

# HOWARD Elementary

Enrollment: 442 • Certified Staff: 29 • Principal: Velmar Greene

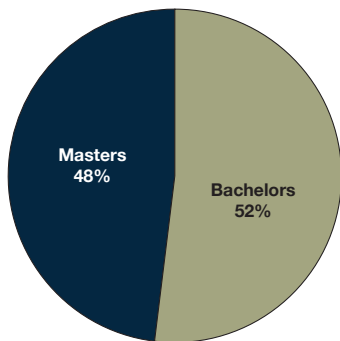
A Great Expectations School • Pre-K - 6

**Partners in Education:** Gerber Products Company, Weldon, Williams and Lick

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

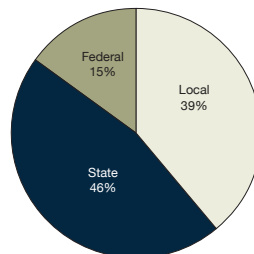
## Local Taxpayer Investment

• 36.5 mills, constant since 1987

## Fort Smith Public Schools

### Actual Revenues

2008-2009

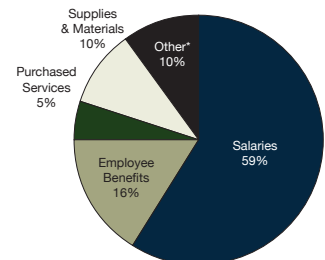


Approximately 2/3 of local revenues are controlled by state in accordance with Amendment 74 and Act 917 of 1995

## Actual Expenditures

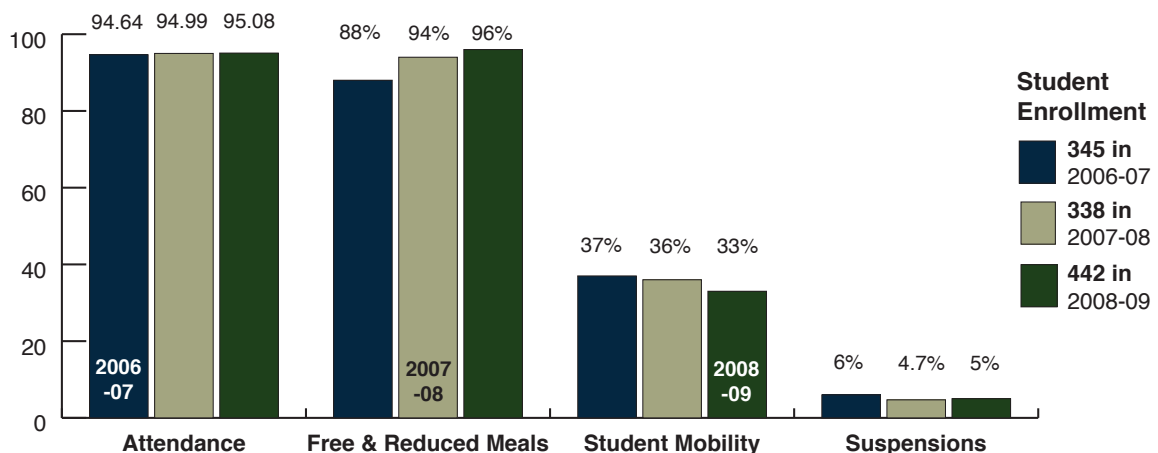
### by Object

2008-2009



\* 6% Capital Outlay, 4% Debt Service

## Non-instructional factors influencing educational success at Howard



Figures represent percentages of students using October 1 enrollment data.

### Student Enrollment

345 in 2006-07  
338 in 2007-08  
442 in 2008-09

## Howard Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (50)				Grade 4 (49)				Grade 5 (53)				Grade 6 (55)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	32	28	28	12	18	31	45	06	25	32	34	09	15	33	42	11
Male	52	26	17	04	22	30	43	04	27	33	27	13	10	40	40	10
Female	15	30	37	19	15	31	46	08	22	30	43	04	20	24	44	12
Migrant	00	50	50	00	00	00	00	00	00	100	00	00	00	00	100	00
African American	44	19	25	13	18	36	36	09	20	36	32	12	17	28	56	00
Hispanic	21	42	33	04	20	24	52	04	19	44	31	06	15	31	46	08
Caucasian	44	11	22	22	00	100	00	00	56	11	33	00	17	50	00	33
Students with Disabilities	63	25	13	00	75	25	00	00	57	43	00	00	75	25	00	00
Limited English Proficient	24	43	29	05	20	24	52	04	20	33	40	07	15	45	40	00
Economically Disadvantaged	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

## Literacy

## Howard Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (50)				Grade 4 (49)				Grade 5 (53)				Grade 6 (55)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	12	40	24	24	22	33	29	16	30	26	34	09	15	22	33	31
Male	17	43	26	13	17	26	35	22	27	33	33	07	10	27	30	33
Female	07	37	22	33	27	38	23	12	35	17	35	13	20	16	36	28
Migrant	00	00	100	00	00	00	00	00	50	50	00	00	00	00	100	00
African American	19	44	25	13	32	32	27	09	36	28	28	08	22	28	28	22
Hispanic	04	38	29	29	16	32	28	24	19	31	38	13	08	19	38	35
Caucasian	22	44	11	22	00	00	100	00	44	22	33	00	17	33	17	33
Students with Disabilities	25	50	13	13	63	38	00	00	57	43	00	00	75	25	00	00
Limited English Proficient	05	43	29	24	16	32	28	24	07	33	40	20	15	45	40	00
Economically Disadvantaged	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

## Math

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

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

### No Child Left Behind Transfers (NCLB)

2009-10 — Eligible, 414; NCLB, 2  
2008-09 — Eligible, 382; NCLB, 0  
2007-08 — Eligible, 338; NCLB, 1

Howard received \$489.82 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.

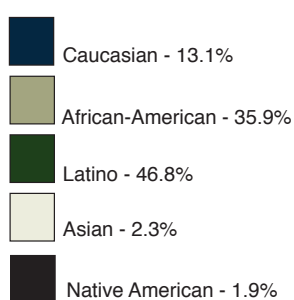
Norm-referenced scores must always be interpreted with reference to the grade and time of year of test administration. Norm-referenced scores are often expressed as percentile rankings.

- 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.

## Howard Elementary School

School Demography



Oct. 1, 2008

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