

Imboden Area Charter School  
Accountability Profile



Prepared by  
Arkansas Department of Education  
Charter School Office

March 2026

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## Section 1: Abstract

Imboden Area Charter School is an open-enrollment public charter located in Black Rock, Arkansas, serving grades K-12 since opening in 2002. The school currently enrolls 53 students, representing 35% of its authorized enrollment cap of 150. Enrollment trends show a decline from 70 students in 2024-2025 to 53 students in 2025-2026, which may affect program sustainability and funding stability. Student attendance remains strong relative to state averages, with attendance rates exceeding state benchmarks in recent years, and discipline data indicate a positive school climate with no suspensions or expulsions reported during the review period.

Academic indicators present a mixed picture. Student growth results are comparatively strong in the most recent ATLAS cycle, with English Language Arts growth at 85% and Math growth at 70%, both significantly exceeding state averages. However, achievement outcomes remain below state averages in multiple subjects, including English Language Arts, Math, and Science. The absence of recent letter grades and limited data availability for graduation rates and lowest-quartile growth restrict the ability to fully assess long-term academic outcomes. These patterns suggest that while students may be making progress relative to their starting points, overall proficiency levels remain an area for improvement.

Financial and operational indicators reveal notable challenges. Financial performance metrics show negative operating margins, declining balances, and extremely limited liquidity across the past three fiscal years. Operationally, the school currently has two accreditation flagging actions, lacks a publicly accessible Staff Recruitment and Retention Plan, and does not have an accessible or current School Improvement Plan posted on its website. Board governance transparency is also limited, with outdated meeting schedules and inconsistent posting of meeting minutes. Together, these findings indicate the need for targeted improvements in financial sustainability, operational compliance, and academic planning.

## Section 2: School Summary

### *Background Information*

|                          |   |
|--------------------------|---|
| <b>Location</b>          | 800 Beach St., Black Rock, AR 72415   |
| <b>Year Opened</b>       | 2002  |
| <b>Grade Levels</b>      | k-12  |
| <b>Enrollment Cap</b>    | 150   |
| <b>Charter Type</b>      | Open Enrollment   |
| <b>Mission Statement</b> | Teachers, parents, and community members unite to provide a need-satisfying environment and a rigorous curriculum that will prepare all students to be life-long learners and successful members of a democratic society. |

### *Leadership Team*

| <b>Personnel</b>    | <b>Title</b>       | <b>School / Organization</b>                   | <b>Email</b> |
|---------------------|--------------------|--|--------------|
| Scott James         | School Director    | Imboden Area Charter School                    |              |
| Paula Wagner        | Counselor          | Imboden Area Charter School                    |              |
| James "Mike" McLeod | Board of Directors | Imboden Area Charter School Board of Directors |              |
|                     |                    |  |              |

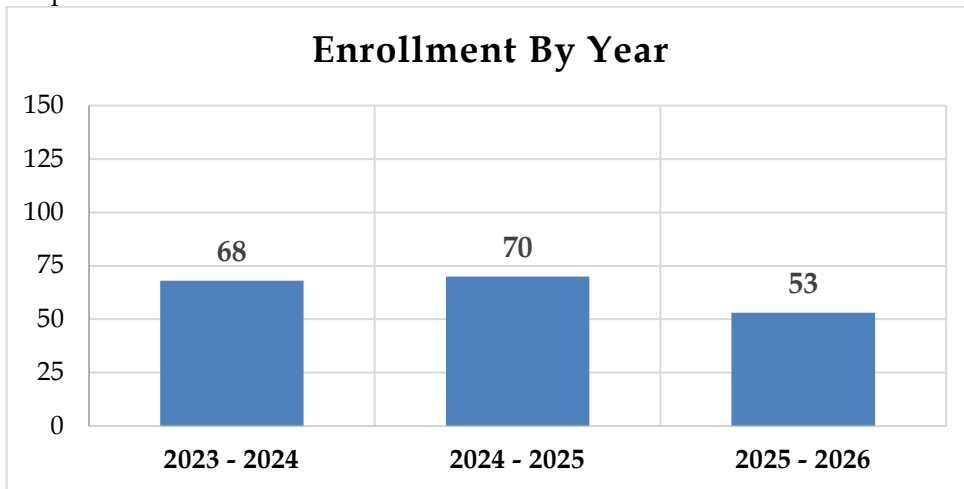
### Section 3: Student Enrollment Data

Table 3.0 - 2025 - 2026 Enrollment

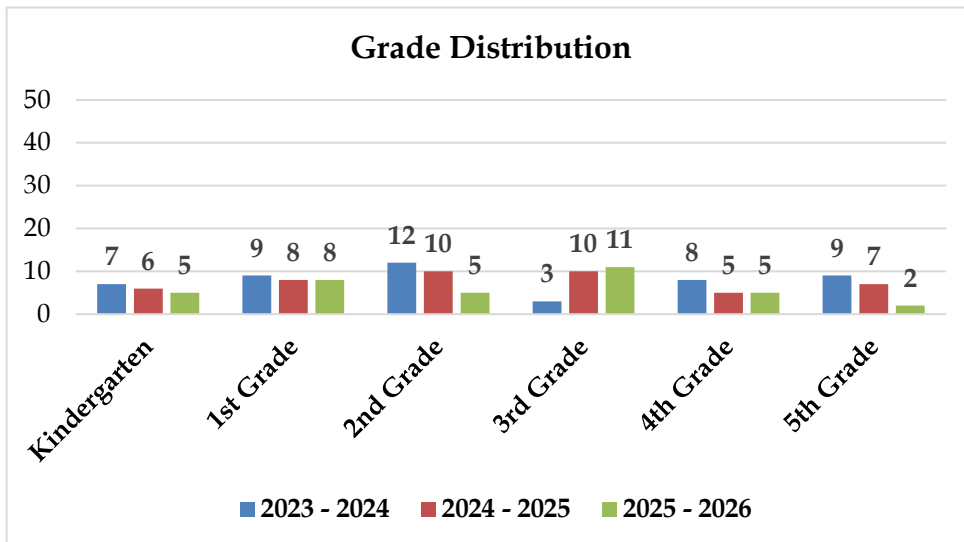
| 2025 - 2026 Enrollment | Enrollment CAP | Percent of Cap |
|------------------------|----------------|----------------|
| 53                     | 150            | 35%            |

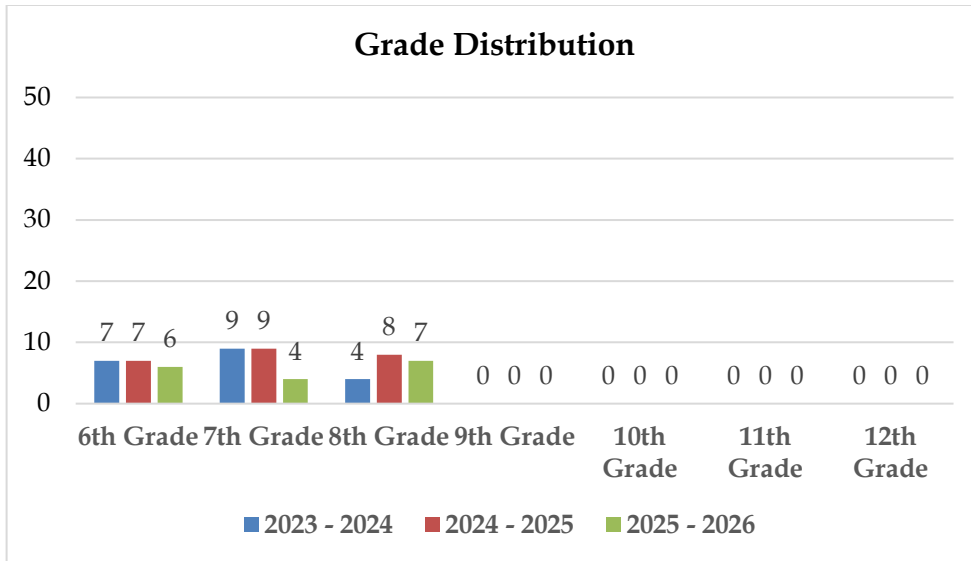
Graph 3.0 reports the total enrollment count by year; Graph 3.1 shows student enrollment by grade. The data reported was captured from the Arkansas Department of Education’s Data Center.

Graph 3.0 - School Enrollment



Graph 3.1 - Student Enrollment by Grade

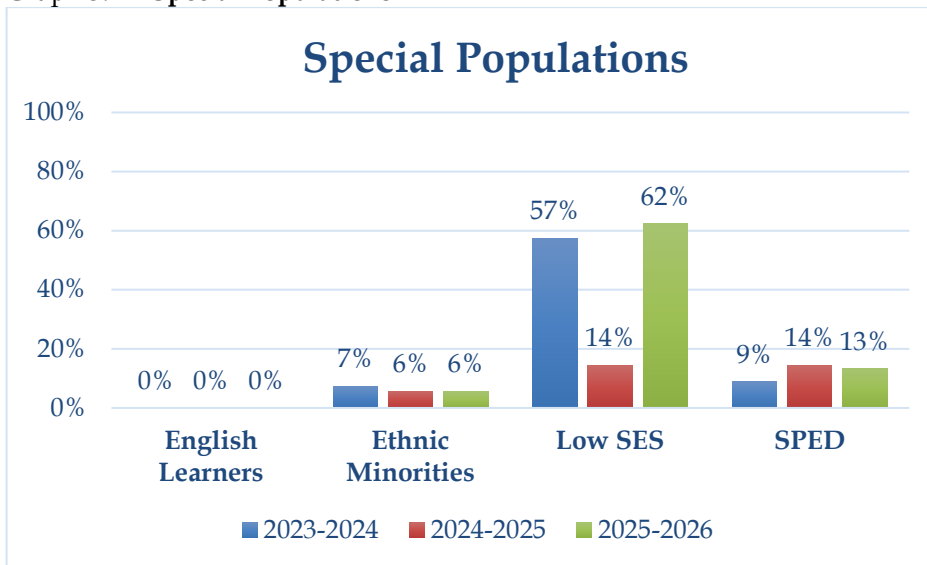




### Special Populations

The State of Arkansas’ definition of special populations includes students who receive a free or reduced lunch, English language learners, and students identified as SPED. **Graph 3.2** provides the charter school’s enrollment percentages of students identified as part of a special population during the past three years.

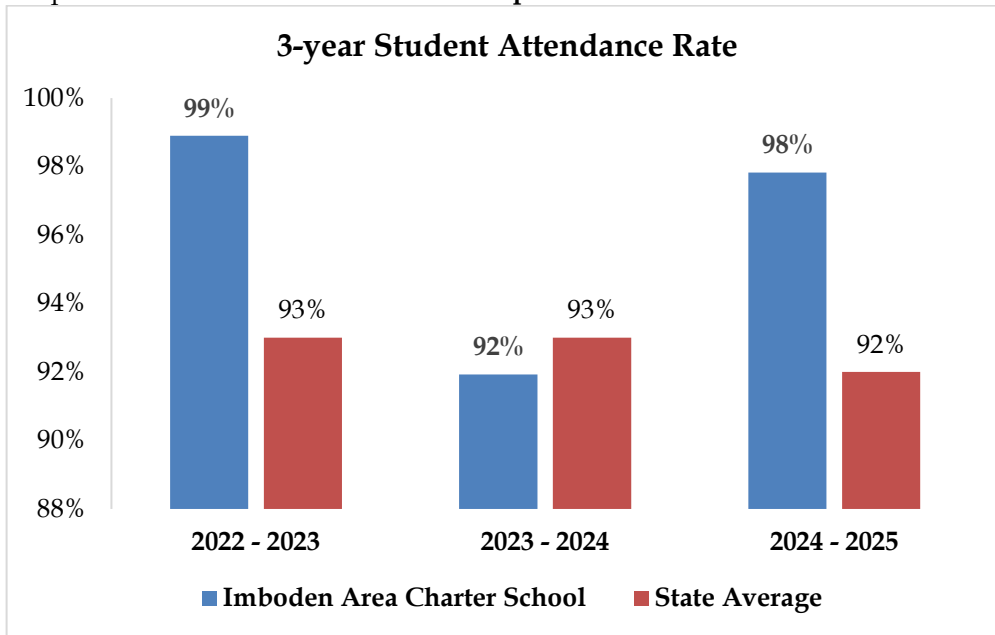
Graph 3.2 - Special Populations



### *Student Attendance Rates*

**Graph 3.3** presents student attendance rates along with a comparison to the state average attendance rate.

**Graph 3.3 - Student Attendance Rate Comparison**



## Section 4: Academic Performance Data

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

Table 4.0 - Letter Grade Comparison

| School        | 2022-2023 | 2023-2024 | 2024-2025 |
|---------------|-----------|-----------|-----------|
| <b>School</b> |           |           |           |
| State average | C         | C         | C         |

### *Growth and Achievement Indicators*

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

**Achievement scores** show the percentage of students who met or exceeded grade-level expectations on the annual statewide tests in comparison to state average.

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

Table 4.1 – Growth Score Ranges for the ASPIRE and ATLAS assessments\*

|                      | ASPIRE Growth Score Ranges | ATLAS Growth Score Ranges |
|----------------------|----------------------------|---------------------------|
| Exceeding Standard   | 85% or Higher              | 51% or Higher             |
| Meeting Standard     | 80% – 84%                  | 45% - 50%                 |
| Approaching Standard | 70% - 79%                  | 35% - 44%                 |
| Not Meeting Standard | 69% or Lower               | 34% or Lower              |

Table 4.1.a Achievement Score Ranges

|                      | Achievement Score Ranges                   |
|----------------------|--|
| Exceeding Standard   | Greater than the state average             |
| Meeting Standard     | Equal to or within 5% of the state average |
| Approaching Standard | 6 – 10% below the state average            |
| Not Meeting Standard | 11% or more below the state average        |

\*Team members from the Charter School Office worked with Public School Accountability team members to create estimated ASPIRE score ranges for comparison to ATLAS Growth Scores.

**Table 4.2** depicts both growth and achievement scores. (note: during the 2021 - 2022 school year, the ASPIRE assessment was utilized for both Growth and Proficiency(Achievement). The ATLAS assessment was first used in the 2023 - 2024 and there were no officially published scores for the 2023 - 2024 school year).

Table 4.2 - Growth and Achievement Scores

| Growth - English |   |                  |                      |                      | State Average |
|------------------|---|------------------|----------------------|----------------------|---------------|
|                  | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE |   | 80%              |                      |                      | 80.00%        |
| 2022-2023 ASPIRE |   |                  | 77%                  |                      | 80.14%        |
| 2023-2024        | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS  | 85%                                       |                  |                      |                      | 53.00%        |

| Growth - Math    |   |                  |                      |                      | State Average |
|------------------|---|------------------|----------------------|----------------------|---------------|
|                  | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE |   | 80%              |                      |                      | 79.83%        |
| 2022-2023 ASPIRE |   |                  | 74%                  |                      | 79.88%        |
| 2023-2024        | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS  | 70%                                       |                  |                      |                      | 52.00%        |

| Achievement - English |   |                  |                      |                      | State Average |
|-----------------------|---|------------------|----------------------|----------------------|---------------|
|                       | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE      | 74%                                       |                  |                      |                      | 38.59%        |
| 2022-2023 ASPIRE      | 62%                                       |                  |                      |                      | 41.73%        |
| 2023-2024             | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS       |   |                  | 26%                  |                      | 34.00%        |

| Achievement - Math |   |                  |                      |                      | State Average |
|--------------------|---|------------------|----------------------|----------------------|---------------|
|                    | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE   | 34%                                       |                  |                      |                      | 26.67%        |
| 2022-2023 ASPIRE   |   | 21%              |                      |                      | 23.45%        |
| 2023-2024          | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS    |   |                  |                      | 25%                  | 38.00%        |

| Achievement - Science |   |                  |                      |                      | State Average |
|-----------------------|---|------------------|----------------------|----------------------|---------------|
|                       | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE      | 46%                                       |                  |                      |                      | 30.22%        |
| 2022-2023 ASPIRE      | 33%                                       |                  |                      |                      | 30.17%        |
| 2023-2024             | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS       |   | 35%              |                      |                      | 39%           |

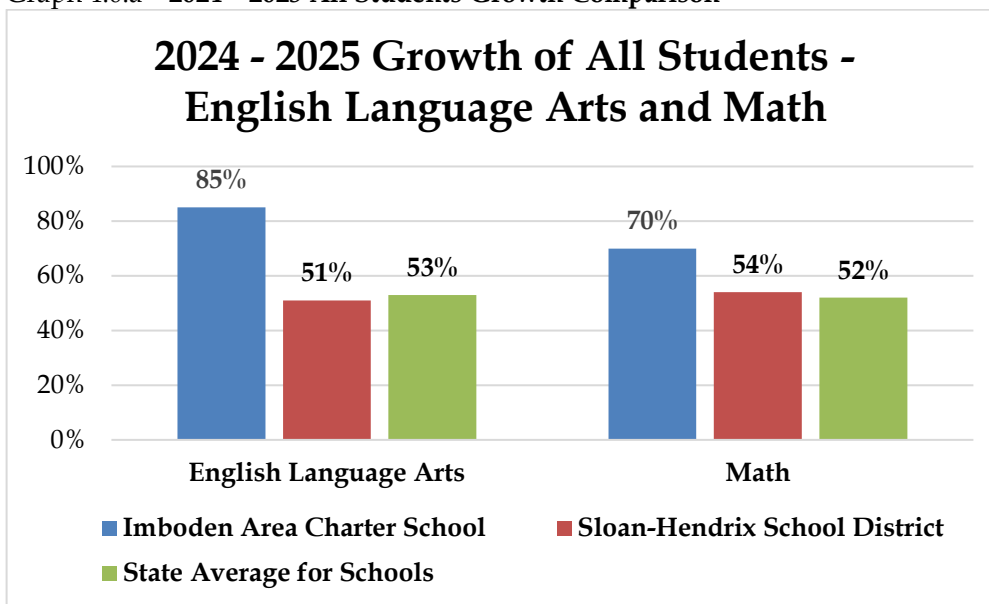
| Achievement - Reading |   |                  |                      |                      | State Average |
|-----------------------|---|------------------|----------------------|----------------------|---------------|
|                       | Exceeding Standard                        | Meeting Standard | Approaching Standard | Not Meeting Standard |               |
| 2021-2022 ASPIRE      | No Data                                   |                  |                      |                      | 38.44%        |
| 2022-2023 ASPIRE      | No Data                                   |                  |                      |                      | 39.01%        |
| 2023-2024             | No Official Scores Published by the State |                  |                      |                      |               |
| 2024-2025 ATLAS       |   |                  | 44%                  |                      | 34.13%        |

Graduation rate is included in determining a school’s academic performance. **There was no graduation rate data for Imboden Area Charter School at the time of report creation.**

*School Growth Comparison Data 2024 – 2025 school year*

**Graph 4.0.a** compares growth of all students at the charter school in English Language Arts and Math with the Sloan-Hendrix school district and state average. **There was no data available to compares growth of the lowest 25% of students at the charter school in English Language Arts and Math with the Sloan-Hendrix school district and state average at the time of report creation.**

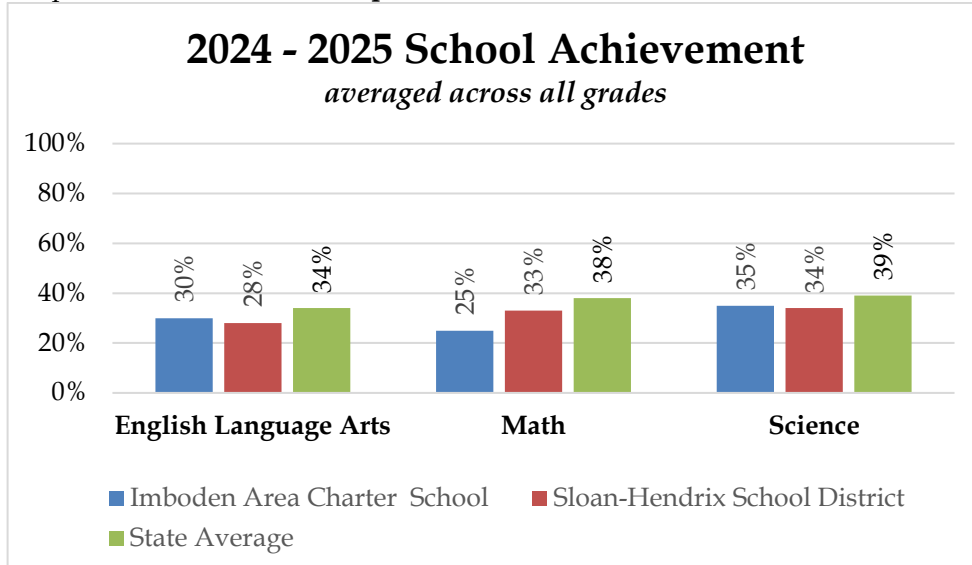
Graph 4.0.a – 2024 – 2025 All Students Growth Comparison



### School Achievement Comparison Data

**Graph 4.2** presents proficiency scores, averaged across all grades, for the charter school in English Language Arts, Math, and Science for the 2024 - 2025 school year compared to the Sloan-Hendrix school district and the state average.

Graph 4.2 - Achievement Comparison



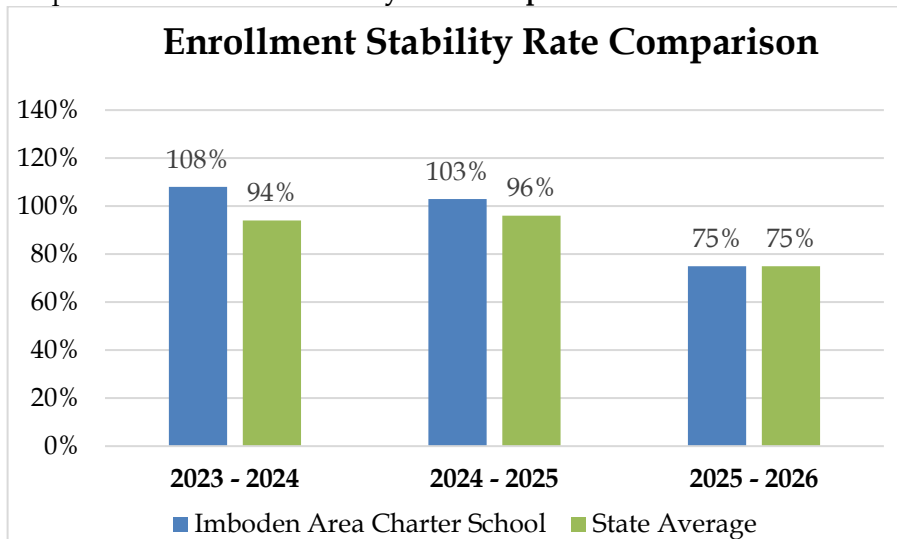
### Learning Services Summary

Imboden Area Charter School had limited support from ADE Learning Services.

### Enrollment Stability Rates

**Graph 4.3** illustrates Imboden Area Charter School’s enrollment stability as compared to the state average. Enrollment stability is defined as the percentage of students who return to the same school from the previous school year.

Graph 4.3 - Enrollment Stability Rate Comparison



### *Student Discipline*

**Table 4.3** presents Imboden Area Charter School’s disciplinary history and compares it to the state average.

Table 4.3 - 3-year Disciplinary history

|  | Imboden Area Charter School<br>Whole Number Count | State<br>Average |
|--|---|------------------|
| <b>School Suspensions (In &amp; Out of school)</b> |   |                  |
| 2022-2023  | 0   | 103.93           |
| 2023-2024  | 0   | 103.90           |
| 2024-2025  | 0   | 96.03            |
| <b>Expulsions</b>                                  |   |                  |
| 2022-2023  | 0   | 1.06             |
| 2023-2024  | 0   | 0.94             |
| 2024-2025  | 0   | 0.81             |
| <b>Chronic Absenteeism</b>                         |   |                  |
| 2022-2023  | <b>No Data</b>                                    | 22%              |
| 2023-2024  | 24%   | 27%              |
| 2024-2025  | 4%  | 21%              |

## Section 5: Financial Performance Data

Financial information was provided by the Arkansas Department of Education’s Finance office in late October 2025.

### *Financial Metrics (3-years)*

**Table 5.0** provides definitions used for categories, while **Table 5.1** provides data for the charter school based on the Financial Performance rubric sections provided by ADE Finance (1. Essential Financial Readiness, 2. General Financial Readiness, 3. Financial Sustainability).

Table 5.0 – Performance Metrics’ Category Definitions

| Category                                 | Meets  | Does Not Meet        | Falls Far Below   |
|--|--|----------------------|---|
| <i>Ending Balance % of Revenue</i>       | Greater than 8%  | Between 8 – 6%       | Below 6%  |
| <i>Days Cash on Hand</i>                 | Greater than 60 days   | 30 – 60 days         | Less than 30 days   |
| <i>Operating Margin</i>                  | Equal to or greater than 1   | Between 1 – 0.05     | School demonstrates a negative Margin   |
| <i>Unrestricted Fund Balance</i>         | Greater than or equal to 8.33%   | Between 8.33 - 7.33% | Less than 7.33%   |
| <i>Enrollment Stability</i>              | Greater than or equal to 90%   | Between 89 – 80%     | Less than 79%   |
| <i>Fiscal Management &amp; Oversight</i> | <b>Yes</b> , clear signs of the board meeting, discussing, and acting on quarterly reviews and/ or addressing financial issues. Also, a fiscal audit has been performed each operational year and is discussed within the board. |                      | <b>No</b> , there are clear gaps in board meetings, no clear discussion, and/ or acting on quarterly reviews. Also, there are clear gaps in fiscal audits being performed. No clear actions or discussion have been undergone |

Board of Directors meeting minutes were not available for the current 2025 – 2026 school year. A review of minutes from 2024 – 2025 indicated that the school Director presented the General Fund, Federal Funds, and Child Nutrition Revenue and Expenditure budgets at the September 29, 2024 Board of Directors meeting. There is no mention of discussion; the budgets were unanimously approved.

The board also reviewed or approved individual expenditures and financial matters throughout the 2024 – 2025 school year, including:

- The board approved technology purchases and instructional resources, including laptops, Amplify tutoring programs, and the MClass literacy screener funded through a tutoring grant.
- The board approved operational expenditures such as advertising costs and renewal of the contract with NEA Therapy Providers for speech, occupational, and physical therapy services for the upcoming school year.
- The board approved a small advertising-related budget allocation for installation of school signage.

In addition, the Director provided ongoing reports regarding enrollment levels and potential financial implications, indicating continued board awareness of financial conditions affecting the school’s budget.

Table 5.1 - 3-year Financial Performance for Imboden Area Charter School

Color Legend    **Meets**    **Does Not Meet**    **Falls Far Below**

|  | 2023 - 2024 | 2024 - 2025 | 2025 - 2026 |
|--|-------------|-------------|-------------|
| <i>Ending Balance % of Revenue</i>       | 3.63%       | - 13.66%    | -5.33%      |
| <i>Days Cash on Hand</i>                 | 10.45       | - 42.52     | - 21.50     |
| <i>Operating Margin</i>                  | - 0.26      | - 0.17      | 0.09        |
| <i>Unrestricted Fund Balance</i>         | 2.86%       | - 11.65%    | - 5.89%     |
| <i>Enrollment Stability</i>              | 108%        | 103%        | 75%         |
| <i>Fiscal Management &amp; Oversight</i> | No          | No Data     | No          |

*Financial Data (3-years)*

Table 5.2 - 3-year Financial Data for the charter school

| Topics                             | 2023-2024<br><b>Actual</b> | 2024-2025<br><b>Actual</b> | 2025-2026<br><b>Budgeted</b> |
|------------------------------------|----------------------------|----------------------------|------------------------------|
| <i>Beginning Balance</i>           | \$178,388.97               | \$21,345.30                | (\$81,734.23)                |
| <i>Revenue</i>                     | \$588,017.98               | \$598,492.51               | \$548,499.69                 |
| <i>Expenditures</i>                | \$745,061.65               | \$701,572.04               | \$495,994.74                 |
| <i>Ending Balance</i>              | \$21,345.30                | (\$81,734.23)              | (\$29,229.28)                |
| <i>Ending Balance % of Revenue</i> | 3.63%                      | -13.66%                    | -5.33%                       |

## Section 6: Operational Performance Review

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

### *School Compliance Summary*

Currently, Imboden Area Charter School has two standing flagging actions (3-A.6 - District Board of Directors Training; 4-D.3 - Hiring with compliance to the Right to Read act) with the ADE Standards for Accreditation. The school does not have a School Improvement Plan linked on their website; instructions to login to indistar.org do not convey the steps needed to log in. Once logged in and having selected the school, an error message appears stating the account has been disabled. There is a separate link on the school's webpage titled "School Improvement Status"; however, the most recent link is for 2017-2018.

### *Charter School Board*

The most recent Board meeting schedule posted on the school's website is for 2022 - 2023; meeting minutes for 2024 - 2025 are the most recent posted to the website. Of the minutes posted, the board met July, August, September, October, and December 2024 and January, February, March 2025.

During the review period, the Board received updates and information related to student performance and academic programs through the Director's reports. Academic program updates were discussed during earlier meetings. On August 8, 2024, the Board approved implementation of tutoring and literacy screening programs using Amplify resources, including the MClass screener and a high-impact tutoring program designed to support reading improvement. These discussions demonstrate Board awareness and oversight of academic intervention strategies and student support initiatives.

A review of minutes from 2024 - 2025 indicated that the school Director presented the General Fund, Federal Funds, and Child Nutrition Revenue and Expenditure budgets at the September 29, 2024 Board of Directors meeting. There is no mention of discussion; the budgets were unanimously approved. In addition, the Director provided ongoing reports regarding enrollment levels and potential financial implications, indicating continued board awareness of financial conditions affecting the school's budget.

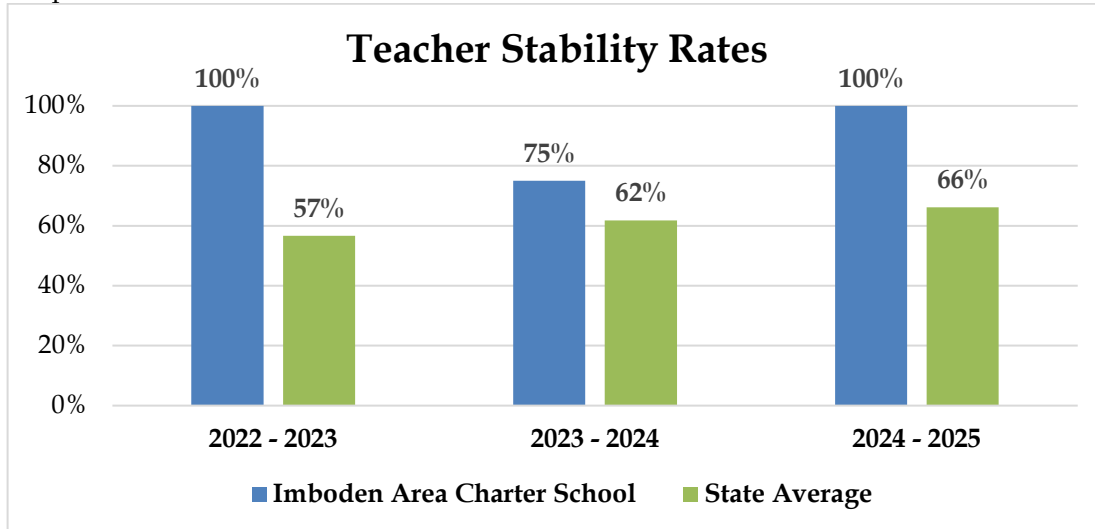
### *Staff Recruitment and Retention Plan*

A staff recruitment and retention plan for the charter school was not found on their website.

### Teacher Retention Rates

**Graph 6.0** shows teacher stability for the charter school compared to the state average. Teacher stability is defined as the percentage of teachers who return to the school from the previous school year.

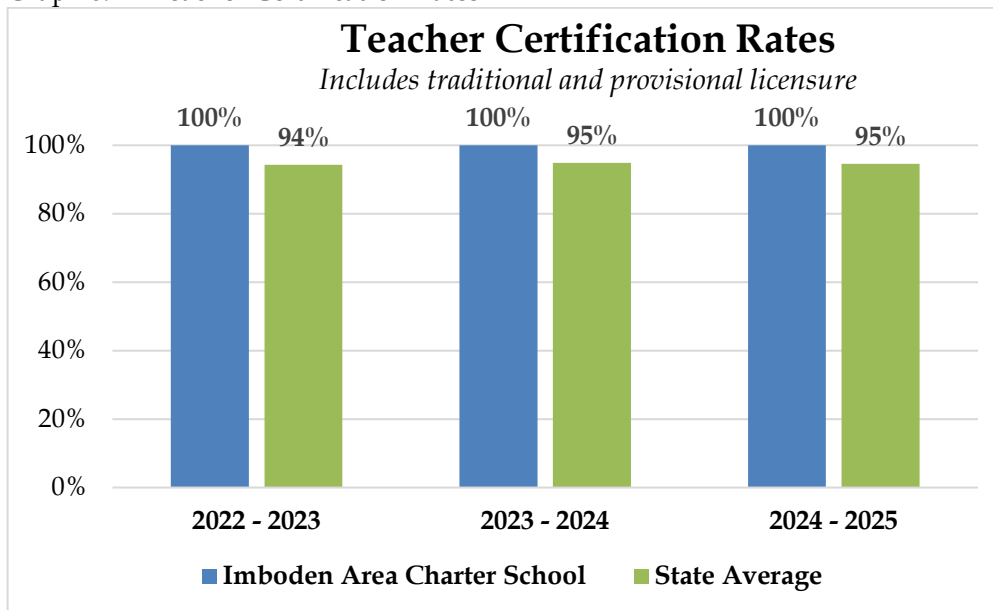
Graph 6.0 – Teacher Retention Rates



### Teacher Certification Rates

**Graph 6.1** provides the charter school’s percentage of certified teachers compared to the state average. Understanding the percentage of credentialed teaching staff can be informative when discussing performance outcomes and teacher training needs.

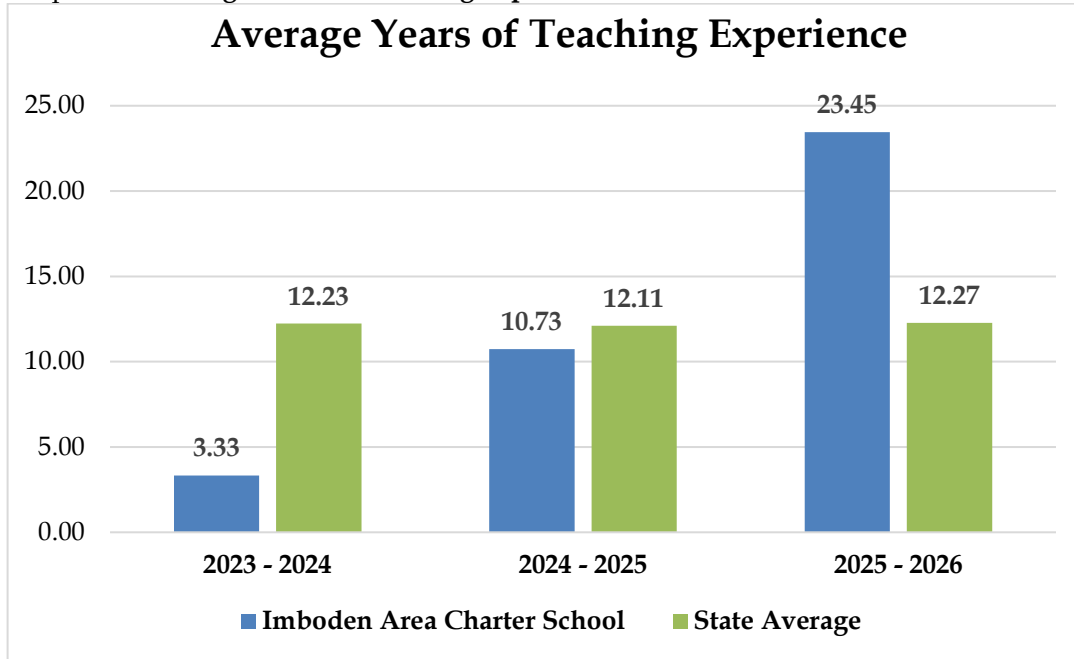
Graph 6.1 – Teacher Certification Rates



### *Average Teaching Experience*

**Graph 6.2** presents the charter school’s average years of teaching experience compared to the state average.

**Graph 6.2 – Average Years of Teaching Experience**



### *School Improvement Plan*

The school does not have a School Improvement Plan linked on their website; instructions to login to indistar.org do not convey the steps needed to log in. Once logged in and having selected the school, an error message appears stating the account has been disabled. There is a separate link on the school’s webpage titled “School Improvement Status”; however, the most recent link is for 2017-2018.

## Section 7: Executive Summary

### Academic Performance

Imboden Area Charter School demonstrates strong student growth but comparatively low achievement outcomes. In the 2024–2025 ATLAS results, the school reported 85% growth in English Language Arts and 70% growth in Math, both exceeding state averages of approximately 53% and 52%, respectively. These results suggest that students are making meaningful academic progress relative to their starting performance levels.

Despite strong growth, achievement outcomes remain below state averages. Proficiency levels in English Language Arts (30%), Math (25%), and Science (35%) fall below state benchmarks, indicating that while growth is occurring, many students remain below grade-level proficiency. Limited data availability – including missing graduation rates and incomplete lowest-quartile growth comparisons – restricts full evaluation of long-term outcomes. Attendance trends remain positive, with rates above the state average, and the school reports no suspensions or expulsions, indicating a supportive school climate.

### Financial Performance

Financial indicators reflect significant fiscal risk. Over the past three fiscal years, the school has reported declining balances and negative financial metrics. Ending balances declined from \$21,345 in 2023–2024 to a negative balance of -\$81,734 in 2024–2025, with a projected negative balance continuing in 2025–2026. The school's ending balance percentage of revenue (-13.66%), negative operating margins, and negative unrestricted fund balance fall well below recommended financial benchmarks.

Liquidity indicators are also concerning, with negative days cash on hand reported in recent fiscal years. These trends suggest a need for immediate financial stabilization planning, including enrollment growth strategies, expenditure controls, and strengthened financial oversight to ensure long-term sustainability.

### Operational Performance

Operational compliance shows multiple areas requiring improvement. The school currently has two accreditation flagging actions related to board training compliance and teacher hiring aligned with the Right to Read Act. Additionally, key planning and governance documents are either missing or inaccessible. The school does not have a publicly available Staff Recruitment and Retention Plan, and the School Improvement Plan is not accessible through the school's website or Indistar system.

Board governance transparency also presents challenges. The most recent posted board meeting schedule is from the 2022–2023 school year, and although some meeting minutes from 2024–2025 are available, they do not consistently reflect substantive discussion of financial or academic performance data. While the board approved budgets and certain operational expenditures, documentation of strategic oversight appears limited.

## **Recommendations to Address Deficiencies**

### **1. Strengthen Academic Improvement Planning**

- Develop and publish a comprehensive School Improvement Plan with measurable goals tied to ATLAS growth and proficiency benchmarks.
- Establish targeted interventions for math and literacy, including structured tutoring, RTI monitoring, and frequent formative assessments.
- Implement data-driven PLC cycles to monitor student growth and adjust instruction based on interim assessments.

### **2. Stabilize Financial Operations**

- Develop a three-year financial recovery plan that includes enrollment growth targets, expenditure reductions, and revenue stabilization strategies.
- Establish board policies requiring minimum financial health benchmarks, including 60 days cash on hand and at least an 8% unrestricted fund balance.
- Implement monthly financial monitoring with budget-to-actual analysis and cash flow projections presented to the board.

### **3. Improve Governance and Operational Compliance**

- Ensure compliance with ADE Standards for Accreditation by addressing board training requirements and teacher hiring compliance with the Right to Read Act.
- Post current board meeting schedules, agendas, and minutes regularly on the school website to ensure transparency.
- Establish clear governance practices including routine review of academic performance, financial conditions, and improvement plan progress.

### **4. Develop a Staff Recruitment and Retention Strategy**

- Create a formal Staff Recruitment and Retention Plan that includes measurable hiring goals, partnerships with educator preparation programs, mentoring and induction supports for new teachers, and retention incentives.
- Track and publicly report teacher retention, certification, and experience levels to ensure staffing stability.

### **5. Address Enrollment Sustainability**

- Implement a strategic enrollment plan that includes community outreach, partnerships with local districts, and targeted marketing to increase student enrollment and better utilize available capacity.