disadvantaged	94.32 %	93.89 %	92.36 %
Attendance Rate Non-Economically Disadvantaged	96.16 %	95.17 %	94.16 %
Attendance Rate Students with Disabilities	95.55 %	95.57 %	92.75 %
Attendance Rate Students without Disabilities	94.59 %	93.92 %	92.9 %
Attendance Rate English Learners (EL)	95.9 %	94.71 %	92.5 %
Attendance Rate Non-EL (includes Former EL Monitored 1-4 years)	96.7 %	95.58 %	93.43 %
Attendance Rate Former EL (Monitored 1-4 years)	98.47 %	97.03 %	94.74 %
Attendance Rate Homeless	91.48 %	91.82 %	89.58 %
Attendance Rate Children in Foster Care	92.36 %	95.87 %	91.98 %
Attendance Rate Children with Parent on Active Military Duty	94.24 %	97.01 %	94.09 %

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Attendance Rate Gifted and Talented	97 %	96.78 %	95.17 %
Attendance Rate Female Students	94.93 %	93.78 %	92.8 %
Attendance Rate Male Students	94.61 %	94.56 %	92.93 %
Attendance Rate Migrant	96.48 %	90.53 %	91.29 %
Dropout Rate			
Dropout Rate			
College Remediation Rate			
College Remediation Rate			
Enrollment			
October 1 Enrollment	279	767	476,579

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2022-2023
LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

MODULE: School Environment

	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		N	
Expulsions			1,049
Weapons Incidents	1	1	1,167
Staff Assaults	3	4	1,263
Student Assaults	7	17	6,374
Referrals to Law Enforcement		0	76
School-related Arrests		0	9

Civil Rights Data Collection (CRDC) 2020-2021

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

Civil Rights Data Collection (CRDC) 2020-2021

	Pre-K Enrollment	Percentage in Pre-K	AP Enrollment	IB Enrollment	Concurrent Enrollment	Percentage in AP/IB/Concurrent
All Students	---	---	---	---	---	---
African-American	---	---	---	---	---	---
Hispanic	---	---	---	---	---	---
Caucasian	---	---	---	---	---	---
Economically Disadvantaged	---	---	---	---	---	---
Students with Disabilities	---	---	---	---	---	---
English Learner	---	---	---	---	---	---
Male	---	---	---	---	---	---
Female	---	---	---	---	---	---

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 2019-2020.

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2022-2023
LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

MODULE: Retention

	School	District	State
Number of Students Retained at Grade 1			
Percent of Students Retained at Grade 1			
Number of Students Retained at Grade 2			
Percent of Students Retained at Grade 2			
Number of Students Retained at Grade 3			
Percent of Students Retained at Grade 3			
Number of Students Retained at Grade 4			
Percent of Students Retained at Grade 4			
Number of Students Retained at Grade 5			
Percent of Students Retained at Grade 5			
Number of Students Retained at Grade 6			
Percent of Students Retained at Grade 6			
Number of Students Retained at Grade 7			
Percent of Students Retained at Grade 7			
Number of Students Retained at Grade 8			
Percent of Students Retained at Grade 8			

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2022-2023
LEA# 7204027

Greenland School District - 7204000 **Greenland Elementary School - 7204027**

MODULE: Teacher Quality

	School	District	State
Percentage of Teachers Certified (Licensed)			
Percentage of Teachers having Bachelor's Degree as Highest Degree Awarded			
Percentage of Teachers having Master's Degree as Highest Degree Awarded			
Percentage of Teachers with Advanced Degree			

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

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

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

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

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

Note: Even though the data for licensure exceptions is pulled in multiple SIS Cycle submissions, these exceptions will flag in Standards For Accreditation (SFA) until Cycle 2.

A report providing information on all schools designated as high poverty and/or high minority and their WSI rating is available on the Educator Workforce Data webpage (https://dese.ade.arkansas.gov/Offices/educator-effectiveness/education-workforce-resources--data/education-workforce-data). High poverty schools are defined as schools that are in the highest 25% of all schools ranked by Free/Reduced Lunch percentages. High Minority schools are defined as schools that are in the highest 25% of all schools ranked by the percentage of non-white students. The HP/HM Report will be used to help determine whether these students are being disproportionately served by ineffective, out-of-field, or inexperienced teachers.

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

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

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

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	District
School Board Training	
	School Board Member	Hours of Training

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LEA# 7204027

Greenland School District - 7204000　　　　　　　　　　　　　　　**Greenland Elementary School - 7204027**

MODULE: School Expenditures

	School	District	State
State and Local Expenditures			
State and Local Personnel Expenditures			
State and Local Non-Personnel Expenditures			
State and Local Grand Total Expenditures			
State and Local Personnel Per-pupil Expenditures			
State and Local Non-Personnel Per-pupil Expenditures			
State and Local Per-pupil Expenditures			

	School	District	State
Federal Expenditures			
Federal Personnel Expenditures			
Federal Non-Personnel Expenditures			
Federal Grand Total Expenditures			
Federal Personnel Per-pupil Expenditures			
Federal Non-Personnel Per-pupil Expenditures			
Federal Per-pupil Expenditures			

	School	District	State
Total Expenditures			
Total Personnel Expenditures			
Total Non-Personnel Expenditures			
Total Grand Total Expenditures			
Total Personnel Per-pupil Expenditures			
Total Non-Personnel Per-pupil Expenditures			
Total Per-pupil Expenditures			

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

	School	District	State
Mills Voted			
Average Teacher Salary			
Extracurricular Expenditures			
Capital Expenditures			
Debt Service Expenditures			
Free and Reduced Meals			
Percent of Students Eligible for Free and Reduced Meals			
State Free and Reduced-Price Meal Rate††			
National Free and Reduced-Price Meal Rate†			

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

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Greenland School District - 7204000

MODULE: Alternatively Tested

Greenland Elementary School - 7204027

	ELA	Math	Science

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Greenland School District - 7204000

MODULE: Crosstab - Graduation Rates

Greenland Elementary School - 7204027

Four Year Graduation Rates

Four Year Graduation Rates are not available.

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Greenland School District - 7204000

MODULE: Crosstab - Graduation Rates

Greenland Elementary School - 7204027

Five Year Graduation Rates

Five Year Graduation Rates are not available.

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LEA# 7204027

Greenland School District - 7204000

Greenland Elementary School - 7204027

MODULE: Crosstab - Growth