

BARLING Elementary

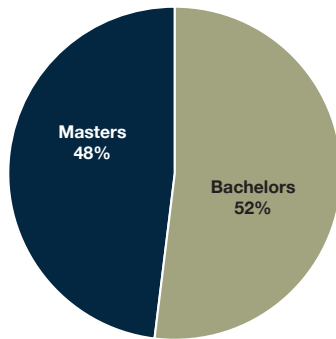
Enrollment: 347 • Certified Staff: 27 • Principal: Diane Isaacs

Arkansas Blue Ribbon School

Partners in Education: Ashton Place Manor, Barling Fire Dept., Barling Police Dept., Bruce Terri Drive-In & Catering, CV's Family Food, ERC, Farmers Bank-Barling, First National Bank-Barling, Fort Chaffee Redevelopment Authority, Frank Roe Furniture, Health Depot-Barling, Holiday Inn Express, Mars Petcare, Peoples Landscaping, Pizza Hut (*Rogers Avenue*), Pizza Warehouse, Sonic Drive-In (*Fort Street*), Sonic Drive-In (*Massard Road*), Wanna Be Racing

Accredited by the North Central Association & the Arkansas Dept. of Education

Certified Staff by Education Level



March 22, 2011

FSPS Teacher Facts

- In 2010-11, .4% and in 2009-10 .3% of the District's certified staff worked under an Additional Licensure Plan (ALP). ALP indicates that a teacher does not have complete certification required by standard for every assignment. For example, an English teacher may be asked to teach a journalism class. While that teacher may be fully certified in English, he or she may not have completed the appropriate endorsements for eligibility to teach a journalism course.

- 1,098 educators (certified staff) are employed by the Fort Smith Public Schools. In 2010-1, 21 held doctoral degrees above initial undergraduate degrees and 475 held masters degrees above initial undergraduates degrees.

Average Teacher Salary

- Fort Smith teachers, excluding building or central staff administrators, earned an average of approximately \$53,407 in 2010-2011.

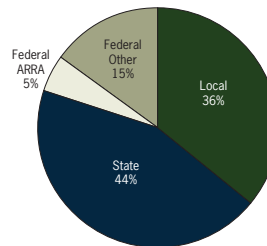
Per Student Expenditure

- \$8,956.93 in 2010-2011

Local Taxpayer Investment

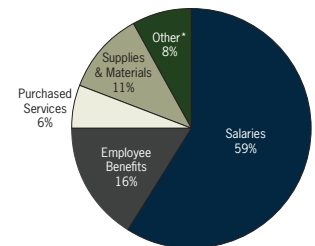
- 36.5 mills, constant since 1987

Fort Smith Public Schools Actual Revenues 2010-2011



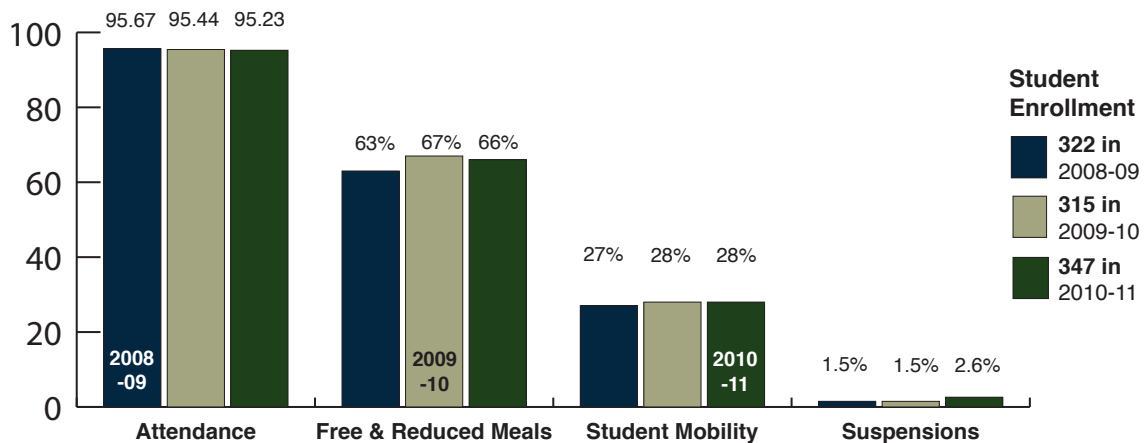
Approximately 2/3 of local revenues are controlled by the state in accordance with Amendment 74 and Act 917 of 1995

Actual Expenditures by Object 2010-2011



* 5% Capital Outlay, 3% Debt Service

Non-instructional factors influencing educational success at Barling



Figures represent percentages of students using October 1 enrollment data.

Student Enrollment

- 322 in 2008-09
- 315 in 2009-10
- 347 in 2010-11

Barling Benchmark Results

Student Group <i>(Students tested per grade.)</i>	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (49)				Grade 4 (51)				Grade 5 (55)				Grade 6 (47)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	10	22	27	41	04	20	55	22	05	31	38	25	09	17	32	43
Male	07	36	25	32	04	24	48	24	06	48	29	16	07	26	30	37
Female	14	05	29	52	04	15	62	19	04	08	50	38	10	05	35	50
Migrant	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
African American	00	00	00	00	00	67	00	33	00	67	33	00	00	100	00	00
Hispanic	25	50	00	25	00	29	57	14	00	75	25	00	20	20	40	20
Caucasian	10	17	27	46	05	14	59	22	07	23	39	32	09	16	28	47
Two or More Races	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Students with Disabilities	57	14	14	14	40	40	20	00	29	57	14	00	43	43	14	00
Limited English Proficient	29	29	29	14	00	17	67	17	00	80	20	00	00	25	50	25
Economically Disadvantaged	10	23	33	33	05	21	61	13	03	34	41	22	11	23	37	29

Barling Benchmark Results

Student Group <i>(Students tested per grade.)</i>	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (49)				Grade 4 (51)				Grade 5 (55)				Grade 6 (47)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	04	08	33	55	04	12	43	41	11	20	35	35	13	17	23	47
Male	04	07	36	54	00	20	28	52	13	26	26	35	11	22	22	44
Female	05	10	29	57	08	04	58	31	08	13	46	33	15	10	25	50
Migrant	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
African American	00	00	00	00	00	33	33	33	67	00	33	00	00	00	100	00
Hispanic	00	25	50	25	14	29	43	14	00	100	00	00	20	20	20	40
Caucasian	05	07	27	61	03	08	46	43	09	11	36	43	13	22	19	47
Two or More Races	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Students with Disabilities	14	14	57	14	20	20	60	00	00	00	00	00	71	29	00	00
Limited English Proficient	00	14	57	29	17	17	33	33	00	60	40	00	00	00	75	25
Economically Disadvantaged	07	03	37	53	05	11	53	32	06	25	41	28	17	20	29	34

2011 FSPS/Arkansas Benchmarks Grades 3, 4, 5 & 6

	Grade 3	Grade 4	Grade 5	Grade 6
• Total Population				
— Reading/Language Arts	74/76	80/82	74/77	69/71
— Mathematics	83/85	78/82	73/78	71/77
• Male				
— Reading/Language Arts	69/70	75/76	66/70	63/64
— Mathematics	85/85	75/80	68/75	70/76
• Female				
— Reading/Language Arts	78/82	85/87	82/83	76/79
— Mathematics	81/85	82/83	77/80	72/79
• Migrant				
— Reading/Language Arts	50/62	65/69	52/61	45/57
— Mathematics	80/75	70/72	60/68	39/65
• African American				
— Reading/Language Arts	58/61	73/69	66/62	57/53
— Mathematics	70/72	67/67	59/58	58/58
• Hispanic				
— Reading/Language Arts	70/71	74/79	66/70	58/67
— Mathematics	80/84	73/80	66/74	63/75
• Caucasian				
— Reading/Language Arts	79/82	84/86	80/82	78/77
— Mathematics	87/91	84/87	78/85	79/83
• Two or More Races				
— Reading/Language Arts	78/78	87/87	81/81	78/78
— Mathematics	85/85	83/83	81/81	69/69
• Students w/Disabilities				
— Reading/Language Arts	31/36	31/38	34/28	16/19
— Mathematics	49/58	37/46	32/39	19/31
• Limited-English Proficient				
— Reading/Language Arts	68/66	75/75	63/65	49/57
— Mathematics	79/80	74/75	63/68	25/65
• Economically Disadvantaged				
— Reading/Language Arts	68/70	66/66	68/69	60/62
— Mathematics	80/81	75/76	67/71	65/70

* Numbers represent the % of students scoring Proficient & Advanced. FSPS scores are noted on the left. Arkansas scores are on the right.

Arkansas Benchmark

The Benchmark Exam was developed to provide a means by which educators could measure the knowledge and skill of Arkansas students.

School Safety

In all Fort Smith Public Schools prevention, intervention and appropriate follow-up actions are imperative to school safety.

• Prevention

The nationally acclaimed, Second Step Conflict Resolution curriculum is taught in Grades K-9 to help students develop anger management, empathy, and impulse-control skills. Programs such as Project PRIMETIME, Kids Leadership Days, and student-led drug and alcohol abuse prevention groups help educators promote healthy life choices. The long-standing school safety patrol program continues to be a critical element in school accident prevention as does the District Safety Committee.

• Intervention & Follow-up

School and District crisis plans are important resources for every FSPS staff member. When intervention during a crisis becomes necessary, District educators and community members who serve on crisis teams have the advantage of established and practiced response plans. District and building plans are designed to work consecutively to provide for the care and safety of students and staff. All school and District staff members participate in periodic crisis drills, crisis plan reviews and continuing safety and first-aid instruction. Crisis plans also outline appropriate follow-up which is dependent on the nature of the crisis.

Student Mobility

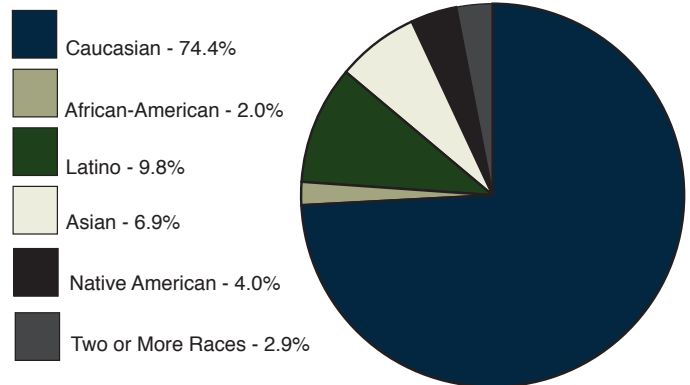
Student mobility is defined as the percentage of students who attended more than one school, including this one, during a given school year. This number is compared to the number of students enrolled at this school. Frequent movement from school-to-school has been shown to place students at a learning disadvantage.

Barling received \$705,06 as a result of the District beverage contract. This money was distributed supporting specific activities and other school purposes.

GLOSSARY OF TERMS

- Arkansas Department of Education (ADE) is the government body which oversees law & state policy compliance of the 245 Arkansas school districts. Members of the State Board of Education, who are appointed by the Governor, set Arkansas education policy and monitor the activities of the ADE.
- Arkansas School of Excellence: This recognition program uses the same criteria as the National Blue Ribbon Program. Through it, schools describe their successes in student focus and support; school organization and culture; challenging standards and curriculum; active teaching and learning; professional community; leadership and educational vitality; school, family, and community partnerships; and, indicators of success. State and national winners are selected based on these criteria.
- Arkansas Standards for Accreditation are set by the State Board of Education. They are the minimum requirements that must be met by all schools in Arkansas. State accreditation standards encompass administration, curriculum and instruction, personnel, and support services.
- Enrollment: The enrollment numbers shown represent data collected on October 1, 2010.
- Free and reduced price meal data determine the amount of federal and state aid a school receives for compensatory education uses. This is commonly referred to as Title 1 programming. These figures often demonstrate a direct relationship between a student's socio-economic status and a student's need for additional classroom assistance.
- Local Taxpayer Investment & Millage Rate: Fort Smith taxpayers have supported 36.5 mills for public education since 1987. This millage annually produces approximately 37 percent FY 2011 of the District's total revenue via property taxes.
- North Central Association: The North Central Association is a voluntary accrediting agency covering a nineteen state region (plus Department of Defense and Navajo Nation schools). NCA standards are designed to provide a uniform structure for continuous school improvement. North Central Association accreditation criteria are separate from, and in some cases, more rigorous than state requirements.
- Percentile Rank: Percentile rank indicates the relative standing of a student with other students in the same grade. Percentile rank ranges from a low of 1 to a high of 99. Percentile rank does not give the percentage of items answered correctly on a test, but indicates the percentage of other students obtaining scores equal to or less than that score. For example, a student who performed as well or better than 75% of the students in the reference group would earn a percentile rank of 75.
- Per Student Expenditure: The per-student expenditure theoretically represents the amount of money spent on behalf of individual students with regard to an instructional year.
- School Performance Report: This document is prepared for the patrons of the Fort Smith Public School District. The information included represents school progress through several school years. Individual school reports will be given to parents and caregivers of children who attend the school and made available to others upon request. Information presented here refers to the school unless otherwise noted.
- Standardized Tests are exams administered under controlled conditions using a specified format. "Standardized" procedures and testing conditions allow scores to be compared among students throughout the state and nation.
- Norm-Referenced Test: Norm-referenced scores describe the performance of an individual in relation to the performance of other individuals. Norm-referenced scores must always be interpreted with reference to the grade and time of year of test administration. Norm-referenced scores are often expressed as percentile rankings.
- Criterion-Referenced Test: Criterion-referenced scores describe the performance of an individual in relation to a set standard. Criterion-referenced scores must always be interpreted with reference to the standard that must be achieved to pass the test. Criterion-referenced scores are usually expressed in some sort of "pass/fail" terminology. For example, the Arkansas Benchmark and End of Course Exams use the terms "Advanced" and "Proficient" to indicate that the tests' standards have been met, and use the terms, "Basic" and "Below Basic" to indicate that the tests' standards have not been met.
- Suspensions represent the actual percentage of students who committed the offenses reported for 2008-09, 2009-10, 2010-11.

Barling Elementary School School Demography



Oct. 1, 2010

The mission of the Fort Smith Public Schools is to ensure academic and personal success for each student—today and in the future