

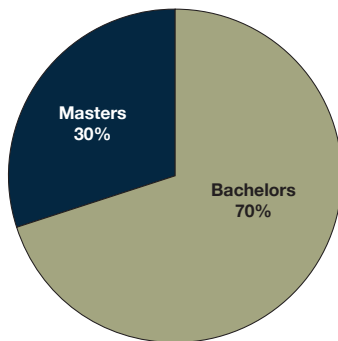
Euper Lane Elementary

Enrollment: 455 • Certified Staff: 30 • Principal: Sherri Penix

A Great Expectations School • Arkansas Blue Ribbon School

Partners in Education: Benefit Bank, Dillard's Department Store, Great American Cookie Company, Harp's (74th Street), Outback Steakhouse, Panera Bread, River Valley Rotary Club, Toys R Us
 Accredited by the North Central Association & the Arkansas Dept. of Education

Certified Staff by Education Level



October 10, 2008

FSPS Teacher Facts

- In 2008-09, .73% and in 2007-08 fewer than .4% 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.

- 1,100 educators (certified staff) are employed by the Fort Smith Public Schools. In 2008-09, 19 held doctoral degrees above initial undergraduate degrees and 458 held masters degrees above initial undergraduates degrees.

Average Teacher Salary

- Fort Smith teachers, excluding building or central staff administrators, earned an average of approximately \$52,178 in 2008-2009.

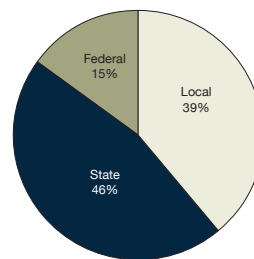
Per Student Expenditure

- \$8,474 in 2008-2009

Local Taxpayer Investment

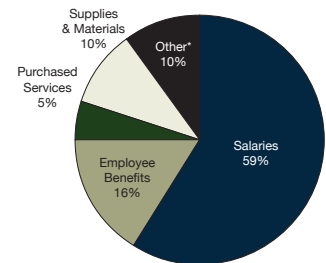
- 36.5 mills, constant since 1987

Fort Smith Public Schools Actual Revenues 2008-2009



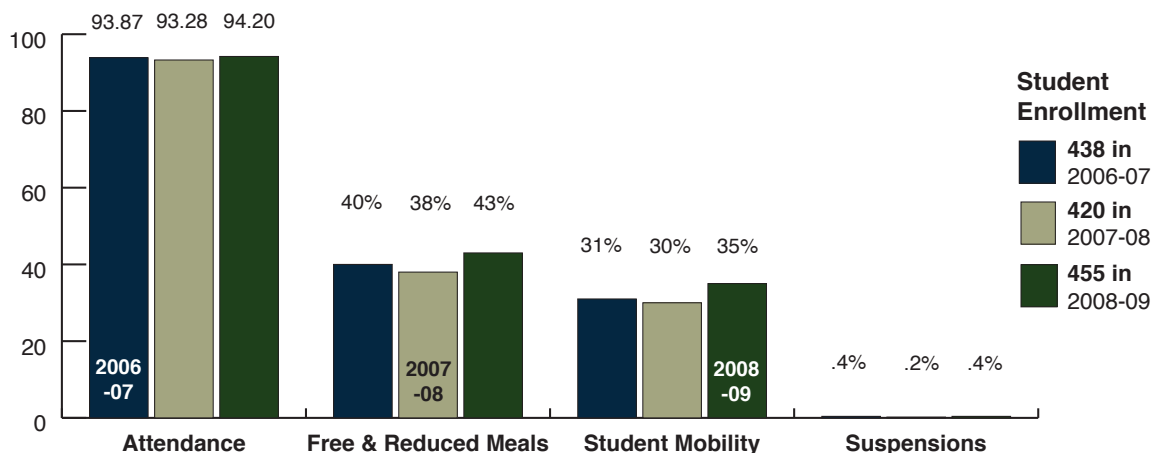
Approximately 2/3 of local revenues are controlled by state in accordance with Amendment 74 and Act 917 of 1995

Actual Expenditures by Object 2008-2009



* 6% Capital Outlay, 4% Debt Service

Non-instructional factors influencing educational success at Euper Lane



Figures represent percentages of students using October 1 enrollment data.

Student Enrollment
 ■ 438 in 2006-07
 ■ 420 in 2007-08
 ■ 455 in 2008-09

Euper Lane Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (52)				Grade 4 (57)				Grade 5 (57)				Grade 6 (56)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	13	17	23	46	07	09	53	32	05	18	37	40	04	18	52	27
Male	12	15	24	48	09	06	52	33	09	22	31	38	07	23	47	23
Female	16	21	21	42	04	13	54	29	00	12	44	44	00	12	58	31
Migrant	00	100	00	00	00	00	100	00	00	00	00	00	100	00	00	00
African American	67	00	33	00	20	00	60	20	00	50	25	25	00	33	67	00
Hispanic	00	67	17	17	09	27	55	09	00	30	40	30	18	18	55	09
Caucasian	10	15	23	53	03	06	49	43	08	10	38	44	00	17	53	31
Students with Disabilities	43	29	14	14	43	14	29	14	33	44	11	11	20	80	00	00
Limited English Proficient	17	17	33	33	22	33	44	00	00	33	50	17	29	43	29	00
Economically Disadvantaged	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Euper Lane Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (52)				Grade 4 (57)				Grade 5 (57)				Grade 6 (56)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	04	17	33	46	05	04	32	60	14	16	35	35	04	05	25	66
Male	00	15	33	52	06	03	27	64	13	19	31	38	03	10	27	60
Female	11	21	32	37	04	04	38	54	16	12	40	32	04	00	23	73
Migrant	00	100	00	00	00	00	00	100	00	00	00	00	00	100	00	00
African American	00	33	33	33	20	00	20	60	25	25	00	50	00	33	00	67
Hispanic	00	67	17	17	09	00	45	45	20	20	30	30	09	09	27	55
Caucasian	05	08	38	58	03	03	26	69	10	15	36	38	03	03	28	67
Students with Disabilities	14	29	43	14	43	00	29	29	56	22	00	22	20	20	60	00
Limited English Proficient	00	50	17	33	11	11	56	22	33	17	33	17	14	14	43	29
Economically Disadvantaged	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

2009 FSPS/Arkansas Benchmarks Grades 3, 4, 5 & 6

	Grade 3	Grade 4	Grade 5	Grade 6
• Total Population				
— Reading/Language Arts	56/66	60/71	62/68	67/67
— Mathematics	71/80	68/77	62/70	77/78
• Male				
— Reading/Language Arts	48/59	55/65	58/62	61/60
— Mathematics	67/79	66/76	61/68	75/76
• Female				
— Reading/Language Arts	65/74	65/76	66/74	74/74
— Mathematics	76/83	68/79	62/72	80/82
• Migrant				
— Reading/Language Arts	40/51	41/58	37/49	40/52
— Mathematics	50/75	63/69	37/57	60/70
• African American				
— Reading/Language Arts	42/48	49/52	50/46	53/44
— Mathematics	55/64	47/61	47/50	62/61
• Hispanic				
— Reading/Language Arts	41/56	47/59	48/58	50/57
— Mathematics	58/76	62/73	52/65	69/74
• Caucasian				
— Reading/Language Arts	68/75	70/78	70/76	79/75
— Mathematics	82/87	76/84	69/78	85/85
• Students w/Disabilities				
— Reading/Language Arts	23/27	10/25	19/20	16/15
— Mathematics	47/51	16/41	26/30	31/33
• Limited-English Proficient				
— Reading/Language Arts	39/49	40/49	45/47	40/42
— Mathematics	58/72	58/69	50/58	64/67
• Economically Disadvantaged				
— Reading/Language Arts	51/58	38/62	45/58	45/56
— Mathematics	57/74	62/71	27/62	67/71

* 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.

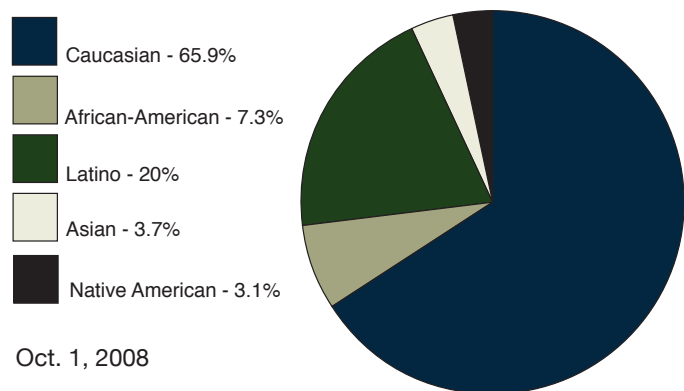
Euper Lane received \$863.92 as a result of the District beverage contract. This money was distributed supporting specific activities and other school purposes.

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, 2008.
- 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 33 percent FY 2009 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 2006-07, 2007-08, 2008-09.

Euper Lane Elementary School

School Demography



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