

SPRADLING Elementary

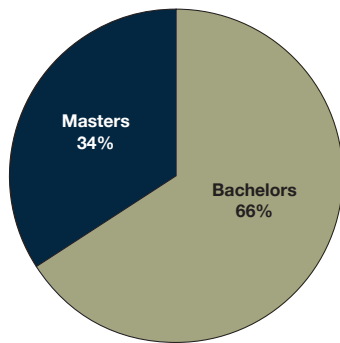
Enrollment: 454 • Certified Staff: 32 • Principal: Gary James

A Great Expectations School

Partners in Education: Arvest Bank, Atwoods, Girl's Inc., Kentucky Fried Chicken, Midland Family Bowl, Taco Bell, Williams/Crawford & Associates, Inc.

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.

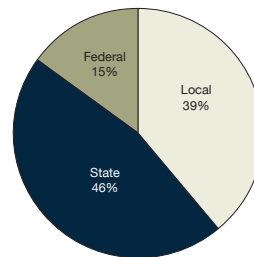
Per Student Expenditure

• \$8,474 in 2008-2009

Local Taxpayer Investment

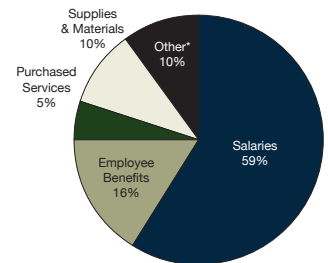
• 36.5 mills, constant since 1987

Fort Smith Public Schools Actual Revenues 2008-2009



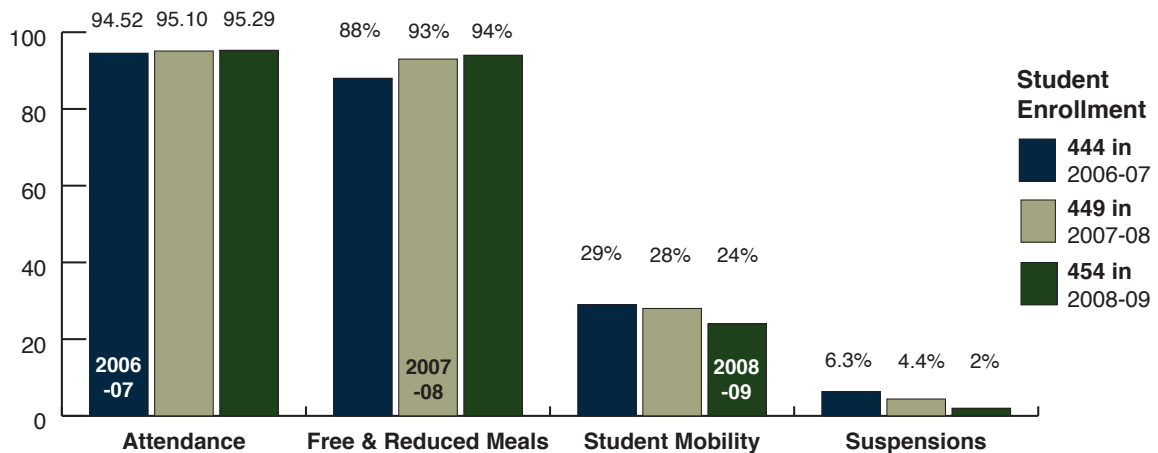
Approximately 2/3 of local revenues are controlled by state in accordance with Amendment 74 and Act 917 of 1995

Actual Expenditures by Object 2008-2009



* 6% Capital Outlay, 4% Debt Service

Non-instructional factors influencing educational success at Spradling



Figures represent percentages of students using October 1 enrollment data.

Student Enrollment

- 444 in 2006-07
- 449 in 2007-08
- 454 in 2008-09

Spradling Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (56)				Grade 4 (64)				Grade 5 (62)				Grade 6 (76)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	32	30	29	09	26	27	34	13	22	28	36	14	13	30	43	14
Male	38	38	20	05	30	36	27	06	20	37	33	10	17	29	38	17
Female	25	22	39	14	21	17	41	21	24	21	38	18	09	31	47	13
Migrant	50	50	00	00	00	33	67	00	75	00	25	00	17	50	33	00
African American	27	45	27	00	50	25	19	06	18	18	45	18	17	33	50	00
Hispanic	37	24	34	05	26	39	35	00	17	40	30	13	17	31	38	14
Caucasian	40	27	13	20	15	23	31	31	44	13	44	00	00	43	36	21
Students with Disabilities	43	43	14	00	100	00	00	00	100	00	00	00	40	60	00	00
Limited English Proficient	30	30	33	07	26	43	26	04	17	40	33	10	23	35	35	08
Economically Disadvantaged	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Spradling Benchmark Results

Student Group (Students tested per grade.)	% of Students Scoring Below Basic(BB), Basic(B), Proficient(P) & Advanced(A)															
	Grade 3 (56)				Grade 4 (64)				Grade 5 (62)				Grade 6 (76)			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
Total Population	07	29	45	20	18	27	27	27	33	16	38	14	04	16	43	38
Male	03	33	45	20	21	30	27	21	30	23	33	13	04	17	50	29
Female	11	25	44	19	14	24	28	34	35	09	41	15	03	16	38	44
Migrant	00	100	00	00	00	00	33	67	75	25	00	00	00	33	50	17
African American	09	36	45	09	44	31	19	06	36	18	45	00	17	17	50	17
Hispanic	07	27	44	22	09	35	39	17	30	20	30	20	03	17	52	28
Caucasian	07	40	33	20	15	31	15	38	30	20	30	20	00	14	36	50
Students with Disabilities	00	43	57	00	73	27	00	00	100	00	00	00	10	50	30	10
Limited English Proficient	04	26	48	22	09	39	39	13	27	17	30	27	04	23	46	27
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.

No Child Left Behind Transfers (NCLB)

2009-10 — Eligible, 431; NCLB, 0
2008-09
2007-08

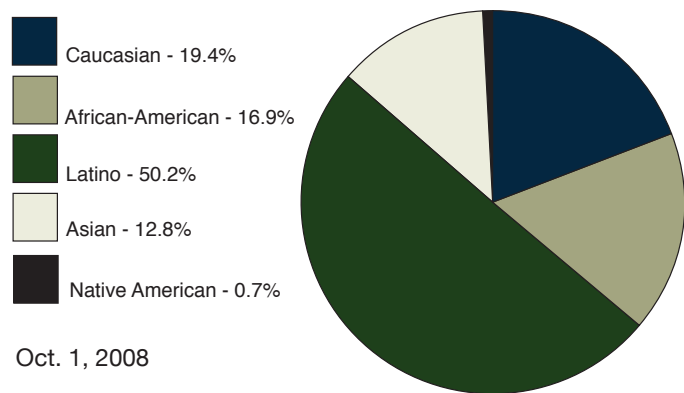
Spradling received \$185.33 as a result of the District beverage contract. This money was distributed supporting specific activities and other school purposes.

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.

Spradling 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